

# Teacher Preparation and Development of Learning Methods Based Classroom Management

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**ABSTRACT.** Teaching and learning activities can be effective if the class is conducive, and this cannot be separated from the role of a teacher in managing the type. Teachers must pay attention to classroom management both personally and physically. This article aims to determine what a teacher must prepare to develop teaching methods with a class management approach at Madrasah Tsanawiyah Negeri 09 Jember Regency. This study uses a descriptive qualitative approach in collecting data using observation techniques, interviews, and documentation. The validation technique uses source triangulation, namely testing the credibility of the data, which is carried out by examining the data obtained using several sources. The research results conclude The teacher's preparation for learning is that the seating arrangements are carried out in various ways, such as traditional shapes, semicircular shapes, or the letter U and group shapes. The teacher adjusts the student's sitting position. The development of the learning method implemented is 1) The Market Place Activities learning method developed by the teacher can arouse enthusiasm/increase learning enthusiasm. 2) the Expert Group method can grow students' courage to express their opinions in class. 3) the Group Investigation method can cultivate good work habits in everyday life

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## INTRODUCTION

The role of the teacher in the classroom as a manager in learning is very important; in addition to the demands of a teacher on how to provide or manage to learn, a teacher must also be able to manage the class, namely being able to provide a learning atmosphere at school by maintaining or creating optimal learning conditions to achieve learning goals (Erlia, 2021). Learning occurs at school, in the classroom, from educators to their students. According to Makovec, classroom management is a teacher's skill to create a conducive learning climate and control it if there is a disturbance in learning (Makovec, 2018).

Meanwhile, according to Hamidah, classroom management is a conscious effort carried out by those in charge of teaching and learning activities or those who help, such as educators, to achieve optimal conditions so that learning activities can be carried out as expected (Hamidah, Susilo Adi, & Junining, 2020). In general, the authors conclude that classroom management is a regulatory activity carried out by educators in the process of teaching and learning activities to achieve learning objectives in a certain space (Megawati, Basikin, & Wibawa, 2020).

In developing the 2013 curriculum, implementing competency and character-based learning is recommended to use three approaches: marketplace activity, expert group, and group

investigation (Bebasari, Nelwatri, Sandra, Gistituati, & Bentri, 2022). These three learning approaches are considered the golden bridge for developing attitudes, skills, and knowledge. Strengthening integrated attitudes, skills, and knowledge is expected to produce productive, effective, innovative, and creative students (Lapasi, 2022). The scientific approach consists of five stages: observing, asking, gathering information, reasoning, and communicating. Madrasah Tsanawiyah Negeri 09 Jember is one of the leading schools in the city of Yogyakarta, a school with A accreditation in learning accompanied by providing character education. This is also supported by the many academic and non-academic achievements made by Madrasah Tsanawiyah Negeri 09 Jember. In the 2014/2015 academic year, in the list of test scores for the four national exams, Madrasah Tsanawiyah Negeri 09 Jember was ranked 1st in East Java (Kristiana, Imsiyah, & Kartini, 2022).

Classroom management carried out by the teacher is carried out by implementing the 2013 curriculum using a scientific approach. This scientific approach is designed so that students actively construct concepts, laws, or principles through the stages contained therein (Minja, 2021). Integrating thematic learning with a scientific approach at Madrasah Tsanawiyah Negeri 09 Jember will certainly bring about changes in learning. Classroom management by applying this scientific approach results in changes in learning planning and implementation by prioritizing classroom conduciveness so that learning will be effective (Naibaho, 2019). In class management, teachers must be able to manage students and manage learning tools or media in class. In its implementation, the teacher's ability to apply the approach in the classroom is needed to support learning effectively. Therefore, teachers must be able to manage classes and develop integrated thematic learning methods with a scientific approach (Nevenglosky, Cale, & Aguilar, 2019).

