



Teacher’s Class Management Skills for Class V Thematic Learning Students at SD Khatolik St. Vincentius Noongan

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ABSTRACT

Thematic learning is an integrated learning that focuses on student involvement in the learning of each sub-theme. The research in this paper is to uncover and explain the teacher's skills in managing the class for the fifth-grade students' thematic learning at SD Khatolik St. Vincentius Noongan. The researchers used qualitative research methods with data collection methods in the form of observation, interviews, and documentation. Data analyses were data reduction, data presentation, and conclusion drawing. The research result indicates that there are two types of class management in theme learning, non-physical and physical class management. Caring, firmness, change, and high standards comprise non-physical classroom management. Meanwhile, physical classroom management entails rearranging the blackboard's position, seating adjustment, bulletin boards, and window rearrangement in the classroom. Thematic learning is unusual in that it takes a teacher's inventiveness to manage the class. Of course, this management is dependent on the qualities and requirements of the pupils. Because each student's demands are unique, we must make the class as appealing as feasible while managing it.

Keywords: teacher skills, classroom management, thematic learning, elementary schools

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INTRODUCTION

Learning is an effort made by teachers and students to achieve learning goals (B & Mesra, 2023). The teacher as a teacher forms an environment to facilitate learning. Currently the application of learning in elementary schools uses thematic learning (Santie et al., 2020). Thematic learning is integrated learning that focuses on student involvement in the learning of each sub-theme (Prastowo, 2019). Themes can be seen from everyday life. These themes can give meaning to students' lives (Pattisamallo et al., 2023). Thematic learning is suitable for elementary school students because they are individuals who are still at the stage of tangible ways (Kadarwati & Malawi, 2017). They do not see that subjects run alone in life so they need certain themes in learning (Tuerah et al., 2023).

Thematic learning in elementary schools has characteristics (Romi Mesra, Theodorus Pangalila, Abzan Laebe, Risal, 2023). One of the characteristics include: relating to students, providing real experience, separating subjects that are not clear, preparing drafts of subjects, easy, and learning while playing (Rahman et al., 2021). Learning that is based on students can make students act as subjects of learning. Thematic learning can provide real experience to students that is directed to something easy, the subject matter of learning is combined with themes from other subjects related to student life (Mesra et al., 2022). Moreover, the teaching materials used are easy according to the student's environment. Thematic learning is expected to be able to learn while playing (Lubis, 2020).

In thematic learning, there are several parts related to its implementation. These sections include the roles of teachers and students, class management and strategies in thematic learning. Therefore, it is necessary to discuss classroom management in thematic learning (Setiawan, 2020). Classroom management in thematic learning is very necessary. In the implementation of thematic learning the learning atmosphere can be changed and made as comfortable as possible (Mesra, Umaternate, 2021). Classrooms are neatly arranged according to the theme being carried out. Not only that, student chair changes can also be arranged according to learning needs because students also don't always sit in chairs but can also on the carpet. Learning activities can also be carried out in the classroom or outside the classroom (Majid, 2014).

From observations on fifth grade students of ST Catholic Elementary School. Vinencius Noongan in about one month, there are many students who are still having difficulty learning. This is due to not focusing on learning at the beginning and during teaching and learning activities there are some students who are less active in class during the learning process, only some of the students ask a few questions and answer questions to the teacher. In addition, some learning subjects do not have guidebooks, making it difficult for students to understand the material provided by the teacher.

The difference between this research and previous research is that this research is more about the thematic learning process where teachers try to implement their basic teaching skills in the form of managing the class so that learning objectives can still be achieved well. The results of research observations prove that describing effective classroom management is seen from the way classroom management in improving thematic learning activities. With the background above, the researcher is interested in knowing the management of class V in thematic learning, therefore, this research is entitled "Management of Class V in Thematic Learning at ST. Vincentius".

LITERATURE REVIEW

Teaching Skill

Lesson study began in Japan around the 1870s (Saito et al., 2006). Lesson Study is a method of case analysis in learning practice, aimed at assisting the professional development of teachers and opening opportunities for them to learn from each other based on real practices at the classroom level. The strengths and features of the MGMP-based Lesson Study are being able to strengthen ties between teachers in schools that are close to each other. If teachers only want to work with their colleagues in the same school, it will be difficult for them to broaden their knowledge and insights. In other schools, there may be teachers who have a stronger background in certain subjects or edagogical aspects. So, interaction with teachers from other schools is very useful, especially for teachers whose educational backgrounds are "not appropriate" (Mesra, 2022).

