

CLASSROOM MANAGEMENT AND TEACHER INTERVENTION CAN REDUCE STUDENT ANXIETY LEVELS

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Abstract

The purpose of this study was to find out the effectiveness of classroom management and teacher intervention in reducing students' anxiety levels at school. The researcher used a qualitative research method with descriptive research. The steps in this research were to collect information or collect classification data, and then perform data analysis, interpretation, and make conclusions and reports. The research was carried out from January 13 to February 14, 2023. The results of the research the researchers conducted showed that anxiety in students can be reduced through good classroom management in several ways, namely through preventive efforts by motivating students to concentrate on lessons and conditioning students to be ready to learn in class; readiness to learn greatly determines student learning activities. Besides these preventive efforts to reduce student anxiety in class in a curative way, this method requires the role of the guidance and counseling teacher by providing counseling to students who have high anxiety using systematic desensitization techniques.

Keywords: Classroom management, intervention, anxiety

INTRODUCTION

Anxiety in students is a psychological condition in which students feel worried or afraid of certain situations or tasks they face in the educational environment; anxiety can affect students' ability to learn and participate in class and can affect their emotional well-being (Akbar & Masykur, 2020).. Some of the factors that can cause anxiety in students include academic pressure, social or emotional problems, uncertainty about the future, and traumatic experiences. In addition, students' inability to cope with difficult assignments, procrastination habits, and lack of support from family and friends can also cause anxiety in students (Luthfiah & Hadi, 2021). The result of this will affect and harm their mental and academic health, one of which is that students who experience anxiety can have difficulty concentrating and processing information, solving problems, and interacting with peers and teachers. (Zahro', 2022)

To help students overcome anxiety, it is necessary to take a holistic approach, involving all related parties such as teachers, parents, and counselors. This approach includes efforts to create a safe, supportive, and inclusive environment in schools, provide emotional and social support to students, provide appropriate academic guidance and support, and increase awareness and understanding of anxiety in students and how to overcome this anxiety (Wahyuni, 2015).

According to Kagan, anxiety in children can be explained by biological and environmental factors (MacMillan, 2019). Furthermore, Kagan said that individuals are born with different temperaments, namely an innate tendency to respond to the world in a certain way, namely easy and difficult temperaments (Norvilitis & Linn, 2021). Children with easy temperaments are more open to new environments, less anxious, and more adaptable, while children with difficult temperaments tend to be more anxious, reluctant to try new things, and have difficulty adapting (Bosnjak, 2017). Kagan also found that children with difficult temperaments were more likely to experience social anxiety as they grew up. This happens because they tend to be more sensitive to social cues and more easily feel threatened by social interactions. However, Kagan emphasizes that the environment can also affect the development of anxiety in children, such as parental support and social experiences (Oral, 2012). In general, anxiety in children is not always negative; it can be a source of motivation and encouragement to overcome challenges and achieve goals. Kagan also suggests that parents and teachers can help children deal with anxiety by providing a safe and challenging environment and providing necessary emotional and social support.

To reduce this anxiety, good management by the teacher is needed, which, according to the meaning of the class, is the practice carried out by the teacher to create and maintain a conducive, safe, and orderly learning environment in the classroom. The goal is to increase the effectiveness of learning and help students achieve good learning outcomes. optimal (Astuti, 2019) According to Robert Marzano Classroom management is very important because an organized and safe classroom environment can help increase student concentration, reduce distractions, and increase learning motivation (Butler et al., 2019). With good classroom management, teachers can manage time and assignments effectively, set clear rules and expectations, provide positive feedback, and encourage students' active participation in learning. In reality, classroom management is not an easy task because each student has different needs, abilities, and attention levels. Therefore, teachers must have the ability to manage classes effectively, identify and overcome problems that arise, and develop positive relationships with students (Depri, 2020).

Classroom management is also very important to create an inclusive and welcoming environment for all students, including those with special needs or who come from different backgrounds. With good classroom management, students can feel welcomed and valued, so they can focus on learning and achieve their full potential (Aaron, 2013). For this reason, the most effective classroom management is one that can create a learning

environment that is conducive, safe, and orderly in the classroom and helps students achieve optimal learning outcomes (Nugraha, 2018).