The role of learning methods in teaching and learning as a tool to create a conducive teaching and learning process (Intarapanich, 2019) (Alwi & Mumtahana, 2023; Azis, Abou-Samra, & Aprilianto, 2022; Prasetyo & Ilham, 2022). With this method, it is hoped that various student learning activities will grow in connection with teaching teachers, in other words creating educational interactions between teachers and students. In this interaction, the teacher acts as a mover or guide, while students act as recipients or guides (Hite et al., 2019) (Simamora, Saragih, & Hasratuddin, 2019). This interaction process will work well if the students are more active than the teacher. Therefore a good teaching method is a method that can foster student learning activities through learning conditions (Al-rawi, 2021).

From the results of an initial survey conducted by researchers in November 2022 at Madrasah Tsanawiyah Negeri 09 Jember, it was found that there were students who could be said to have low motivation, and even these students did not attend a school or did not take part in teaching and learning activities on an ongoing basis. It was also found that there were still students who needed to collect assignments actively. This was, of course, due to a lack of sense of responsibility in students, resulting in low student discipline. In this case, the teacher is expected to be able to motivate students in the process of teaching and learning activities, besides that a teacher must also be firm in giving punishment to students to educate students, so they do not repeat the same mistakes and provide awareness to students regarding their rights and obligations or responsibilities as participants (Observation, 2022).

Seeing the class problems that exist in Jember 09 State Madrasah Tsanawiyah, which have been explained, becomes the author's consideration for further research regarding "Classroom Management at Jember 09 State Madrasah Tsanawiyah". Focused on the lower class consisting of classes 7, 8, and 9, because looking at the characteristics of the lower class, according to (Jeon, Draney, Wilson, & Sun, 2020), a child will be subject to regulations, and in the lower class there is a tendency for a child to be self-directed. Then according to (Steinberg & Morris, 2001), in adolescents, there are several phases of development which include intellectual, language, social, emotional, moral, religious appreciation, and motor. In addition, classroom events or management carried out at the beginning of school will later influence classroom management at the next levels.

Some of the results of previous research regarding the development of learning methods were revealed by (Indrawati et al., 2021) and (Maleng & Hartati, 2021) explaining that the use of expert group and group investigation methods in language learning, such as Schoology, is proven to be more efficient for getting students' motivation. In line with the research of (Ambarita, Yunastiti, & Indriayu, 2019), mock place activities and expert groups are learning models that are made in the format of exchanging information through electronic equipment to expand access to public education so that learning in the classroom can be accessed easily without space and time—bounded, interactive and effective. In addition, (Astuti, Sutrio, & Vewawati, 2021) and (Rubel & Kline, 2008) research (2016) explains that technological developments in the field of education, namely e-learning with a mock place activity approach, expert group, and group investigation, are used using models by implementing the 2013 curriculum, which currently still uses conventional learning processes. In line with (I Wayan Suarna, 2019) research, blended learning combines face-to-face and online learning.

Based on the description of the research, the research that will be revealed is the application of mock place activities, expert groups, and group investigation based on class management assisted by Schoology applications in the subject of Islamic religious education in terms of student learning outcomes in the process of religious learning. Learning or teaching and learning activities can be effective if the class is conducive, and this cannot be separated from the role of a teacher in managing the class. Teachers must pay attention to classroom management both personally and physically. So class management plays an important role in teaching and learning activities.

## **METHOD**

This study uses a qualitative approach that explores an aspect of deeper understanding to explore an incident of human and social problems (Creswell & Poth, 2016). This research procedure produces descriptive data in the form of written words. At the same time, the approach used in this study is to use a phenomenological approach. The phenomenological approach itself is an approach that refers to visible phenomena or directly observing phenomena in the field. This research approach is qualitative when viewed from the data and research objectives (Sugiyono, 2018). A qualitative approach is an approach that emphasizes "quality" or the results obtained from the research conducted and how researchers can describe, collect and report research results systematically (Arikunto, 2017).

The research informants were chosen deliberately, namely (a) the school principal; (b) the Teacher; and (c) the Students. The research instrument is the researcher himself and is supported by observation guide instruments, interview guides, digital or video cameras, and writing instruments (Etikan, 2017). This study's techniques used to collect data are observation, interviews, test techniques, and documentation. Observation is making systematic records of behavior by seeing or observing individuals or groups directly from students and teachers. The interview is a method or way that is used to get answers from respondents by way of unilateral questioning. A test is a tool that contains several questions that must be answered or instructions that must be carried out to get an idea of the achievements of a person or group of people) (Östlund, Kidd, Wengström, & Rowa-Dewar, 2011).

