

Effective Class Management Strategy through Increasing Teacher Competency in State Elementary Schools plays an important role in creating a conducive learning environment

***Asmuri Ardi**

Universitas Muhammadiyah Banjarmasin

Abstract

Received: December 1, 2024
Revised: December 15, 2024
Accepted: January 14, 2025

This study aims to analyze strategies for effective classroom management through the enhancement of teacher competencies in public elementary schools. Teacher competencies play a crucial role in creating a conducive and effective learning environment. The research findings indicate that effective classroom management strategies can be achieved through regular training, improved communication skills, the use of innovative teaching methods, and appropriate time management. Teachers with high competencies are able to address various classroom management challenges, such as student distractions, varying student abilities, and engaging learning experiences. By enhancing teacher competencies, the quality of classroom management will improve, positively impacting student learning achievements in public elementary schools.

Keywords:

Classroom Management, Teacher Competencies, Teaching Strategies

(*) Corresponding Author: asmuriardibjm@gmail.com

A. Introduction

The implementation of education has received special attention by the government. The government's attention to the education sector is so great nowadays, apart from increasing the national education budget, the government is also trying to achieve the desired goals in the education sector on an ongoing basis so that the quality of the nation can be improved.

On the other hand, in today's development, education is a means of creating fully developed people, namely development people who have balance and harmony between material and spiritual aspects. To create balanced development people, the government is one of the organizers that provides opportunities for society through educational institutions.

One of the main supporters in order to achieve the purpose of teaching is the existence of a concrete effort in creating a good class atmosphere in the broadest sense, therefore all kinds of educational construction actions should be directed at a good class arrangement.

In the classroom all aspects of education and educational systems and processes. Teachers with all their abilities, students with their

backgrounds and individual characteristics, the curriculum with all its components, and materials, as well as learning resources with all its subject matter meet, combine and can, even the results of education and are determined to a large extent by what happens in the class, therefore it is appropriate for the existence of a class that is managed well, professionally and continuously, thus classroom management is a conscious effort.

In classroom language, it is said to be an undeveloped effort for teaching and learning to be carried out systematically as well as conditions for dynamic, effective and efficient teaching and learning activities in an effort to achieve targeted goals. As a basic effort directed at arrangements directed at preparing teaching and learning materials, facilities and teaching aids, good learning room conditions to realize teaching and learning activities so that they can run well according to the predetermined curriculum plans and objectives.

The classroom is a place to transfer knowledge by conveying subject matter, as well as a means of education to brighten the lives of the nation's children and make complete human beings, namely human beings who believe and are devoted to God Almighty in accordance with national education which is confirmed in Republic of Indonesia Law No. 20 of 2003 concerning the National Education System in CHAPTER III article 4 which states that "National Education functions to develop abilities and shape the character and civilization of the nation, aiming to develop the potential of students so that they become human beings who believe and have devotion to God Almighty, have noble character, be healthy, creative, independent and be a democratic and responsible citizen."¹

The formulation of the objectives of national education above can be understood to mean that education is an effort to educate the life of the nation and develop Indonesian people as a whole, and therefore requires facilities and infrastructure, one of which is a class to convey subject matter in teaching and learning activities. Therefore, classes should be managed well so that they can help and have learning infrastructure that supports and encourages students to receive and apply the knowledge they learn well. This is in accordance with the aim of class management, namely "classroom management aims to provide and organize learning facilities and furniture

¹Law Republic Indonesia Number 20 of 2003 concerning *National Education system and its explanation*, Semarang, Aneka Ilmu, 1989, p. 4

that support and enable students to learn in accordance with the social, emotional and intellectual environment of students in the class".²

From the aim of classroom management, the teacher is fully responsible for teaching and learning activities in the class, the teacher must always be creative and full of initiative in managing the class. A teacher in the classroom definitely knows the situation and conditions of the class when he provides learning material, especially the condition of the students with all their backgrounds and abilities in receiving and responding to everything that is conveyed to them. This is in accordance with the concept of Islamic teachings which teach that Allah SWT will not change the condition of a people, including managing classes well to create quality students. This is as explained by Allah SWT in the Al-Quran in surah Ar Ra'du verse 11 which reads:

It means: "*For him (man) there are (angels) who accompany him alternately from in front and behind him who take care of him at the command of God. Indeed, Allah does not change the condition of a people until they change what is in themselves. When Allah wills evil against a people, no one can reject it, and there is no protector for them other than Him.*". (Ar-Ra'd/13:11).³

