

CLASSROOM MANAGEMENT IN IMPROVING THE SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The background of this study is students' social skills. This study generally aims to evaluate the classroom management applied at SDN Peuteuycondong 1, Cianjur Regency, and its impact on students' social skills. Specifically, to determine the planning, organization, implementation, and supervision of classroom management applied at the school. This study uses a case study approach with qualitative methods. Data were collected through observation, interviews, and documentation studies. The results of this study are that (1) classroom planning is designed by setting clear goals, arranging space and time, and selecting teaching materials that support the development of students' social skills. (2) Effective classroom organization and time allocation support the implementation of social activities such as group discussions and collaborative projects. (3) The implementation of management involves practical activities designed to improve students' social skills, with effective teacher supervision and leadership. (4) Supervision is carried out through monitoring, evaluation, and adjustment of management based on feedback and evaluation results. Consistent supervision helps in monitoring student progress and increasing the effectiveness of management. This study concludes that the classroom management implemented at SDN Peuteuycondong 1 has proven effective in improving students' social skills. However, the success of this management is highly dependent on careful planning, good organization, consistent implementation, and ongoing supervision.

Keywords: management, class, social skills

Abstrak

Latar belakang penelitian ini adalah keterampilan sosial siswa. Penelitian ini secara umum bertujuan untuk mengevaluasi manajemen kelas yang diterapkan di SDN Peuteuycondong 1, Kabupaten Cianjur, dan dampaknya terhadap keterampilan sosial siswa. Secara spesifik, penelitian ini bertujuan untuk menentukan perencanaan, organisasi, pelaksanaan, dan pengawasan manajemen kelas yang diterapkan di sekolah tersebut. Penelitian ini menggunakan pendekatan studi kasus dengan metode kualitatif. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian ini adalah (1) perencanaan kelas dirancang dengan menetapkan tujuan yang jelas, mengatur ruang dan waktu, serta memilih bahan ajar yang mendukung pengembangan keterampilan sosial siswa. (2) Organisasi kelas yang efektif dan alokasi waktu mendukung pelaksanaan aktivitas sosial seperti diskusi kelompok dan proyek kolaboratif. (3) Pelaksanaan manajemen melibatkan aktivitas praktis yang dirancang untuk meningkatkan keterampilan sosial siswa, dengan pengawasan dan kepemimpinan

guru yang efektif. (4) Pengawasan dilakukan melalui pemantauan, evaluasi, dan penyesuaian manajemen berdasarkan umpan balik dan hasil evaluasi. Pengawasan yang konsisten membantu dalam memantau kemajuan siswa dan meningkatkan efektivitas manajemen. Penelitian ini menyimpulkan bahwa manajemen kelas yang diterapkan di SDN Peuteuycondong 1 terbukti efektif dalam meningkatkan keterampilan sosial siswa. Namun, keberhasilan manajemen ini sangat bergantung pada perencanaan yang cermat, organisasi yang baik, implementasi yang konsisten, dan pengawasan yang berkelanjutan.

Kata kunci: manajemen, kelas, keterampilan sosial

INTRODUCTION

Humans need a touch of education to be able to adapt to a complex environment. In education, the teaching and learning process is carried out by educational units. The education unit provides learning facilities in accordance with national education standards. In the teaching and learning process, classroom management is a pattern or strategy used by teachers to create and maintain conducive and optimal classroom conditions for the learning process. This management includes various activities designed to achieve educational goals, such as structuring the learning environment, classroom administration management, student behavior management, and others. The main goal of classroom management is to maximize learning opportunities and create a positive and productive learning climate. Classroom management in improving the skills of elementary school students can be seen from several aspects, such as student behavior. Elementary school students often exhibit unwanted behaviors, such as seeking attention, harassing friends, and cheating. This can interfere with the learning process and reduce students' skills in effective learning. (Aina Winda et al. 2022). Lack of Cohesiveness can result in negative reactions to certain class members, interfere with the spirit of learning, and cause difficulty adapting to change.