The test is a systematic procedure in which the individuals tested are represented by a stimulus that their answers can show in numbers. The basic requirements of a test are validity and reliability. Documentation, namely collecting data by viewing or recording an already available report (Hamilton & Finley, 2020). According to (Strijker, Bosworth, & Bouter, 2020), in this technique, the researcher obtains information from various written sources or documents, such as photographs or pictures available to respondents. Then data analysis techniques are carried out by reducing data, presenting data, and making conclusions. While checking the validity of the data employing triangulation of sources, methods, and theories

## RESULT AND DISCUSSION

### Teacher Preparation in Setting Learning Media in Class at Madrasah Tsanawiyah Negeri 09 Jember Regency

The teacher played a very important role in arranging student seats at Madrasah Tsanawiyah Negeri 09 Jember in grade 7; then, in grades 8 and 9, the teacher began to give confidence to students with control and supervision that could not be separated from the teacher. In grade 7, from the start, the teacher arranged the seats and the students' sitting positions, while in grades 8 and 9, students began to be independent and got used to the arrangements in the previous class. So that the teacher gives more freedom to students to choose for themselves, although there are times when the teacher manages but is more inclined to direct. At Madrasah Tsanawiyah Negeri 09 Jember, the seating arrangements for students are traditionally varied, in a half circle and groups. Not only student seats but student seating positions also change (Observation, 2022).

This can be seen in class observations or observations; the teacher directs students when at the beginning of arrival to condition and adjust to the seat yesterday; the student's sitting position is always moving. This was also supported by the results of the interviews, as stated by Mrs. A (Teacher of grade 7) "I changed my seat, and to change the seat model it does not have to be done every two weeks while the position of the students changes partners once a week. . Seats for students can vary like the letter U, straight, and so on as needed (Interview, 2022).

According to Mrs. B (Teacher of class II), "I vary the seating arrangements every day such as U-shape, individual, and so on, and in this case, I determine the seating position of the students while on Wednesdays and Saturdays, my students are free to choose their seats (Interview, 2022). Learning by applying the 2013 curriculum and a scientific approach in the teaching and learning process at Madrasah Tsanawiyah Negeri 09 Jember is supported by the furniture and learning media used, both of which support each other in supporting the teaching and learning process. Madrasah Tsanawiyah Negeri 09 Jember has been equipped with a school library that has been accredited A (Clipping achievements and activities of Madrasah Tsanawiyah Negeri 09 Jember); it is even seen that in each class at Madrasah Tsanawiyah Negeri 09 Jember the teacher in providing learning material is equipped with the use of a computer + LCD used by teachers to support students' teaching and learning process. Each class has good furniture and learning media (Observation, 2022).

Arrangement of learning media in the classroom is carried out once a year in the first semester, namely semester one (1), and is usually followed up for competitions between classes. In this case, every teacher or homeroom teacher has the right and responsibility to arrange the furniture or learning media used in each class's teaching and learning process. This is supported by the results of interviews and observations that the arrangement of furniture or learning media and students' work is fixed every day. According to Ms. E (homeroom teacher of grade 7), "the arrangements are always fixed, usually once a year at the beginning of the semester, and there is also a class competition." The same opinion was expressed by Mrs. D (homeroom teacher of grade 8) ".... Furniture and learning media are arranged like that, usually arrangements are made at the beginning of the semester according to children's learning needs." Similar to what was stated by Mrs. I (homeroom teacher of grade 9 (Interview, 2022)) , Arrangement at the beginning of the semester, at best, if there is a new student's work, then it is pasted, replaced, in a fixed position.