According to the Indonesian Ministry of Religion, Al-Quran and its translation, the interpretation of the verse above is that Allah SWT insisted to several angels to always follow humans alternately in front of and behind them, they take care of them at the command of Allah. There are angels who guard him at night, and there are those who guard him during the day, guarding himself from various dangers and harm, and there are also angels who record all the deeds of man, the right side records all his good deeds and the left side records his bad deeds, and two other angels, one in front and the other behind. So each person has four angels, four during the day and four at night who come in turn. When a person knows that there are angels beside him who record all his actions, then he should always guard against immoral actions because he is afraid of being seen by those angels just as he is afraid that his actions will be seen by respected people. The angels take care of humans at God's command, with God's permission and keep them perfect. Just as in the material world there is a close relationship between cause and effect in accordance with wisdom, such as the presence of an eye patch to protect it from the entry of things that damage it, so also

²Djauzak Ahmad, *Class Management in Madrasah Aliyah*, (Jakarta: PR. Islamic Religion, 1994), p. 32

³Republic of Indonesia Ministry of Religion, *Al Quran and its translation*, (Jakarta: Al-Quran Procurement Project, 1983/1984), p. 370

in the spiritual realm God has assigned several angels to protect humans from various harms. If Allah wills the badness of a people with disease, poverty or other kinds of trials as a result of the bad deeds they do themselves then no one can reject it and there is never any protector for them other than Allah SWT himself.⁴

From the verse above it can be understood that to get the best achievements in life, a person must make maximum effort in addition to praying and accompanied by acts of worship. Therefore, the role of the teacher as a teacher and at the same time as an educator is not only to convey a number of lesson materials but also to prepare teaching programs, prepare learning props and learning evaluation tools as well as arrange the classroom and student seating arrangements to create conditions that allow teachers and students to interact comfortably and effectively. As the Prophet Muhammad SAW said, which means "Be a pious person or a person who learns, or a person who listens or a person who loves knowledge and do not become the fifth group of people, then you will perish." (Hadith narrated by Baihaqi).⁵

The purpose of the hadith above is to emphasize being a knowledgeable (clever) person, so that with the knowledge that a Muslim has, he can teach the knowledge he has to the people around him. And in this way, the ignorance that exists in the environment can be completely eroded and transformed into a society that is civilized and has broad insight.

If you can't be a smart person who teaches his knowledge to mankind, be a person who is willing to learn from the surrounding environment and from smart people. If you can't be someone who learns, be someone who wants to listen to knowledge. At least if we are willing to listen to science we can learn from what we hear. If you still can't be a listener, then become someone who likes science, including by helping and glorifying people who have knowledge, by facilitating scientific activities such as providing a place for recitations and so on. Don't be the fifth person, namely those who don't have knowledge, don't learn, don't want to listen, and don't like knowledge. If any of us chooses the fifth, we will be the ones who are in trouble.

Thus, a teacher is still required to learn in order to improve the competence he has so that his duties as an educator can run smoothly, because the duties and responsibilities of a teacher will be more effective and efficient if he has competence.

⁴Republic of Indonesia Ministry of Religion, *Al-Quran and its Tafsir Volume V Volume 13*, (Jakarta: Al-Quran Procurement Project, CV. Ferlia Citra Utama, 1993/1994), p. 94

⁵HM Abdul Aziz, *Al Quran Hadith*, (Semarang: CV. Wicaksana, 1997), p. 58

Apart from teaching, teachers also have the task of helping students become intelligent, mature humans with good morals. In this case the role of the teacher in forming attitudes, mentality and character is very dominant. Because a teacher is an example that his students will emulate and follow, a teacher's behavior and manners must reflect an educator who is worth following, especially in the classroom. With the classroom arrangement of the homeroom system at school, it is very appropriate to the psychology of students who need a guardian at school as a substitute for their parents. By managing the class well, it can support teaching and learning activities as expected.⁶

Based on the results of preliminary observations carried out by the author at the Spirit Dalam 4 State Elementary School, Alalak District, Barito Kuala Regency, it appears that there are quite a lot of teachers, both teachers with state status and teachers with honorary status. Each teacher is influenced by their different educational backgrounds, teaching experiences and professionalism so that their competence in classroom management also varies. Other factors that also influence this include teachers who lack discipline in their duties and responsibilities, and still lack knowledge about classroom management, as well as some facilities and infrastructure that are not available.