Teachers who are not optimal in applying classroom management skills can result in students not focusing and doing activities that are not useful during the learning process. (Tommy A. 2024). Good classroom management can create a fun learning atmosphere and awaken students' enthusiasm for learning. Some techniques that can be used to create a family atmosphere in the classroom through homeroom techniques: Create a home-like atmosphere by holding meetings with a group of students outside of class hours. This helps students feel comfortable and open in raising their problems, inviting students to participate in discussions to set norms and rules together. This makes students feel involved and thinks that the rules must be complied with because they are made by mutual agreement. Understand the behavior of each student and provide an approach that is appropriate to the student's current condition. This helps students feel valued and get the right support. Give appreciation and support to students in learning, both for students who are successful and those who are not. This makes students feel appreciated for all their achievements. By applying these techniques, teachers can create a family atmosphere in the classroom that is positive, productive, and fun for students. The facts of previous research show that classroom management by teachers has a great influence on student learning outcomes. Teachers who are effective in managing the classroom can improve students' learning abilities and influence their academic success (Resti Aulia. 2028).

Classroom management is an effort that is deliberately made to achieve teaching goals. The goal of classroom management is to provide facilities for a wide variety of student learning activities in a social, emotional, and intellectual environment in the classroom.

(Achsin, et al. 1990). Classroom management is an effort that is deliberately made to achieve teaching goals. The goal of classroom management is to provide facilities for a wide variety of student learning activities in a social, emotional, and intellectual environment in the classroom. Class management consists of two words, namely "management" and "class". Management is a translation of the word management which means to regulate, implement, manage, control, and treat. The purpose of classroom management is to create an effective and fun teaching and learning atmosphere and can motivate students to study well according to their abilities.

The application of the cooperative learning model is seen as good in teaching and learning practices in the classroom to provide a wider space for students to interact in the learning space. As formulated by the Ministry of National Education (2003): "Cooperative learning is a learning strategy through small groups of students who work together to maximize learning conditions to achieve learning goals". Meanwhile, according to Bern and Erickson (2001): "Cooperative learning is a learning strategy that organizes learning using small learning groups where students work together to achieve learning goals". An effective teaching and learning process can utilize small learning groups to facilitate control over learning outcomes. As Hamid Hasan (1996) argues: "Cooperative learning is the use of small groups (2-5 people) in learning that allows students to work together to maximize learning. The cooperative learning model emphasizes the learning process that is oriented to the group's ability to solve problems. This is as expressed by Sugiyanto (2010): "Cooperative learning is a learning model where students learn and work in certain groups to achieve the learning goals that have been formulated.

The situation of a conducive teaching and learning process requires a harmonious learning environment in the arrangement of learning spaces as the main support for the achievement of the final subject. Student seating arrangements in the classroom are a way of managing student seating to maximize the learning process and create an effective and efficient learning environment. From the existing facts based on the results of the study, it is shown that seating arrangements can increase students' motivation to learn. For example, research conducted at SD Negeri Sawahan shows that different seating arrangements can increase students' interest and motivation to learn in science subjects (Ardiansyah, T. 2024). Seating arrangements have an important role in increasing students' motivation to learn. With the right settings, students can be more focused, more active, and have better interactions with teachers, thus improving their learning achievement.

The process of mentoring students needs to be supported by a sense of empathy by positioning students as relatives, so that there is no psychological gap in the interaction between teachers and students in the teaching and learning process. Building closeness with students is a process that aims to create a positive and harmonious relationship between teachers and students. This can be done through a variety of strategies, such as: Interest and Talent Support, encouraging and valuing every interest and talent that students have, so that they feel supported and valued. Open Communication: Using open and transparent communication to understand students' needs and feelings. Relevant Learning: Integrating the subject matter with students' interests and context, such as using popular examples or compelling stories. Active Participation: To make students actively participate in the learning process, such as collaborating and sharing thoughts. Reward Achievement: Reward each student's achievement and increase enthusiasm for teaching