In grade 7, the teacher plays an important role, namely making a picket schedule for students, but in grades 8 and 9, the teacher only directs and controls the picket; the teacher even gives freedom to students to make their schedule according to their respective tutoring hours. At Madrasah Tsanawiyah Negeri 09 Jember, to maintain the cleanliness and beauty of the class, there is a picket schedule and displays of student's work that are posted/taped to the walls of each class. From the results of observations or observations, it is clear that in each class, there is a picket schedule that is accompanied by a class organizational structure, as well as student work displayed on the class wall. This was also supported by the interview results, according to Mrs. A (Teacher

of grade 7), "To maintain cleanliness by forming a picket schedule for the children." Likewise, Mrs. C (guardian of grade 7) said, "The teacher shares the schedule for pickets; usually, for grade 7, it comes directly from the teacher, while for grades 8, 9, and above, students can make their own (Interview, 2022).

### **Development Of Learning Methods at Madrasah Tsanawiyah Negeri 09, Jember Regency**

Madrasah Tsanawiyah Negeri developed several learning methods on 09 Jember, including the mock place activity learning method, expert group, and group investigation. Based on the results of the research, the implementation of marketplace learning activities was carried out before the teaching and learning process began with preparations, where the first time activity was reading the Koran, praying led by one of the students; the teacher gave motivation to students so they were ready to accept learning and Explain the learning activities that will be carried out. Previously prepared the tools and materials for this method, such as flipcharts, small colored markers, post-it paper, paper tape, scissors, and a cutter (Observation, 2022).

The needed media for Market Place Activities are laptops, projectors, PowerPoint teaching materials, introductory videos, copies of teaching materials, and buying and selling tools (post-it paper), which are also prepared before learning. Also, other media assistants need to be prepared with Worksheets to be used when implementing the method, such as seller worksheets, buyer worksheets, and pre-test and post-test worksheets. In the learning process, the class is formed into small groups of no more than five people; all students in one group must face each other; the group formation is heterogeneous, then the teacher conducts a pre-test.

In the main activities, each group gets a summary of the sub-material; this sub-material differs from one group to another. The goods sold are information about the sub-materials. The preparation is by understanding the material as fully as possible. The goods sold are sub-materials from each group; all groups make transactions because the market is open. The process of buying and selling material in one group is divided into sellers and buyers; sellers prepare to sell their goods (teaching material information) by answering questions from buyers of other groups, and buyers make purchases by asking other groups if they have finished asking, the buyer must provide an assessment of the satisfaction of the answer (Interview, 2022).

The transaction time for each group is between 5 to 8 minutes per round and can be done in several rounds depending on the time available. How to report: each group reports how many items can be purchased and how many are sold by including the number of questions and answers collected and the level of satisfaction. Assessment is given by calculating the number of questions given + the number of answers and the level of satisfaction. Reflection is done to sharpen the material and discuss things that are the focus of attention in learning. In the closing activity, the teacher reinforces materials that do not receive discussion and materials that are considered to deviate from the discussion. Conveying the conclusions of the lessons that have been delivered, this activity can be carried out by students or a combination of students and teachers and conveys an overview of the material to be presented at the next meeting. Finally, to get the value of doing the post-test (Observation, 2022).

The second method developed is the expert group learning method. In preparation, expert group learning is carried out through marketplace learning activities, namely reading the Koran and praying, led by one of the students. The teacher motivates students so that they are ready to accept learning and explain the learning activities that will be carried out. While other preparations, namely preparing the tools and materials needed in this method, include; flipcharts, small colored markers, post-it paper, duct tape, scissors, cutter, as well as media assistance which includes laptops, projectors, teaching materials PPT, introductory videos, copies of teaching materials.

In the preliminary activities, the teacher motivates students by showing videos or pictures that show the superiority of whoever masters the material in question. The Pre-Test is given in the form of PPT, which is displayed via a projector; students fill in the questions on the answer sheet that has been prepared. In the division of groups, students are divided into two large groups, expert

groups, and non-expert groups; the expert group consists of two students per sub-matter, deliberately chosen because of their excess understanding of the material (Observation, 2022).

Furthermore, expert groups are gathered to be given basic materials and directions in the core activities of the learning process. Expert groups come forward, each explaining their part (for example consisting of a group of economic jurisprudence experts, a group of Islamic bank practitioners, a group of Islamic insurance experts, and others). Non-expert students submit questions; it must be clear which group of experts is aimed at. Then the expert group answers according to the question, and so on, repeatedly.

