

## Classroom Management Strategies

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### Abstract

The role of teacher is to help students apply concepts, such as math, english, and science through classroom instruction and presentations. Their role is also to prepare lessons, grade papers, and manage the classroom. Being teacher is much more than just executing lesson plans, in today's world a teacher's role is a multifaceted profession; they carry the role of a surrogate parent, class disciplinarian, mentor, counselor, book keeper, role model, planner and many more (Cox, 2017). However, the most importance roles is teaching, and an effective teaching ought to maintain student's attention. The question is, how to maintain student's attention? This question is the most challenging and important for classroom management in teacher's career. If they failed to hold student's attention, They will not be able to conduct anything to their students at all.

Santi said that “An Effective classroom management is the ability of the instructor to influence the learner's learning environment. It is an important factor of teaching and includes students' happiness while they were in the classroom. The happiness of the students is the greatest wish of the instructor. The responsibility for education must be sought in a general way. Classroom management is a holistic approach to integrating knowledge and ability of the teacher, the motivation for the students to come to school every day happily” (Santi Boonpirom, 2557 cited from Jenjira champi, n.d.).

We also know that, one of the classroom teacher's most important jobs is managing the classroom effectively (Mazano and Mazano, 2003). Classroom Management seems to be a big problem for many teachers, especially at the elementary school level. This article has aims to recommended about how to keep student's attention to the lesson without disregard disruptions and distractions.

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## Introduction

The role of teacher is to help students apply concepts, such as math, english, and science through classroom instruction and presentations. Their role is also to prepare lessons, grade papers, and manage the classroom. Being teacher is much more than just executing lesson plans, in today's world a teacher's role is a multifaceted profession; they carry the role of a surrogate parent, class disciplinarian, mentor, counselor, book keeper, role model, planner and many more (Cox, 2017). However, the most importance roles is teaching, and an effective teaching ought to maintain student's attention. The question is, how to maintain student's attention? This question is the most challenging and important for classroom management in teacher's career. If they failed to hold student's attention, They will not be able to conduct anything to their students at all.

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## The Meaning of Classroom management

Wikipedia states that, classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is a difficult aspect of teaching for many teachers. Problems in this area causes some to leave teaching (Wikipedia, 2015).

Thomas (Thomas, 2017) said that “Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings.”

Bluestein (2017) said that “Classroom management is a group of strategies that teachers use to help students perform at their highest levels.”

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class (the Great Schools Partnership, 2014).

### **Why is classroom management important?**

One of the most challenges of classroom management is motivating students who are not intrinsically motivated to learn. How can we make students want to succeed academically? (Education World, 2017). Classroom management strategies, it contributes to students’ learning attention. Effective classroom management will establish and sustains an orderly environment in the classroom. It increases meaningful academic learning and facilitates social and emotional growth; decreases negative behaviors and increases time spent academically engaged (Thomas, 2017). When teaching children, maintaining discipline is very important. Without it, students can easily drift off task. However, this does not mean we need to be super strict with rules and enforcing them. We should also strive to be positive with the language we use – avoid “Don’t...” and “You mustn’t...” and go for “Always...” and positive commands instead. Someone has meaning them metaphorically that “classroom management is a key to high student achievement” (Mazano and Mazano, 2003).

### **The purpose of classroom management**

The purposes of classroom management strategies are (Gurape, 2013; Emmer & Sabornie, 2015; Everston & Weinstein, 2006; Marzano and Marzano, 2003).

1. Create and maintain appropriate behavior of students in classroom.
2. Enhance prosocial behavior and increase student academic engagement.
3. Encourage effective teaching and learning.
4. Remove obstacles that may hinder the realization of the learning interaction

### Research finding in classroom management

A comprehensive literature review by Wang, Haertel, and Walberg (1993) amply demonstrates the importance of effective classroom management. These research analyzed 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228 variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate meta-analyses. Of all the variables, classroom management had the largest effect on student achievement. This makes intuitive sense, students cannot learn in a chaotic, poorly managed classroom (Marzano and Marzano, 2003).

According to a 2006 survey of pre-K through grade 12 teachers conducted by the American Psychological Association ( APA) , teachers reported a lack of support in implementing classroom management strategies. Chaotic classroom environments are a large issue for teachers and can contribute to high teacher stress and burnout rates. Therefore, it is important to use effective classroom management strategies at the universal level in a tiered model, as they serve as both prevention and intervention methods that promote positive outcomes for students.

In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline (Wikipedia, 2015).

These research findings show that, how classroom management effected on teachers' attitude on their career and student achievement. Its emphasize that classroom management is important to be worthy of attention for effective teachers.

### How to improve your classroom management

**First,** class size. Teacher must determine the appropriate amount of students in class. In case of classroom has too many students. It increase students' interactive. This situation lead to reduce lessen attention. The appropriate amount of students in each class should be less than 20 students. If any classroom with exceed appropriate amount of students, will have decreased attention, collaboration, learning and all other achievement; compare to the one with appropriate classroom size.

Reducing class size to increase student achievement is an approach that has been tried, debated, and analyzed for several years. There are 19 studies suggested that , a class size of no more than 18 students per teacher is required to produce the greatest benefits. Project STAR (Student/Teacher Achievement Ratio) is the other one has same result, it found substantial evidence that reducing class size improved student academic achievement (Center for Public Education, nd.).