B. Theoretical Framework

1. Teacher Competency

Teacher competency is a term formed from two words, competency and teacher. To make it easier for the author to provide this understanding, it will be explained one by one, namely:

a. Competence

The word competency comes from English, namely "competence" which means skill, ability.⁷ Meanwhile, according to the General Indonesian Dictionary, "competence" is defined as authority, the power to determine, decide something.⁸

According to Hadi Supeno in his book *Teacher Portrait* states that the term "competence" in the official formulation of the Ministry of Education and Culture refers to an indication of

⁶Hadari Nawawi. *School Organization and Class Management*, (Jakarta: Gunung Agung, 1995), p. 130

⁷Abdullah Masrur, *Latest Complete Dictionary with How to Read English Indonesian-Indonesian English*, (Jakarta: Bintang Siswa, 1999), p. 59

⁸WJS. Poerwadarmanta, *General Indonesian Dictionary*, (Jakarta: PN. Balai Pustaka, 1986), p. 789

ability in the form of observable actions; The second refers to a concept that includes cognitive, affective and action aspects as well as implementation stages as a whole.⁹

If the above is linked to Islamic teachings, it is certainly in accordance with the words of Allah SWT in Surah An Nahl verse 78, namely:

It means: "*God brought you out of your mother's womb in a state of ignorance and He made for you hearing, sight, and conscience so that you may be grateful*". (An-Nahl/16:78).¹⁰

According to Ibnu Katsir, the interpretation of this verse is as follows: Allah SWT explains the various gifts bestowed upon His servants when they were taken out of their mother's womb without seeing anything. Then he is the ear of hearing, sight and vision, what is meant by the heart is the intellect centered in the heart, according to the valid opinion. Humans acquire these powers and senses gradually, each time they grow, their hearing, vision and intellect increase until adulthood. The gift of that power so that he could not worship his Lord and was used as a means of obedience to his God, therefore Allah SWT said "He gave you hearing, sight and heart so that you may be grateful", for His countless blessings.¹¹

This verse is the reason that humans have basic potential, namely seeing, hearing and thinking. Therefore, science is to support the development of basic potential which can only be obtained through educational and teaching institutions.

From the opinions above, it can be concluded that competency is a set of mastery of abilities that teachers must have in order to realize their work performance as a teacher.

b. Teacher

According to Zakiah Daradjat, et al in their book *Islamic Education Science*, that what is meant by teacher is "anyone who

⁹Hadi Supeno, *Teacher Portrait*, (Jakarta: Pustaka Sinar Harapan, 1995), p. 30

¹⁰Republic of Indonesia Ministry of Religion, *Al Qur'an and its translation*, (Jakarta: Project for Procurement of the Holy Qur'an, 1993/1994), p.910

¹¹Muhammad Nasib Ar Rifa'i, *Summary of Tafsir Ibnu Katsir Volume 24*, (Jakarta: Gema Insani, 2000), p. 1050

has the ability and experience to make it easier to carry out their role in guiding students".¹²

Meanwhile, according to M. Ngalim Purwanto, in his book *Theoretical and Practical Educational Sciences*, what is meant by a teacher is "everyone who has provided certain knowledge or intelligence to a person or group of people".¹³

According to Hadi Supeno in his book *Portrait of a Teacher*, defining what is meant by a teacher is "a person who, because of his soul's calling, uses most of his time, energy and thoughts to teach knowledge and skills in schools or formal educational institutions".¹⁴ Meanwhile, Ahmad Tafsir, in his book *Educational Science in an Islamic Perspective*, defines a teacher as "an educator who provides lessons to students".¹⁵

By looking at the definition of competence and teachers as stated above, it can be said that what is meant by teacher competence is a set of mastery of abilities that must exist in teachers in order to be able to display teacher quality in pursuing and developing their career. One of the efforts to develop teacher competency is that teachers are required to master learning materials, be able to manage teaching and learning programs, be able to manage classes, be able to use media and learning resources, master the basics of education, and so on.

2. Understanding Class Management

Before discussing further the meaning of class management, the author will first explain the meaning of class management and definition.

According to W.J.S. Poerwadarminta in *General Indonesian Dictionary* states that "classroom management etymologically comes from the word manage which means to manage, carry out, organize".¹⁶ As for the Indonesian Ministry of Education and Culture in *Big Indonesian Dictionary* It is stated that management means "process, method of managing".¹⁷

¹²Zakiah Daradjat et al., *Islamic Education Science*, (Jakarta: Bumi Aksara, 1995), p. 39

¹³M. Ngalim Purwanto, *Theoretical and Practical Education Science*, (Bandung: Teen Rosdakarya, 1985), p. 169