In effective classroom management, there are several strategies presented by Robert Marzano (Reisman, 2018), namely: a. Establish clear rules and expectations. Teachers must provide clear rules and realistic expectations, which all students must adhere to. Rules must be posted in class and applied consistently by teachers. b. Provide positive feedback: Teachers must provide positive feedback and provide positive reinforcement for expected behavior. This can increase learning motivation and strengthen students' social skills. c. Manage time effectively: Teachers must manage time effectively and efficiently. This can create an orderly environment and reduce tension and confusion in the classroom. d. Using technology and other resources: Teachers can use technology and other resources, such as textbooks, videos, and software, to help students learn more effectively. e. Get to know individual students: Teachers should get to know individual students and pay attention to the needs and interests of students. This can help teachers overcome problems and improve classroom management effectively. f. Applying active learning methods: Teachers can apply active learning methods such as group discussions, simulations, and projects that can help students be more active and involved in learning. g. Creating an inclusive environment: Teachers must create an inclusive and welcoming environment for all students, including those with special needs or who come from diverse backgrounds. This can increase self-confidence and student participation in learning.

According to Marzano, there are six focus areas that must be considered by teachers for effective classroom management. The six focus areas are: a. A positive approach: teachers must develop good relationships with students and create a positive, supportive, and inclusive classroom environment. b. Structure: The teacher must ensure that the class has a clear structure and rules and provide consistent and timely feedback on student behavior. c. Consistency: Teachers must be consistent in applying the rules and consequences that have been set, so that students know what is expected of them and what will happen if the rules are broken. d. Student participation: teachers must motivate students to participate actively in learning and create opportunities for students to collaborate and discuss in groups. f. Time management: teachers must manage their time well and provide clear and structured instructions so that students can maximize their time for learning. g. Thinking and communication skills: teachers must develop students' critical thinking and communication skills, as well as help them develop cooperative and problem-solving skills (Lindholm, 1988).

The results showed that teacher performance in class mastery (class management), honesty, teacher discipline, and teacher resource development (HR) had a positive relationship with student activity in class (Depri, 2020), while research results (Nugraha, 2018) showed the same. Supporting factors and inhibiting factors for classroom management are the physical, social, emotional conditions, and school organization. The strategy used is to condition students to be ready to study in class, learn to concentrate,

use appropriate and varied methods, interact educatively and communicatively, and use media according to the material presented. According to research findings (Rachmayanie & Sulistiya, 2020), students' anxiety in class is caused by a fear of other people's reactions or judgments about him if he is unable in class.

METHODE

This study used a qualitative approach with a descriptive research type. It is carried out by taking the steps of gathering information or collecting classification data, followed by data analysis, interpretation, making conclusions, and writing reports. This is done with the main objective of creating an overview of classroom management and interventions provided by teachers to reduce students' anxiety levels in class. In this study, the researcher acted as the main instrument, namely as an executor, an observer, and at the same time as a data collector. This research was conducted in Pamekasan Regency, East Java. While the research location is at MTs. Multazam Pamekasan. This study was carried out between January 13, 2023 and February 13, 2023. The type of data used by the author in this study is primary data obtained directly by observing and recording events or events through observation, interviews, and documentation, and secondary data, namely data obtained from journals, reference books, and the internet.

RESULT AND DISCUSSION

Planning is setting a target that will be achieved or achieved in the future. In the activities of an organization, planning goals and actions as well as assessing various resources and methods or techniques quickly is important. As for the learning planning program, the teacher at MTs. Multazam Pamekasan, based on the data obtained by the researcher, is as follows: Compiling an Educational Calendar, Prota, and Promissory Notes Before carrying out the teaching and learning process in class, a teacher is required to prepare learning instruments. Among these instruments are educational calendars, annual programs, and semester programs. The preparation of the annual program is to find out how many weeks are effective and which are not effective in one school year. This week's or meeting's worth of teaching hours can be identified by analyzing the education calendar. After compiling the annual program, we are now compiling the semester program. The semester program is a plan to distribute how much time is allocated in each meeting.

Implementation of effective classroom management in learning occurs when it can create classroom conditions as a learning environment that allows students to develop their abilities as optimally as possible, removes various obstacles that can hinder learning interactions, provides and organizes facilities that support students' learning according to their social, emotional, and intellectual environment, and can guide students according to their social, economic, cultural, and personal backgrounds and the nature or character of different students. Therefore, in the implementation of learning, it is necessary to know the conditions and problems that occur to students when learning takes place. Whenever there are problems related to student attitudes or other external problems, a teacher tries

to find a solution at that moment so that the teacher's responsibilities function optimally. By implementing class conflict, it will reduce the problems that occur in learning. Some of the preventive efforts made to overcome the problem are as follows: a. Motivating students to concentrate on lessons Students can concentrate their minds on lessons well, depending on the way the teacher manages the class both physically and non-physically. So, a teacher must always encourage his students to concentrate on learning and condition them to be ready to learn in class. In the context of the learning process, readiness to learn greatly determines student learning activities. Students who are not ready to learn tend to behave unconductively, which in turn disrupts the learning process as a whole. Because readiness is a mental process, the teacher, in carrying out the teaching and learning process, must really pay attention to the students' mental readiness to learn.