Building harmonious communication between teachers and students, students and other students is carried out by classroom teachers at Peuteuycondong 1 Elementary School, Cianjur Regency, guided by the strategic plan and school operational plan described in the education service quality improvement program. Teachers are given the freedom to innovate to develop creativity in classroom management. Maximizing learning performance in the classroom requires firm rules, but full of empathy. This is important to do to facilitate the delivery of conveying materials. Conveying rules firmly but full of empathy is a strategy used by teachers to regulate and direct student behavior in the classroom. In its implementation, teachers must convey the rules clearly and firmly, without ambiguity or doubt. This helps students understand what is expected of them and avoid misunderstandings. Teachers must also convey the rules with empathy, understanding the needs and feelings of students. This helps students feel valued and understood, so they are more accepting and follow the rules.

METHODS

This research uses a qualitative approach, the research method used in case studies, which is a strategy that is more suitable for research where the subject of the research question is how or why (Yin, 2013). The research location is at Peuteuycondong 1 State Elementary School, Cianjur Regency. The research subjects of the principal, teachers, parents of students, and students. The schedule for the implementation of the research will begin in November 2024 until January 2025. The data collected in the implementation of this study are in the form of qualitative data derived from the data collection process using triangulation techniques, namely observation or observation, documentation studies, and in-depth interviews. Data collection instruments are equipped with research grids, observation or observation guides, documentation studies and interviews, with the researcher himself as the main instrument directly involved in information mining. The criteria used in improving and determining the validity of the data are the degree of *credibility*, *transferability*, *defensability*, and *confirmability*. The data validity test was carried out using triangulation and triangulation techniques of data sources. Data analysis uses a qualitative model that includes data collection, data reduction and display, and conclusion making.

RESULTS AND DISCUSSION

Overview of Research Locations

Peuteuycondong 1 State Elementary School is an educational institution located in Sadamaya Village, Cianjur Regency. This public elementary school was first established in 1927. Currently, SD Negeri Peuteuycondong 1 uses the 2013 elementary school learning curriculum guidelines. Accreditation of Peuteuycondong 1 State Elementary School is accredited grade A with a score of 95 (accreditation in 2022) from BAN-S/M (National Accreditation Board) Schools/Madrasahs. Effective classroom management in improving the social skills of elementary school students includes several learning methods that can improve interaction and cooperation between students. In its implementation, teachers develop creativity in arranging media and paying attention to students so that all students can be active and exchange ideas in their groups. Teachers also choose and apply learning strategies and models that are in accordance with the characteristics of students to develop students' reasoning power optimally. Here are some

of the strategies implemented at Peuteuycondong 1 State Elementary School Cianjur Regency as follows:

Cooperative Learning

Based on the results of interviews, observations, and documentation studies on the implementation of cooperative learning at Peuteuycondong 1 State Elementary School, Cianjur Regency, it was carried out with several effective steps and strategies to improve students' social and academic skills. Several important points about the implementation of cooperative learning in elementary schools are carried out through 1) Group Division. Students are divided into groups consisting of children with high, medium, and low abilities. This is to ensure that each group member can help each other and complement each other; 2) Learning Steps. The teacher conveys the purpose and motivates the students to work together; 3) Presenting Information. The teacher conveys the information required for the group assignment in detail and accompanied by the steps in completing the group assignment; 4) Organizing Students. Students in one class are divided into study groups. The teacher guides the group in completing the task; 5) Evaluation: The teacher evaluates the results of the group cooperation, and the teacher gives awards to the group that succeeds.

Cooperative learning aims to develop social skills such as sharing tasks, actively asking questions, respecting friends' opinions, motivating friends to ask questions, expressing ideas, and working in groups. Cooperative learning is suitable for use in elementary schools because it trains students to argue and practice cohesiveness in groups. This method also generalizes the character of students from active to passive. In addition, schools provide training for teachers to use cooperative learning models that can increase teachers' creativity in teaching and make learning more lively and interesting for students. The final result of the implementation of cooperative learning can improve the quality of the implementation of the learning process and improve the performance of teachers in teaching at Peuteuycondong 1 State Elementary School, Cianjur Regency.