¹⁴Hadi Supeno, *Teacher Portrait*,..., h. 27

¹⁵Ahmad Tafsir, *Islamic Education Science Islamic Perspective*, (Bandung: Teen Rosdakarya, 1982), p. 72

¹⁶WJS. Poerwadarmanta, *General Indonesian Dictionary*,..., h. 235

¹⁷Indonesian Ministry of Education and Culture, *Big Indonesian Dictionary*, (Jakarta: Balai Pustaka, 1990), p. 470

According to Syaiful Bahri Djamarah and Aswan Zain in their book *Teaching Learning Strategies* stated that "management itself comes from the word management, plus 12 prefixes pe and the suffix an".¹⁸ According to Sudirman, N, et al, in their book *Education Science* "management is defined as the ability or skill to obtain results in achieving goals through the activities of other people."¹⁹

According to Suharsimi Arikunto, in his book *Humane Teaching Management*, stated that management is the substance of managing, while managing means an action starting from compiling data, planning, organizing, implementing, up to supervision and assessment. It is explained further that management produces something and that something can be a source of refinement and improvement of further management.²⁰

Based on some of the definitions above, it can be concluded that what is meant by management is the organization or arrangement so that something that is managed can run smoothly, effectively and efficiently, in this case regarding the arrangement of classrooms and the arrangement of students in teaching and learning activities in the classroom.

Meanwhile, the definition of class in the General Indonesian Dictionary has stated that the etymological (language) meaning of class is "rank, level, learning space".²¹

As for the definition of class in terms of terminology, according to Syaiful Bahri Djamarah in his book *Learning Achievement and Teacher Competency*, states that the classroom is "a room where the teaching and learning interaction process occurs".²²

According to Hudari Nawawi in his book *School Organization and Class Management*, suggests there are two classes, namely:

- a. In the narrow sense, a class is a room limited by four walls where a number of students gather to take part in the teaching and learning process. Class in this traditional sense has a static nature because it simply refers to the grouping of students according to

¹⁸Syaiful Bahri Djamarah and Aswan Zain, *Teaching Learning Strategies*, (Jakarta: PT. Rineka Cipta, 1995), p. 175

¹⁹Sudirman, N, et al, *Education Science*, (Bandung: PT. Teen Rosdakarya, 1996), p. 311

²⁰Suharsimi Arikunto, *Humane Teaching Management*, (Jakarta: PT. Rineka Cipta, 1990), p. 2

²¹WJS. Poerwadarmanta, *General Indonesian Dictionary*,..., h. 465

²²Syaiful Bahri Djamarah, *Achievement Learning and Teacher Competence*, (Surabaya: National Enterprise, 1996), p. 116

their level of development, which is based, among other things, on age limits because of their respective logic.

- b. A class in a broad sense is a small community which is part of the school community which as a unit in the organization becomes a work unit that dynamically carries out creative teaching and learning activities to achieve a goal.²³

According to Oemar Hamalik in his book *Class Management System*, stated that what is meant by class is "a group of people who carry out teaching and learning activities together and receive teaching from a teacher, as a group of class students is essentially a social unit that together has a goal and is formed formally and is under one leader, namely the teacher".²⁴

From the definitions above, it can be concluded that what is meant by class here is a space where teaching and learning activities occur at the same time, receiving the same lessons, from the same teacher, working dynamically to carry out creative learning activities to achieve the desired goals.

After knowing the meaning of class management and the meaning of class, the following is the definition of class management, namely:

Classroom management is viewed from the assumption that the class is a social system with processes, so that class management is a set of teacher activities to grow and maintain an effective class organization.²⁵

Class management in terms of the old understanding is maintaining class order, whereas according to the new understanding, class management is the process of selecting and using appropriate tools for class management problems and situations. The teacher is tasked with creating, improving and maintaining the class system/organization, so that individuals can utilize their abilities, talents and energy on individual tasks.²⁶

From several definitions of classroom management put forward by the experts above, it can be concluded that classroom management is the teacher's effort to create an atmosphere in the classroom so that optimal teaching and learning activities occur in order to develop and maintain

²³Dogs Nawawi, *School Organization and Class Management*, (Jakarta: PT. Gunung Agung, 1985), p. 116

²⁴Oemar Hamalik, *Class Management System*, (Bandung: Pustaka Martiana, 1986), p. 52

²⁵Muhammad Azhar, *CBSA Pattern Teaching and Learning Process*, (Surabaya: National Enterprise, 1993), p. 87-88

²⁶Made Pidarta, *Classroom Management*, (Surabaya: National Enterprise, 1994), p. 11

class organization so that learning activities can take place effectively and efficiently in order to achieve the expected goals.