In the closing activity, the teacher reinforces materials that do not receive discussion and materials that are considered to deviate from the discussion. The teacher conveys the conclusions of the learning that has been carried out; this activity can be carried out by students or a combination of students and teachers.

The last method developed is the group investigation learning method. In conducting PAI learning using the Group Investigation method, Mts 9 Jember first motivates by showing videos or images that show the superiority of anyone who masters the material in question, then conducts a pre-test. The Pre-Test is given in the form of PPt, which is displayed via a projector; students fill in the questions in the Answer Sheets that have been prepared (Observation, 2022).

Students are divided into small groups of up to four people. What students prepare is to prepare worksheets covering Investigation Worksheet, Investigation Analysis Worksheet, and LJ Pre-Test and Post-Test. In the learning process, student groups are given certain topics of discussion, then students browse reading material (literature investigation) and conduct field investigations. , presenting the investigation results (next meeting), concluding, and summarizing together (next meeting) (Interview, 2022)..

In the closing activity, the teacher reinforces material that does not receive discussion, and material that is considered deviant in its discussion conveys conclusions from the learning that has been delivered; this activity can be carried out by students or a combination of students and teachers, conveying an overview of the material to be delivered at the next meeting. And post-test the marketplace activities learning method is a suitable learning method delivered at the beginning of the meeting to introduce concepts, understand procedures, and introduce terms related to learning materials, while the expert group and group investigation learning methods are very well delivered at meetings the second or third where at the meeting it is necessary to strengthen the learning material.

## DISCUSSION

Teachers in managing student seating are different; in grade 7, the teacher plays a very important role in determining student seating positions. Meanwhile, in grades 8 and 9, teachers have started to involve students in arranging places and student seating positions. Following the opinion of (Hamidah et al., 2020), student seating can be done in various ways, such as traditionally, in groups, in a semicircle, and round or square tables. This is also applied by the teacher at Madrasah Tsanawiyah Negeri 09 Jember; the teacher forms a seating position in a semicircle pattern or also known as an arc shape commonly known as the letter U, the teacher forms a student seating position with a traditional pattern, namely by lining up parallel to facing on the teacher and the blackboard and the teacher also forms student seating positions in a group pattern when conducting class discussions so that students can easily communicate with their groups (Megawati et al., 2020).

Then the teacher adjusts the student's sitting position to move around, and each student shifts to the right and left so that the student's sitting partner changes; in this case, the teacher seems clear when including his students. Teachers at Madrasah Tsanawiyah Negeri 09 Jember in grade 7 in the early semester usually immediately determine students' seats and sitting positions

with the teacher who arranges them by adjusting absenteeism or randomness. Nevertheless, for the next and in grades 8 and 9, the teacher directs students, gives them the freedom to choose their seats, and starts to understand and be independent. This is because students can adjust or get used to the management carried out by the teacher in the previous class.

In addition to verbal, several learning media are used by the teacher to support the learning process, such as printed media in the form of books, electronic media, namely by using LCD, environmental media and resource persons, namely libraries that have been accredited A (Clipping achievements and activities of the State Madrasah Tsanawiyah 09 Jember, 2012) or it could be from other people directly. Following the opinion of (Minja, 2021) that a teacher as a class manager is the next step in managing classrooms, namely, the teacher must be able to manage various educational media used to support teaching and learning activities.

The research findings align with the theory of learning behavior (Nevenglosky et al., 2019) that a. The method used can generate motives, interest or passion for student learning. b. The method used can guarantee the development of student personality activities. c) The method used can instil and develop the values and attitudes expected in good work habits in everyday life.

The mock place activities method aims to shape student activities in buying and selling information based on research findings (Hite et al., 2019). This method is excellent for developing a sense of independence and self-confidence, building cooperation, group skills, and feedback. The usefulness of this method is that students feel responsible for seeking information individually, learn to have the courage to promote the results of their studies and learn to listen to other people who are talking (Intarapanich, 2019).

This method was developed based on the following philosophical views (Jeon et al., 2020): a) Developing learning experiences that provide broad opportunities for students to master the required competencies. b) Provide opportunities for students to develop their potential to become the ability to think rationally. c) Develop students' intellectual abilities. d) Improving communication skills, social attitudes, caring, and participating in building community life.