Seating Arrangements and Physical Environment

Based on the results of interviews, observations and documentation studies on the implementation of seating arrangements and physical environment in elementary schools have several good goals and benefits. Here are some important points related to the implementation of seating arrangements: 1) Seating Variation. The teacher takes the initiative in determining a varied seating arrangement to create a new and interesting atmosphere for the students. This is done by arranging students' writing desks in groups, rows, marches, circular, semicircles, or horseshoes; 2) Comfort and Focus. The proper seating position can affect student performance. Some students are more comfortable sitting in the front bench, while others are more comfortable in the middle or back benches; 3) Influence on Learning Achievement. Proper seating arrangements can improve students' concentration and focus, so they can better capture the lessons; 4)

Classroom Arrangement. Teachers arrange classrooms well to create a conducive learning atmosphere. This includes determining where teachers and students will conduct learning, such as sitting in chairs, standing, or sitting on the floor; 5) Accessibility and Mobility. Seating arrangements should allow students and teachers to easily move from one section to another in the classroom, as well as make it easier for students to access learning tools or resources; 6) Interaction and Variation of Work. Flexible seating arrangements allow students to work together in individuals, pairs, or groups, as well as facilitate communication between teachers and students.

The benefits of implementing proper seating arrangements and a comfortable physical environment can improve students' learning achievement as well as reduce unwanted behavior. Good seating arrangement can help reduce unwanted student behaviors, such as walking around during lessons. The implementation of good seating arrangements and physical environment can create a conducive and enjoyable learning atmosphere for students. The best way to arrange students' desks and chairs to support learning is to pay attention to the following important aspects: a) Seating Variation. Student writing desks can be set up in groups to facilitate interaction and collaboration among students. This can help increase student engagement in teaching and learning activities; b) Diverse Formations. Diverse table and chair arrangements such as Letter U, Creative Seating Plan, Chevron Formation Chair Table Layout, and others can create an interesting and non-monotonous learning atmosphere; c) Comfort and Focus. Proper Arrangement, tables and chairs are arranged in such a way that students can sit comfortably and focus. The right position can affect a student's performance in learning. Seat rotation is done to adjust the seating repeatedly can help improve students' concentration and focus. This can be done by changing the seat position every day or once a week.

Seating arrangements help reduce unwanted student behaviors such as walking around during learning. This can create a conducive learning atmosphere. A table and chair arrangement that allows students to interact effectively can enhance teaching and learning interactions. This can help achieve learning goals better. Teachers arrange classrooms well to create a conducive learning atmosphere. This includes determining where teachers and students will conduct learning, such as sitting in a chair, standing, or sitting on the floor. Seating arrangements should allow students and teachers to easily move from one section to another in the classroom, as well as make it easier for students to access learning tools or resources. By paying attention to these aspects, the arrangement of students' desks and chairs can be more effective in supporting learning and creating a conducive and enjoyable learning atmosphere.

Building Closeness with Students

Based on the results of in-depth interviews, observations and documentation studies on building closeness with students, Peuteuycondong 1 State Elementary School Cianjur Regency, is carried out through stages to support each student's interests and talents. This is done in a way that teachers support and appreciate every interest and talent possessed

by students. This can increase the enthusiasm for learning and make students feel more comfortable and close to the teacher. Then float a fun classroom atmosphere. Creating a pleasant classroom atmosphere helps build closeness with students. This can be done by decorating the classroom with students' work or making special yells to entertain students. Open communication between teachers and students is essential. Teachers are prepared to listen and understand students' individual needs, interests, and abilities. Rewarding each student's achievement can increase their motivation and enthusiasm for learning. It can also help build a better relationship between teachers and students.

