

IMPROVING TEACHER ABILITY IN CLASSROOM MANAGEMENT POST COVID-19 PANDEMIC AT INTEGRATED ISLAMIC ELEMENTARY SCHOOL, PANGARANGAN SUMENEP

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Abstract: *The covid pandemic is one of the important impacts in learning, because learning during the covid pandemic by online. Over time, this period underwent a gradual transition. This transition is called the post-pandemic. At that time, the learning process in the classroom is offline. Thus, this study aims to describe the efforts and strategies carried out by classroom teachers in improving teacher skills in classroom management after the COVID-19 pandemic at the Integrated Islamic Elementary School in Sumenep Regency. The method used in this research was descriptive qualitative with interview technique. While the data obtained in the form of sentences and paragraphs from the interviews. The result of this study is strategy to improve the ability of teachers and create a more optimal teaching and learning process after the covid-19 pandemic. The research on classroom management after the COVID-19 pandemic in integrated Islamic elementary schools can be an illustration and example for teachers to be applied in the school.*

Keywords: *Teacher Ability; Classroom Management; Covid-19*

Introduction

Teachers have an important role in determining the quality of learning and teaching that will be implemented. Thus, teachers must prepare and make a plan carefully to improve learning abilities and improve the quality of student learning in the classroom. Teachers are required to have the ability to manage classes as well as the teaching and learning process in improving students' understanding of learning so that students have the will to learn. Because in the learning process, students are the core subjects in classroom learning. In line with the opinion of Usman (2005:21) which states that teachers are required to be able to manage the teaching and learning process that provides stimulation to students so that they want to learn because students are the main subject in learning. Because the teacher is actually the person in charge of the learning process in the classroom, every student who takes the same subject at the same time to achieve learning goals needs to be regulated, directed and influenced in one interaction.

Therefore, classroom management is important for teachers, whether new teachers or teachers who already have experience in the learning process. They pay full attention so that students can learn optimally in class. Because they have a desire that students or students can learn well so that they enjoy the learning process to the fullest. In other words, things like this can be said as a study of classroom management. Because classroom

management is a very complex behavioral problem, and teachers use it to create and maintain classroom conditions in such a way that students or students can achieve learning objectives effectively and efficiently which allows them to learn well. Arikunto (2005:118) says that management is an effort made by the teacher (in charge) in helping students so that optimal conditions can be achieved for the implementation of teaching and learning activities as expected.

The teaching and learning process will be seen clearly in the classroom. Both in terms of aspects of teachers with all their abilities, students with backgrounds and potentials, methods and approaches used, curriculum used, and materials with all sources used will meet and process into one in the classroom when they interact. Thus, the results of the learning process will be determined by what happens in the classroom. Thus, teachers should be able to manage the class well with the aim of creating optimal learning activities. Thus, the relationship between teachers and students is positive.

The relationship created between teachers and students is established online during the COVID-19 pandemic. This makes students less effective and have a lack of understanding in learning. The transition from online to offline teaching methods during the COVID-19 pandemic to post-pandemic will experience shortages in terms of learning readiness that will be faced by both teachers and students. For example, students will feel shock and inferior when dealing with the teacher and the material to be given, because the online learning method is an indirect learning process, so it requires a companion (parent) as a mentor at home. Parental guidance is sometimes less efficient and creates less effective communication when conveyed to the child. Switching teaching methods like this will make children less enthusiastic in following the teaching material. Therefore, teachers must have a stimulus to create passion or enthusiasm for children's learning in the classroom so that children do not feel bored and watch by increasing learning abilities and the ability to manage classroom management, especially at the Integrated Islamic Elementary School in Sumenep Regency.