3. Class management objectives

Class management aims according to Suharsimi Arikunto, who stated that "class management aims to ensure that every student in the class can work in an orderly manner so that the teaching objectives can be achieved effectively and efficiently".²⁷

Meanwhile, Made Pidarta stated that the aim of classroom management is "to help teachers understand the basic causes of behavioral problems, enable teachers to diagnose behavioral problems, make behavior more predictable, and improve teachers' ability to organize classes."²⁸

Teachers realize that without good classroom management, it will hinder teaching and learning activities. That is the same as letting the teaching progress without bringing results, namely taking students from not knowing to knowing, from not understanding to understanding and from not having knowledge to being knowledgeable. Therefore, classroom management is intended to create conditions within the class group in the form of a good classroom environment, which allows students to act according to their abilities.

From the description above, it is clear that as is the case for all classes, class management aims to create optimal class conditions to provide ease of learning for students so that teaching objectives can be achieved as well as possible.

4. Various Teacher Competencies in Classroom Management

Teacher competencies in classroom management can be grouped into three, namely:

- a. Creating a learning environment that consists of, namely:
 - 1) The physical classroom environment, including:
 - a) The room where the teaching and learning process takes place must allow all students to move freely without being crowded together while studying. According to Cece Wijaya and A. Tabrani in their book *Basic Abilities in the Teaching and Learning Process*, in general the size of a

²⁷Syaiful Bahri Djamarah, *Teachers and Students in Educational Interaction*, (Jakarta: PT. Rineka Cipta, 1993), p. 172.

²⁸Syaiful Bahri Djamarah and Aswan Zain, *Teaching Learning Strategies*,..., h. 178

classroom in Indonesia is 56m². Ideally the classroom is filled with around 20 to 25 students."²⁹

- b) Seating arrangement. Teachers must arrange students' seating to facilitate the teaching and learning process. According to Ahmad Rohani and Abu Ahmadi in their book *Teaching Management* defines several seating arrangements, namely:

- (1) Line up in a row
- (2) Groups consisting of 8 to 10 people
- (3) A semi-circle like the one next to the teacher can directly meet face to face with students who are also easy to move around to immediately provide assistance to students.
- (4) Environmentally shaped
- (5) Individuals are usually seen in the reading room at the library or in laboratory practice areas.³⁰

- c) Ventilation and light regulation. Ventilation must be sufficient to ensure the health of students, windows must be large enough to allow the heat of light to enter.

- d) Goods storage arrangements. Items are stored in a special place that is easy to reach if needed immediately and will be used for teaching and learning activities.

2) Psycho-social environment of the classroom

The psycho-social environment of the classroom is concerned with personal social relationships between teachers and students and between students. A harmonious relationship between teachers and students will create a psycho-social climate.

If the teacher-student relationship is not very good and the students do not know them well, or the students are afraid of their teachers, is it possible that the teaching and learning process will be effective, of course it is impossible. If students feel afraid of their teacher, they will not dare ask questions even though they do not understand the material being discussed at all. The existence of groups of students who are hostile to each other can

²⁹Cece Wijaya, Tabrani Rusyan, *Basic Teacher Abilities in the Teaching and Learning Process*, (Bandung: PT. Teen Rosdakarya, 1992), p. 25

³⁰Ahmad Rohani, Abu Ahmadi, *Teaching Management*, (Jakarta: Rineka Cipta, 1992), p.

also disrupt the smooth teaching and learning process. Therefore, in managing the class, teachers must be able to create harmonious socio-emotional relationships both between teachers and students and between students.

According to Udin S. Winataputra, et al in his book *Teaching Learning Strategies*, stated that "the characteristics that must be created by teachers in order to create an effective classroom social climate for the teaching and learning process are "liked by students, familiar with students within the teacher-student relationship, positive attitude towards students' questions/responses, and patient, firm and firm".³¹

Apart from the teacher's personality, the psycho-social climate of the class is also influenced by the social relationships between students. Teachers should give students the opportunity to get to know their friends better so that they feel like they are one unit.

b. Student settings in learning

Learning students usually carry out a variety of learning activities. Learning activities are tailored to the student's interests and needs. There are students who can study alone and there are those who can study in groups. In order for the learning activities created by teachers to suit the needs of students' learning methods, groups of students are needed for learning. Therefore, teachers should give students the opportunity to get to know their friends better so that they will feel as one unit. For example, if a friend has a problem, they will certainly try to help him. This feeling will grow in students if the teacher gives them the opportunity to work in groups.