Based on the results that the researchers obtained, a teacher always conditioned students to be ready to learn in class; this was done so that the results obtained from the teaching and learning process could be maximized. Readiness, or readiness," is the willingness to respond or react. Readiness really needs to be considered in the learning process because if students are ready to learn, then their learning outcomes will be better. Providing a stimulus to be active in class One of the problems faced by teachers in organizing their teaching is how to motivate or foster motivation in students effectively. The success of a lesson is strongly influenced by the provision of motivation and encouragement. Based on the results that the researchers obtained, a teacher always motivates students. Motivation is a teaching strategy that is used by the teacher to give attention and encouragement to students when they cannot motivate themselves. A learning activity is very closely related to motivation; changes in motivation will also change the form, shape, and results of learning.

Besides that, in providing motivation, the teacher also provides a stimulus to students by giving rewards to students so that they are active in asking questions in class. Based on the results that the researchers obtained, the classrooms were adequate with a size of 60 m² because they exceeded the size in terms of the standard of facilities and infrastructure with the number of students in one class and made it very possible for students to move freely and not be jostled, making it easier for students to carry out learning activities. Seating Arrangement A seating chart for students in a class has a function, which is to make it easier for the teacher to quickly memorize the names of all students in the class. Knowledge of each student's name is an effective psychological tool for the learning process. Seating arrangements should be flexible, which means they can be changed as needed. Based on the results of the research, seating arrangements are usually carried out on the go and held maybe once a week or once a month, according to conditions and needs. Seating arrangements will affect the smooth teaching and learning process in class and reduce anxiety in students.

In addition to the foregoing, field observations indicate that the guidance and counseling teacher should provide therapy to students in order to reduce student anxiety. The technique used by the Guidance and Counseling Teacher of MTs Multazam Pamekasan,

namely the systematic desensitization technique is effectively used to reduce student anxiety, this is obtained from the counseling process carried out by the Guidance and Counseling Teacher and has succeeded in eliminating feelings of anxiety when facing the final semester assessment and they have found comfort when they are asked to imagine things that they think can make them feel calm. In applying the systematic desensitization technique, there are two things that need to be considered, namely: 1. Communication between the counselor and the counselee. If the communication between the counselor and the counselee is not good, this will make the counselee feel difficult in applying the technique. 2. Handling wrong actions: if the guidance and counseling teacher takes wrong handling actions, the results obtained from applying the technique will not be optimal. The benefits obtained when applying systematic desensitization techniques are being able to help counselees eliminate or weaken anxiety that comes from negative thoughts (Harahap, 2020).

It should be noted that the systematic desensitization technique coined by Joseph Wolpe is a behavioral therapy method used to reduce or eliminate excessive anxiety or fear in individuals toward certain situations or objects. This technique involves the following steps: a. Education about the anxiety or fear experienced by individuals and how it affects behavior, b. Progressive relaxation: Individuals will learn to control their physical responses through relaxation techniques, such as deep breathing, progressive muscle relaxation, or meditation. c. Create a hierarchy of anxiety-provoking situations: The individual will work with the therapist to list situations that cause them anxiety, from the least to the most anxiety-provoking, d. Systematic desensitization: Individuals will learn to relate to situations that generate their anxiety in a hierarchical order. The therapist will help individuals use their relaxation techniques when they are dealing with situations that cause them anxiety, e. Repetition: This process will be repeated for each situation in the hierarchy until the individual feels comfortable and can deal with situations that generate anxiety without feeling too anxious or afraid (Zahro', 2022).

CONCLUSION

The conclusion of this research is that student anxiety can be reduced through effective classroom management using several methods, namely preventive efforts by motivating students to concentrate on their lessons and conditioning students to be ready to learn in the classroom. In the context of the learning process, readiness to learn greatly influences students' learning activities. In addition to these preventive efforts to reduce student anxiety in the classroom, a curative approach is required, which involves the role of Guidance and Counseling teachers in providing counseling to students with high levels of anxiety using systematic desensitization techniques.

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