Learning is a process that comprises several interconnected factors. As a result, diverse talents are required to promote innovative and enjoyable learning. One of them is the ability to teach. Teaching abilities are relatively complicated professional talents, since they represent a comprehensive integration of numerous teacher competences (Rahmatullah et al., 2022). According to Kyriacou, teaching skills in class management are activities that are combined with instruction that is characterized and in line with the suitable technique procedures employed by the teacher in his classroom. Teacher teaching abilities are duties that the teacher controls in order to lead learning activities. Teaching skills in classroom management are acts taken to give direct or indirect student learning in order to fulfill learning objectives (Safitri & Sontani, 2016).

Classroom Management Skill

Classroom management skills include teacher abilities to create and maintain ideal learning settings, as well as abilities to restore optimal learning conditions when disruptions in the learning process occur, both brief and transitory disturbances and ongoing disturbances (Zainal, 2012). According Zainal (Zainal, 2012), competent classroom management is a must for an effective teaching and learning process. In general, the purpose of classroom management is to offer facilities for diverse student learning activities in an emotional, social, and intellectual setting. The amenities given allow students to study and work, establish a disciplined

environment, and build a social environment that offers students with fulfillment, intellectual, emotional growth, and appreciation.

It can be concluded that the basic skills of teaching teachers in the implementation of learning include the ability to give strength, the ability to make variations, the ability to ask questions, the ability to explain, the ability to guide small group discussions, the ability to open and close lessons, the ability to teach small groups and individuals, and the ability to manage a class.

Thematic Learning

According to Majid et al (Ahmad & Majid, 2014), thematic learning is integrated learning that employs themes to connect multiple disciplines in order to give meaningful experiences for students. Teachers employ thematic learning to encourage active engagement of students in activities centered on a topic that has been learned and selected to be studied. According to Senata et al (Senata et al., 2021), thematic learning is learning that occurs through linking one concept with another.

According to Prastowo (Prastowo, 2019) in Maulana Arafat Lubis, thematic learning can give connectivity between one topic and other subjects in order to increase and improve the quality of student learning. Thematic learning can help students build meaningful new and stronger concepts and principles, relationships between one subject and other subjects are important in learning for students, so that what is learned is more meaningful, easier to understand, remember, process, and use to solve problems in life. Based on many perspectives on Thematic learning, it can be stated that Thematic learning is a learning approach that connects multiple disciplines into a single theme. Thematic Learning is an integrated learning methodology that enables students to discover and discuss scientific topics and principles holistically, meaningfully, and authentically, both individually and in groups. According to Wahid Murni (Murni, 2017), thematic learning objectives are as follows: Develop knowledge and topic competencies in the same theme. Have a more comprehensive and effective comprehension of the topic. Improve language proficiency by connecting numerous other disciplines to students' own experiences.

There are various principles of thematic learning that instructors must grasp. In Prastowo, Mamat SB discusses various concepts, including the following:

- a. Integrated with the environment, which means that learning is integrated into students' daily life.
- b. Has a topic that serves as a unifier for the seven disciplines taught in primary schools (PPKn, Indonesian, Mathematics, PJOK, SBdP, Science, and Social Sciences).
- c. Making studying and playing enjoyable.
- d. Incorporating principles from the seven topics into the learning process.
- e. Learning is adaptable.
- f. The use of multiple learning approaches

METHOD

The author uses a qualitative methodology in his study, which is descriptive in nature, with the aim of producing an accurate, factual, and methodical explanation of social or natural events (Afrizal, 2008). The use of qualitative procedures (Moleong, Lexy J, 2002) is useful because it is simpler when linked directly to facts about the actual situation that were previously unthinkable, and the data obtained can be added to as the research process progresses. Qualitative research methods are used in scientific contexts where the researcher serves as the primary instrument. According to Sugiyono, a qualitative descriptive research technique is a research procedure that produces descriptive data in the form of text (Sugiyono, 2014).

Researchers used the following data collection strategy to obtain information about the role of P2TP2A in handling domestic violence cases:

1. Interview

The interview approach is used to obtain data related to the research topic by asking a series of direct questions regarding the investigation. The interview methodology is a method of collecting data from research participants who convey information to researchers either directly or in writing.

2. Observation

Observation is sometimes called observation, so that researchers travel directly to the field, so that researchers really witness the process of teaching activities and the application of classroom management skills.

3. Documents

To establish the facts obtained through the procedures mentioned above, data collection using documentary techniques must also be complemented by qualitative research.

Several steps were taken in qualitative research, related to the different stages of Miles, Huberman, and Sugiyono, to obtain data analysis, namely data reduction, data presentation and drawing a conclusion (Huberman, 1992).

RESULTS AND DISCUSSION

Based on the results of research on teacher skills in managing class in class V thematic learning at SD Khatolik St. Vincentius Noongan by using observation data collection methods, interviews, documentation, the researchers obtained the following findings:

The first interview was conducted by the researcher with the principal of ST. Vinencius Noongan namely Ms. MAK (28 Years). researchers conducted interviews to obtain information about how to manage non-physical and physical classes in thematic learning in elementary schools.