In this group activity, students must learn to accept other students' opinions/ideas and encourage other students to express their opinions. Through this group activity, students will help each other, hopefully they can accept and appreciate each other's strengths and weaknesses.

According to Heins Kock in his book *I am a Good Teacher*, suggests grouping students, namely "four students sitting close

³¹Udin S. Winataputra, et al, *Teaching Learning Strategies*, (Jakarta: Ministry of Education and Culture Project for Improving the Quality of Primary Class Teachers Equivalent to D.II, 1997), p. 922

together are put into one group. The teacher groups students according to their abilities. The teacher creates groups where the group's intelligence is almost the same."³²

Conny Semiawan, et al in their book *Process Skills Approach*, suggests that student groupings can be divided into three types, namely:

- 1) Grouping according to pleasure.
- 2) Grouping by interests
- 3) Grouping according to ability.

In order for a group to become alive, careful planning is needed starting from the objectives, areas of work, forms of activities to evaluation.

According to Cece Wijaya, et al in their book *Basic Teacher Abilities in the Teaching and Learning Process*, stated that in order for a group to work well, its characteristics need to be known, namely:

- 1) Have a group life leader.
- 2) Have group members consisting of students.
- 3) Each group member has their own role.
- 4) Groups have rules.
- 5) Groups are formed based on students' interests, concerns and needs.
- 6) Group members have the courage to ask questions, analyze, submit opinions and draw conclusions.³³

Thus, it can be understood that the teacher's role is needed in regulating students' learning.

c. Creating a harmonious learning climate

Creating a harmonious learning climate means that teachers must be able to handle and direct student behavior so as not to damage the classroom atmosphere. If there is a student's behavior that is not harmonious, for example being busy, naughty, sleepy or disturbing other friends. The teacher must take appropriate action, stop the student's behavior, then direct.

According to Sardiman, AM in his book *Teaching and Learning Interactions*, there are several steps that teachers take

³²Heinz Koch, *I am a Good Teacher*, (Yogyakarta: Kanisius Foundation 1981), p. 104

³³Cony Semiawan, et al, *Process Skills Approach*, (Jakarta: PT. Gramedia Widiasarana, 1992), p. 67

to handle student behavior so as not to damage the classroom atmosphere, namely:

- 1) Student steps that are in accordance with the goals need to be developed by providing positive support.
- 2) The teacher takes appropriate action when deviating from the task.
- 3) Students' harsh attitudes are responded to calmly.
- 4) Teachers must always pay attention and predict the expected reactions.³⁴

Therefore, when a student starts acting up, the teacher usually approaches him, the teacher's presence can make him afraid because by stopping him without reprimanding him, if the student shows a tendency to misbehave, the teacher can move him to a seat near the teacher and if the student commits minor mischief, the teacher can give a signal that the student is being watched. These cues can include finger picking, a sharp glance or a wave of the hand.

Thus, classroom management is a teacher's competency which influences teaching and learning interactions and also influences student learning achievement.

C. Research methods

This scientific work was written using qualitative method techniques, namely by describing actual events in the form of descriptive sentences. Meanwhile, to draw conclusions using the inductive method, namely drawing conclusions from specific to general conclusions. The subjects in this research were the entire board of teachers at the 4th State Elementary School, Alalak Subdistrict, Barito Kuala Regency for the 2024/2025 academic year, totaling 14 people. Meanwhile, the object of this research is teacher competence in classroom management and the factors that influence it at the 4 Spirit Elementary Schools in Alalak District, Barito Kuala Regency, Academic Year 2020/2021. There are several techniques that the author uses to collect this data, namely Observation, Questionnaire, and Documentary

D. Research Results and Discussion

Teacher competency in classroom management at the Spirit Elementary School in 4 Alalak Districts, Barito Kuala Regency

³⁴Sardiman, AM, *Teaching and Learning Interaction*, (Bandung: Teen Rosdakarya, 1994), p.

1. Teacher competence in creating a learning environment

Regarding teachers in creating a learning environment. 93% of teachers who stated that they created a learning environment were in the very high category, and 7% of teachers who stated that they created with students were in the very low category, and there were no teachers who stated that they did not create a learning environment (table 4).

Then regarding teachers who involve students in creating a learning environment. 93% of the teachers who stated that they always involved students were in the very high category, and 7% of the teachers who stated that they sometimes involved were in the very low category, and there were no teachers who stated that they were not involved (table 5).

As for teachers who arrange students' seats to facilitate the teaching and learning process. 85% of teachers who stated that they arranged students' seats were in the very high category, and 15% of teachers who stated that they only partially arranged were in the very low category, and there were no teachers who stated that they never arranged at all (table 6).