From the explanation above, it can be said that research on ability and class management has been carried out, including by Zahratul Ummi, Mujiyatun, and Finy M (2021) who researched classroom management conducted on Hidayatul Mubtadiin MA students in the Sidoharjo area. In the study it was said that classroom management was quite good, this was driven by professional standardization of teachers with effective teaching techniques. And the teacher also always conducts learning evaluations to determine or adjust the basic abilities possessed by students. Same as the research above, Guardia Mulyasidhi and Mohammad Syahidul Haq (2021) with an article entitled *Manajemen Kelas dalam Kegiatan Pembelajaran Bagi Siswa Sekolah Dasar pada Masa Pandemi Covid-19*. In the article said that classroom management itself is an important factor in the implementation of teaching and learning activities, where a safe, comfortable and conducive school environment can influence students in absorbing the material taught by the teacher.

From the two previous studies, it can be said that there are similarities in research, namely both researching class management, while the differences found in this study are in

the object and time or time the research was taken. Future research also discusses classroom management and improving the ability of teachers at the Integrated Islamic Elementary School in the Sumenep area which occurred after the COVID-19 pandemic. This study aims to determine the classroom management system and the ability of teachers in post-pandemic classroom management, because students will experience different things or the transition of learning from online learning to offline learning, where students have gone through a period of online learning for approximately 3 years, so that with the transition the learning process will be slightly different when it is done offline, where the teacher is required to have a stimulus or stimulation so that the students faced will want to follow the lesson as it should. Thus, researchers are interested in bringing up the title of Improving Teacher Capability in Class Management Management after the Covid-19 Pandemic at the Integrated Islamic Elementary School, Pangarangan Sumenep.

Method

This study uses a descriptive qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Descriptive research is research that seeks to describe a symptom, event, event that is happening now. in this study, where data is collected or phenomena are filtered under appropriate conditions it is referred to as natural or naturalistic data collection (Arikunto, 2006:12). In this study, data were collected by observation, interviews, and documentation. The Integrated Islamic Elementary School teacher, Sumenep District, is an informant who provides statistical information regarding class management and teacher abilities after the COVID-19 pandemic. Researchers used various data analysis approaches, including data collection, data reduction, and data display. Location This research takes place at the Integrated Islamic Elementary School which is located on Jl Pangaranagan, Sumenep District.

Result and Discussion

1. Ice Breaking

Students are important subjects in the teaching and learning process. Because students are the main goal in learning to be given material. However, giving material to students is not easy to catch and accept and understand well by many students. Professional teachers have several concepts or strategies to provide an understanding of the material being taught.

The provision of post-pandemic teaching materials to students by teachers is more conducive than before during the Covid-19 outbreak. This is in stark contrast to current classroom activities and management. During the COVID-19 pandemic, teaching and learning activities were carried out online with the control of learning in the hands of students' parents. Thus, online learning makes a child more spoiled and dependent on

their parents. Thus, online classroom management does not make the learning process conducive but out of control.

As stated by Uswatun Hasanah (2022), one of the teachers at the Integrated Islamic Elementary School said that;

“ The teaching and learning process for children after the COVID-19 pandemic is very different from before. Previously, the defense was conducted online. Online learning makes the child more spoiled for his parents. If they do not understand the material presented, the children are already whining and not paying attention to what the teacher is saying. This makes it difficult for teachers to restore the children's enthusiasm, because parents are the ones who act immediately to complete the material given. So, online classes do not make children independent in learning, and make the class less conducive. However, this is different from the post-covid-19 pandemic. Students start learning in class, and they are more enthusiastic about learning. To start learning, the teacher provides a kind of ice breaker to foster a sense, desire, and enthusiasm to follow the lessons given by a teacher. Thus, learning activities are more conducive, so students can be more organized and the class can be managed better by the teacher.”

From the speech as a result of interviews conducted with the Integrated Islamic Elementary School class teacher, it can be explained that teaching and learning activities in the classroom are more conducive than in previous years. Because, students are more controlled and directed and able to have an independent nature in doing the tasks given by a teacher. Learning carried out after the COVID-19 pandemic is carried out offline, in the sense that teaching and learning activities are carried out directly face to face between teachers and students. Thus, this learning process makes students more focused and can be managed well by a teacher. Thus, the teacher is able to control the learning process in the classroom well. To create a conducive teaching and learning process, the teacher has a special strategy before the teaching and learning process begins. The strategy is used to provide a stimulus or aim to foster student enthusiasm in learning.