Figure 1. Interview with the Head of School
Source: (Researcher Documentation)

As stated by the Principal of MAK (28 years) as follows, "... yes, during thematic subjects, I always give encouragement to students in answering questions and not only that I also give praise to students who are able to answer the questions I give them. By giving encouragement and praise to students, it is a form of our concern as teachers for students so that students are more enthusiastic about learning."

1. Non-physical classroom management in thematic learning in elementary schools

It can be concluded from the results of the interview, the principal of ST. Vinencius Noongan that non-physical classroom management can be seen from the way the teacher manages the class. In this way it can be seen from the care, firmness, shape and high expectations. A teacher's concern for students can be done by cultivating respect for their students. The assertiveness of a teacher can be done by making responsibility in the classroom. Not only that in the classroom, teachers also need to set an example to their students.



Figure 2. Interview the class teacher

Source: (Researcher Documentation)

As expressed in an interview with the FS mother's class teacher (28 years) as follows,

"... yes, we can see non-physical classroom management by the position of the blackboard, where the blackboard is a learning facility. The blackboard will be clearly visible to students, which will make students understand more about the lessons that have been conveyed by the teacher. Not only that, the blackboard is the biggest problem in arranging a room because it is related to vision for students in the classroom where sometimes students cannot see too far or even too close.

It can be concluded that the results of the interviews with the third-grade homeroom teacher are physical classroom management in thematic lessons covering furniture, where the placement of blackboard positions, changing seats and setting windows in the classroom.

2. Physical classroom management in thematic learning in elementary schools.



Figure 3. Interview with Class V students

Source: (Researcher Documentation)

"...very happy sis, because I can change my seatmates. In terms of cleanliness, it's definitely safe, but the building needs improvement. Of course, sis, only once a week. Of course, I am very happy because the class looks prettier and more lively with the bulletin board in the class, Sis."

It can be concluded from the results of interviews with fifth grade students regarding classroom management in thematic learning in elementary schools. The results of the interview above by fifth grade students indicated that students felt happy when the teacher changed seats, students were also very comfortable when the classroom was clean, so students often displayed wall magazines to change the classroom atmosphere to be more creative. Thematic learning can make it easier for students to find a more comfortable environment so that creativity is needed from the teacher to be more able to manage the class.

We have conducted fifth grade action research at ST Catholic Elementary School, Vincentius Noongan, based on the results of interviews with the principal, teachers and fifth grade students regarding classroom management in thematic learning. From the results of the interviews we conducted 2 meetings with the principal, teachers and fifth grade students with different questions and responses. At each meeting, we had personal responses from the results of the interviews, namely: in the interviews, we thought that the principal was very critical in managing the class non-physically where the principal was very ambitious in providing encouragement and enthusiasm to students during question and answer activities.

In interviews, we assume that the teacher is very innovative in managing the class physically where the teacher makes changes in the classroom to attract students' attention to be more enthusiastic about learning both in terms of changing seats, blackboard positions and class bulletins that attract students' attention to make them more comfortable in learning activities. In interviews, we assume that students really want a class that is full of interesting atmosphere in the class so that during learning they don't get bored easily, especially when the subject is less attractive to them.

CONCLUSIONS AND RECOMMENDATION

Based on the findings, exposure, reflection, and discussion of research results, in this section the following conclusions can be put forward. There are four things put forward in this study, namely conclusions about: (1) Increasing teacher competence in preparing lesson plans, (2) Increasing teacher competence in carrying out learning, (3) Increasing teacher competence in assessing learning achievement, (4) Increasing competence teachers in carrying out follow-up results of student achievement assessments and improving teacher pedagogic competence. In this study it can be concluded that the implementation of academic supervision can improve teacher pedagogical competence in preparing lesson plans, implementation, learning assessments as well as in providing follow-up learning outcomes by always carrying out activities systematically and following training guidance and collaborating in the learning community both internally and externally in the Working Group Teacher.

Basic teaching skills include classroom management skills and holding skills. Managing a classroom is the teacher's ability to create and maintain optimal learning conditions and restore them when interruptions occur in the teaching learning process (Nuhan, 2016). Skills are activities to create and maintain optimal teaching learning conditions, for example, stopping student behavior that deviates, giving rewards to students who complete tasks well, or setting rules in the classroom by mutual agreement (Mesra et al., 2023).

Recommendation

Research on teacher skills in managing class in class V thematic learning at St. Vincentius Noongan, for future researchers the object of research might be further developed using the perspective of students, the point of view of the surrounding community, and so on, and this could also be done with informants from several schools.

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