Next, teachers provide opportunities for students to get to know their friends. 93% of teachers who stated that they provided opportunities were in the very high category, and 7% of teachers who stated that they rarely provided opportunities were included in the very low category, and there were no teachers who stated that they never provided opportunities (table 7).

Based on several things that have been stated above, it can be seen that teacher competence in creating a learning environment can be said to be very high.

2. Teacher competence in managing students in learning

The issue of teacher competence in managing students' learning is very important for teachers to implement, because in learning students carry out various learning activities. Regarding carrying out various learning activities. 76% of teachers who stated that students did various activities were in the high category, and 24% of teachers who stated that only some students did various activities were included in the low category, and there were no teachers who stated that students never did various activities in learning (table 8).

Then regarding the need for student groups in learning. There were 76% of teachers who stated that groups of students were always needed in learning were in the high category, and 24% of teachers who stated that groups of students were sometimes needed in learning were in the low category, and there were no teachers who stated that groups of students were not needed in learning (table 9).

Furthermore, the teacher accepts students' opinions/ideas in study group activities. 76% of teachers who stated that they had to learn to accept were in the high category, and 24% of teachers who stated that they sometimes accepted were in the low category, and there were no teachers who stated that they never accepted students' opinions/ideas in study group activities (table 10).

Based on several things stated above, it can be seen that teacher competence in managing students in learning can be said to be high.

3. Teacher competence in creating a harmonious learning climate

It is very important to address the issue of teacher competence in creating a harmonious learning climate, aimed at ensuring that students do not destroy the classroom atmosphere. Regarding teachers who deal with students who disturb the class atmosphere. 93% of teachers who stated that they always handled it were in the very high category, and 7% of teachers who stated that they sometimes handled it were in the very low category, meanwhile there were no teachers who stated that they never handled it (table 11).

Next, regarding teachers who approach disruptive students. 76% of teachers who stated that they always approached were in the high category, and 24% of teachers who stated that they sometimes approached were in the low category, and there were no teachers who stated that they never approached (table 12).

Then regarding teachers who move students' seats closer to the teacher if they show naughty tendencies. 76% of teachers who said they always moved were in the high category, and 24% of teachers who said they sometimes moved were in the low category, meanwhile there were no teachers who said they never moved (table 13).

Based on several things stated above, it can be seen that teacher competence in managing students in learning can be said to be high.

4. Factors that influence teacher competence in classroom management

a. Teacher's educational background factors

Teacher education factors can determine and can influence teacher competence in classroom management, because usually teachers who pursue appropriate education will have different skills from teachers who do not pursue education appropriate to their duties. The teacher education profession, where 100% of the teachers who stated they had a teaching education background were included in the very high category, this means that there were no teachers with a non-teaching education background (table 14).

Then regarding training courses attended by teachers such as those held by the Ministry of National Education and the Ministry of Religion. 76% of the teachers who said they always followed were in the high category, and 24% of the teachers who said they sometimes followed were in the low category, meanwhile there were no teachers who said they never followed (table 15).

Based on what has been stated above, it can be said that the teacher's educational background is very supportive in classroom management.

b. Teaching experience factor

Teaching experience for teachers is something very valuable because teaching experience is not found in formal educational institutions. Regarding enough teachers who have taught for 10 years or more, 23% are included in the low category, and teachers who say they have been teaching for 4 years or less have 23% in the low category, while teachers who have taught for 5 years to 10 years have 54% included in the enough category (table 16).

Then regarding experienced teachers who are able or not to manage the class. 85% of teachers who said they were very capable were in the very high category, and 15% of teachers who said they were quite capable were in the very low category, and there were no teachers who said they were not capable (table 17).

c. Professionalism factor

Teacher professionalism can influence classroom management competence, especially the expertise that teachers have in carrying out their duties as educators. Regarding whether or not teachers are expected to have teaching professionalism. 93% of teachers who stated that it was always expected were in the very high category, and 7% of teachers who stated that it was sometimes possible were in the very low category, and there were no teachers who said never (table 18).

Regarding the need for teacher positions to receive approval from the community and government. 85% of teachers who stated that they really needed the teaching position received approval from the community and the government were in the very high category, and 15% of teachers who stated that they did not need the teaching position received approval from the community and the government were in the very low category, and none of the teachers who stated that they did not need the teaching position received approval from the community and government (table 19).