While the pedagogical basis is a vehicle for students' independence following their psychological development and getting treatment according to their development, the use of this method is to train responsibility in groups, develop discipline, focus on learning, train courage, train critical and logical thinking, involve all students, build creativity, work together in groups, provide mutual motivation, divide tasks according to ability, train independence and value opinions (Ambarita et al., 2019).

As for the learning method in group investigations, students form seminary groups that plan and carry out an investigation and integrate the results to be reported in class. The teacher's task is to make students realize that there is much useful information from the investigation results. This method uses: a) to help students investigate a topic systematically and analytically. This has positive implications for developing discovery skills and helps achieve goals. b) in-depth understanding of a topic that is carried out through investigation. c) train students to work cooperatively in solving a problem (Steinberg & Morris, 2001).

With the development of learning methods at Madrasah Tsanawiyah Negeri 09 Jember, students are provided with valuable life skills in social life (Indrawati et al., 2021). The research findings show that the three methods have similarities because they are still in the same institution, and the teachers teach the same—support: Model teachers master how to develop marketplace activity learning methods and expert and investigative groups (I Wayan Suarma, 2019). Students are used to receiving learning through applications: various learning methods, marketplace activities, expert groups and group investigations (Maleng & Hartati, 2021) (Anshori, Elynawati, Alfatchussadiqin, & Maulana, 2022; Fasya, Darmayanti, & Arsyad, 2023) .

School management encourages each teacher to apply various marketplace activity learning methods, expert groups, investigative groups, and infrastructure (Fatimah, Asy'ari, Sandria, & Nasucha, 2023; Sutrisno & Nasucha, 2022). These learning resources and learning media support

the development of marketplace activity learning methods that can be obtained easily. Besides the many supporters, there are obstacles, namely the high level of participation of students in extracurricular competitions. Hence, some students are absent at the time of research.

## CONCLUSION

Based on the results of the previous discussion, teacher preparation in developing learning methods at Madrasah Guru Tsanawiyah Negeri 09 Jember, it can be concluded that teacher preparation in preparing for learning is seating arrangements carried out in various ways, such as traditional shapes, semicircular shapes or the letter U and group shapes. The teacher adjusts the student's sitting position to move around, shifting right and left so that students always change sitting partners. The arrangement of teacher learning media is carried out once a year at the beginning of the semester. To maintain the cleanliness and beauty of the class, the teacher guides students to carry out pickets every day after school according to the schedule that has been made and displays pictures of students' work that supports the learning process on each class wall.

The development of learning methods at Madrasah Tsanawiyah Negeri 09 Jember Regency includes mock place activities, expert groups, and group investigation. The Market Place Activities learning method developed by the teacher can arouse enthusiasm/add to learning confidence, develop personality activities, create works, stimulate further education, explore and innovate, and instigate the main attitudes expected in the 2013 Curriculum, These results bolster those of studies Indrawati and Maleng & Hartati, (2021) showing that using Schoology and other group investigation and expert-led approaches to language learning increases student motivation. . While the Expert Group learning method is being able to express their opinions in class, being able to explore and innovate, and being able to instil and develop the expected values. As for the ease of material, all students said it was easy. While the Group Investigation Learning method can develop personality activities, can carry out exploration and innovation, can instil the main attitudes that are expected, can foster good work habits in everyday life, According to studies (Ambarita et al., 2019), Group Investigation Learning is a paradigm of education that facilitates effective classroom instruction by facilitating the sharing of knowledge among students outside of class via technological means.

The results of this study are still limited in the use of the three classroom management methods, which still require development in terms of content, sources, and learning media used, so this research still needs to carry out further studies of student learning achievement using a quantitative research approach or research and development (RnD). ) because the learning process will be more effective if it takes place in conducive, warm, engaging, fun, and reasonable situations and conditions. Therefore teachers need to understand various teaching methods with various characteristics. Hence, they can choose the suitable method and be able to use teaching methods that vary according to the goals and competencies expected. Madrasah heads are expected to create conditions that stimulate teachers to actively carry out creative and appreciative activities within the school environment.

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