2. Participate in Teacher Training and Workshop

The teacher is one of the important media in children's learning that provides knowledge and initial understanding of a material. So that teachers are required to have many strategies in providing methods so that students feel happy in participating in the teaching and learning process in the classroom. Professional teachers always take part in various kinds of training and teacher training in order to improve their ability in learning.

Training or workshop is a training medium held by an agency to provide a service regarding training in learning. The training here is intended to provide a teacher with knowledge and insight related to the teaching and learning process.

As teachers at the Integrated Islamic Elementary School improve their ability to teach in the classroom, they attend various workshops or trainings to add an insight in

themselves about classroom management so that the learning that takes place does not experience boredom. This is as said by a teacher in an interview regarding self-efficacy in classroom management, she said that;

“as a teacher it is not enough to just teach, but we have an obligation to improve all our abilities in classroom management by attending various seminars or workshops about learning. Because each generation will have different conditions, so the methods or strategies that we must apply are different. Therefore, teachers must be very clever in choosing strategies to restore students' enthusiasm in participating in learning. The strategies possessed by the teacher are obtained from various trainings that are followed to be applied to students in the classroom in delivering material. Because the 1 strategy used will make a student feel bored in following the lesson, therefore, the teacher must have many strategies to recover student stimulus in class. Learning strategies that are usually carried out to invite students to be more enthusiastic in learning are by inviting them to sing together before learning, or in the middle of learning giving a game or game. That way, the class will become conducive again.”

From the interview explanation above, it can be seen that the Integrated Islamic Elementary School teachers in improving their ability to manage the classroom, they must attend various training or special teacher training to gain new insights and knowledge about learning. This is because the teaching and learning process is a dynamic process with new students in each generation. Therefore, it is mandatory for all teachers to continue learning through their participation in various teacher meetings as well as training and training held by each agency in order to improve the teaching ability of a teacher.

3. Apply various methods

Applying various methods is one of the teacher's strategies in improving self-efficacy in classroom management. The methods used by teachers vary widely. This means that the use of methods in the classroom used by the teacher is not limited to only one method, but can be replaced with other methods. This is as stated by Ustadzah Uswah (2022) in his interview;

“Teachers at Integrated Islamic Elementary Schools have varied learning methods, the methods used in teaching are not only class room action, but teachers also do out door learning. When the teacher sees students feeling bored with the class situation, the teacher has other methods of giving lessons, the lessons given by the teacher can also be delivered outside the classroom by linking learning with things around us. Learning can also be done by introducing the environment at school. By taking students out of class, students are able to learn with enthusiasm and have a sense of pleasure and direct understanding of the material taught or delivered by a teacher. Therefore, the methods used in learning are very diverse, it is

intended to foster enthusiasm and enthusiasm of students in participating in lessons. So, teachers must be selective and have their own sensitivity in reading students' conditions when learning takes place.”

Thus, it can be said that the teaching method is a very important thing that every teacher must have. The teaching method is a tool used by teachers to create a class to be more effective and conducive. Thus, the methods used are varied and adapted to the circumstances or conditions of the students at that time. This learning method is a teacher strategy that must be owned as a control in controlling the class to be more effective in the learning process. This method is also one of the things that must be owned by teachers to improve the ability of teachers in classroom management properly.

Conclusion

The teacher is the most important part in the class to regulate the course of the learning process. Thus, the teacher has an obligation or obligation to control and condition the class. An effective and conducive classroom is something every teacher wants. Likewise, the teachers at the Integrated Islamic Elementary School, they have an obligation or obligation to improve their ability to manage the classroom. The method or strategy used by the Integrated Islamic Elementary School teacher in managing the class so that the class is effective and conducive by providing ice breaker or games before starting learning. Furthermore, the teacher also provides different teaching methods by taking students out of the classroom, meaning that learning is carried out out door with an introduction to the environment or the natural surroundings. It aims to increase student enthusiasm so that students want to learn again. After the ice breaking is done in class, students are able to be controlled again and the class becomes conducive as it should be.

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