Conclusion

Enhancing teacher competencies is a key factor in effective classroom management in public elementary schools. Successful classroom management strategies can be achieved through structured teacher training, development of communication skills, and the implementation of creative and innovative teaching methods. Teachers with high competencies are able to manage the classroom effectively, create an engaging learning atmosphere, and address various challenges in the learning process. Therefore, investing in the development of teacher competencies should be a top priority to improve the quality of education at the elementary level.

BIBLIOGRAPHY

- Ahmad Rifa'i, Muhammad Nasib, 2000. *Summary of Tafsir Ibnu Katsir Volume 24*, Jakarta: Gema Human.
- Arikunto, Suharsimi, 1990. *Humane Teaching Management*, Jakarta: PT. Rineka Cipta.
- Azhar, Muhammad, 1993. *CBSA Pattern Teaching and Learning Process*, Surabaya: National Enterprise.
- Aziz, H. M Abdul, 1997. *Al Quran Hadith*, Semarang: CV. Wicaksana.
- Daradjat, Zakiah, et al., 1995. *Islamic Education Science*, Jakarta: Bumi Literacy.
- Ministry of Religion of the Republic of Indonesia, 1983/1984. *Al Quran and its translation*, Jakarta: Project to Procure the Holy Koran.
- Ministry of Religion of the Republic of Indonesia, 1993/1994. *Al Qur'an and its translation*, Jakarta: Project for Procurement of the Holy Qur'an.
- Ministry of Religion of the Republic of Indonesia, 1993/1994. *Al-Quran and its Tafsir Volume V Volume 13*, Jakarta: Al-Quran Procurement Project, CV. Ferlia Citra Utama.
- Indonesian Ministry of Education and Culture, 1990. *Big Indonesian Dictionary*, Jakarta: Balai Pustaka.
- Djamarah, Syaiful Bahri, 1993. *Teachers and Students in Educational Interaction*, Jakarta: PT. Rineka Cipta.
- Djamarah, Syaiful Bahri, 1996. *Learning Achievement and Teacher Competency*, Surabaya: National Enterprise.
- Djamarah, Syaiful Bahri, and Aswan Zain, 1995. *Teaching Learning Strategies*, Jakarta: PT. Rineka Cipta.
- Djauzak, Ahmad, 1994. *Class Management in Madrasah Aliyah*, Jakarta: PR. Islam.
- Hamalik, Oemar, 1986. *Class Management System*, Bandung: Martiana Library.
- Koch, Heinz, 1981. *I am a Good Teacher*, Yogyakarta: Kanisius Foundation.

Progressive Islamic Education and Thought
Volume 1 Number 1 January (2025), ISSN: XXXX-XXXX

- Masrur, Abdullah, 1999. *Latest Complete Dictionary with How to Read English Indonesian–Indonesian English*, Jakarta: Student Star.
- Nawawi, Hadari, 1995. *School Organization and Class Management*, Jakarta: Mount Agung.
- Nawawi, Dogs, 1985. *School Organization and Class Management*, Jakarta: PT. Mount Agung.
- Pidarta, Made, 1994. *Classroom Management*, Surabaya: National Enterprise.
- Poerwadarminta, WJS., 1986. *General Indonesian Dictionary*, Jakarta: PN. Library Hall.
- Purwanto, M. Ngalim, 1985. *Theoretical and Practical Education Science*, Bandung: Rosdakarya Youth.
- Rohani, Ahmad, and Abu Ahmadi, 1992. *Teaching Management*, Jakarta: Rineka Cipta.
- Sardiman, AM, 1994. *Teaching and Learning Interaction*, Bandung: Rosdakarya Youth.
- Semiawan, Cony, et al, 1992. *Process Skills Approach*, Jakarta: PT. Gramedia Widiasarana.
- Sudirman, N, et al, 1996. *Education Science*, Bandung: PT. Rosdakarya Teenager.
- Supeno, Hadi, 1995. *Teacher Portrait*, Jakarta: Sinar Harapan Library.
- Tafsir, Ahmad, 1982. *Islamic Education Science Islamic Perspective*, Bandung: Rosdakarya Youth.
- Law Republic Indonesia Number 20 of 2003 concerning *National Education system and its explanation*, Semarang, Aneka Ilmu, 1989.
- Wijaya, Cece, and Tabrani Rusyan, 1992. *Basic Teacher Abilities in the Teaching and Learning Process*, Bandung: PT. Rosdakarya Teenager.
- Winataputra, Udin S., et al, 1997. *Teaching Learning Strategies*, Jakarta: Department of Education and Culture Project for Improving the Quality of Primary Class Teachers Equivalent to D.II.