Understanding and respecting students' opinions and suggestions can increase cooperation and make students feel more comfortable and close to the teacher. In the above ways, teachers can build better relationships and support student development optimally. To approach students with different learning styles, teachers can use several effective strategies. Here are some ways it can be used. Teachers try to recognize each student's learning style through direct observation, surveys, or learning style tests. This helps teachers in choosing a teaching method that suits the needs of students. Teachers can use varied teaching methods to meet the needs of students with different learning styles. For example, using visual, auditory, and kinesthetics to ensure all students can understand the material effectively. Teachers must use learning media that is in accordance with the student's learning style. For example, using pictures and diagrams for students who have a visual learning style, or using games and physical activities for students who have a kinesthetic learning style. Appreciating each student's achievements, be it visual, auditory, or kinesthetic, can increase their motivation and enthusiasm for learning. It also helps build a better relationship between teachers and students. Holding regular discussions and reflections can help teachers understand students' needs and interests better. It can also improve cooperation and make students feel more comfortable and close to the teacher. By applying the strategies above, teachers can build better relationships and support student development optimally.

Conveying the Rules Firmly but Empathetically

Based on the results of in-depth interviews, observations, and documentation studies on Conveying Rules Firmly but Full of Empathy at Peuteuycondong 1 State Elementary School, Cianjur Regency, were carried out with the following steps: 1) Opening of Friendly Classes. The teacher starts the class with a smile, greetings, and greetings to create a warm and friendly atmosphere. This helps students feel comfortable and connected with teachers; 2) Formation of Class Agreements. The teacher conveyed the rules firmly but full of empathy. As the teacher explains, students should listen carefully and not disturb other students while the teacher speaks. The teacher also explains that each student has a different time to develop and capture the lesson; 3) Good Communication. Teachers build good communication with students and parents. Teachers hold regular meetings with parents to understand the child's social conditions and build better cooperation; 4) A Compassionate Approach. Teachers understand that

each student has a different character. Teachers use a compassionate and gentle approach to students who have a tough character. This helps to improve students' mood and make them more comfortable learning; 5) Appreciation and Support. Teachers give appreciation and support to students. When students successfully master the material or get satisfactory grades, the teacher gives praise, rewards, or motivational messages to maintain and improve their achievements. The teacher also invites other students to help friends who have not succeeded, so that students feel appreciated and supported by friends. With the implementation of these measures, teachers can create a conducive and enjoyable classroom atmosphere, which helps to improve students' learning focus and teacher teaching effectiveness.

Building empathy in elementary school classrooms is also done in several effective ways, such as teachers can use the technique of Start, Observe, Assign, Take, to help students become good listeners. This technique involves focusing on the interlocutor, observing and focusing on listening, setting the mind to listen to new things, and taking messages to clarify what is heard, integrating learning activities that encourage cooperation and mutual understanding. When the classroom atmosphere is not conducive, the teacher tries to dampen the atmosphere in a positive way. Teachers can invite students to find solutions and motivations to be enthusiastic about participating in lessons the next day. Each student has a different time to develop and capture lessons. Teachers provide support and appreciation to students who have successfully mastered the material or received satisfactory grades. This helps to increase students' motivation and confidence. By combining these methods, teachers can create a conducive, active, and participatory learning atmosphere, as well as help students understand and feel the perspectives of others.

CONCLUSION

Classroom management in improving the social skills of students of Peuteuycondong 1 State Elementary School, Cianjur Regency, has been carried out in accordance with the study of school theory and policy, using a cooperative learning approach, seating arrangements, and physical environment, building closeness with students, conveying rules firmly and with full empathy. There are still obstacles to adult resources that are not yet professional, and also the competencies needed by schools. Based on the results of research on classroom management strategies in improving social skills at SD Negeri Peuteuycondong 1, Cianjur Regency, the author recommends the following: 1). For school principals to facilitate the facilities and infrastructure needed by teachers in managing the classroom, caring about the quality of learning practiced by teachers through good and structured management. Providing training and support to teachers in classroom management and social skills development can increase the effectiveness of strategies.

2). For teachers, in order to be able to provide constructive feedback and practical suggestions to improve the quality of their teaching. This can help teachers in developing

classroom strategic management so that the learning carried out is more effective and innovative so and teacher competence increases. Optimizing classroom design and increasing the availability of teaching materials can support better classroom management. 3). For students, to increase student motivation and quality of learning so that students' learning needs can be met and learning goals are achieved.

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