From this researchs review, we can scientifically document several important findings about reduced class size, which schools may lead up to setting their student admission policy.

**Second**, teacher's behavior improving. Teacher's behaviors effect on student learning (Brophy, 1979). There was research show result that certain teachers elicit much more student learning than others, and their success is tied to consistent differences in teaching behavior (Good, Biddle, and Brophy, 1975). In addition teacher must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities, learning style interests. And they must recognize individual differences among his/her students and adjust instructions that best suit to the learners. Teacher always play varied and vital roles in the classroom. It requires a variety of teaching styles or techniques just to capture students' interests. If teacher's teaching style effective and is used consistently in a class, then students are motivated to learn (Maria, Arnold, and Euberta. 2017).

Besides learning process, teacher's manner is one of essential factors that effects on students' learning. Teachers play a vital role in affecting classroom changes. What happens in the classroom depends on the teacher's ability to maintain student's interests. Effective learning in the classroom depends on the teacher's ability to maintain the interest that bring students to the course. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher (Maria, Arnold, and Euberta. 2017). Some of classroom management problems may be attributed to students' behavior such as attention deficiency, hyperactivity disorder, and disrespect among others.

There are some techniques to tell students that, teachers want to get student's attention. Nonverbal is a technique frequently used in classrooms. Nonverbal intervention is used when teachers establish eye contact or make gestures that let students know they are off-task, not paying attention, or misbehaving. The techniques (i.e., do not talk, do not teach,

do not clarify any more) helps teachers efficiently and silently manage students' behavior without disrupting a lesson.

**Third**, environment improving. One of the successful of classroom management factor is facilitated learning activity. Such as enough light, fresh air, and reasonable temperature not too cool or not too hot. Azlin attempt to explore and identify the characteristics of an effective teacher who teaches English as a second language at a private primary school in Malaysia. The study focused on classroom management using a case study method where data was collected using both interviews and classroom observations. The finding indicate that, an effective teacher would demonstrate characteristics of creating a suitable yet comfortable physical classroom environment. (Azlin, 2012)

The desks or tables and chairs are arranged for flexibility of actions, easy to move for both individual and group activities, with proximity to the teacher a priority. (Gallagher, 2014)

Commonly used classroom materials, e.g., books, computer, and others reference materials should be readily available (Kizlik, 2016).

Add some things which is decoration in the classroom will raise attractiveness of the room (Kizlik, 2016). Its make children like to come to school and happy learning in interest room.

**Fourth**, media improving. The learning media must be attractive to students such as bright color, corresponds to the lesson, easy to understand and clear what it represented.



Unclear picture



clear picture

The unclear picture cause frustrated to students. These situation lead disregard disruptions and distractions. Teachers might beware not use those media in their classroom, it cause disrupt to student's attention.

Today's world, effect of technology media (i.e., computer, videos or DVDs) in classroom behavior management is a huge impact. Most of the discipline problems in the classroom are caused by such factors as boredom, not understanding the relevance of the information and incorrect modalities for learning. Today, students in our classrooms have been a part of a

multimedia world since their birth. They were highly affected by technology compare to times when teacher were young. It should not be surprising to us that these students have difficulty sitting all day in classrooms that rely on old tradition, such as overheads, whiteboards, lectures, and note taking, as the major sources of information gathering

**Fifth**, activity improving.

Mujis (2001) suggests that teaching strategies need to be varied according to different learning needs of students. Teaching should also be interactive in that teachers should involve students by asking relevant questions and giving prompt feedback. An effective teacher should set tasks that are challenging with reasonable expectations (Malikow, 2006). Moreover, they can prevent all discipline problems by keeping students interested in learning through the use of exciting classroom materials and activities. Some interested activities include poetry, grammar, geography puzzles, flashcards, science experiments and many others which students can participate.

When students in the classroom seem to be awkward, disregard and distraction, teachers can lower these behaviors and increase engaged learning by using supplement students' learning with fun classroom activities designed to encourage their attention. They ought to provide fun classroom activities that are relevant to daily life will help make learning more meaningful.

**Sixth**, effectively assignment :

Create an environment that is task oriented. There was research finding show that, success rates in answering teacher questions during lessons are high (about 75 percent), and success rates on assignments designed to be done independently are very high (approaching 100 percent) (Brophy, 1979). Task assignments will conduct students to pay particular attention to success theirs work. It's produce tidy atmosphere, prevent classroom from confusing and disorderliness. So that teachers may insinuate task while conducting activity and at the end of teaching hour.

Good and Grouws (1979) support the following elements of four grade mathematics instruction which illustrate how to make classroom absorbed in lesson.

- 1) Concentrate on the whole class
- 2) Review of concepts and skills focused in the previous homework. (lasting about eight minutes)

- 3) Collect and check the homework.
- 4) Ask several mental computation questions during the review.
- 5) Spend about 20 minutes developing new content (orienting, explaining, demonstrating)
- 6) Include questions, opportunities for controlled practice, and review elaboration in the development session of the lesson.
- 7) Allow about 15 minutes for seatwork, preferably uninterrupted successful practice.
- 8) Hold students accountability by checking their works.
- 9) Assign homework regularly (about 15 minutes) with includes one or two review problems.
- 10) Conduct weekly and monthly reviews.

**Seventh**, class rules establishing : The seminal research of the 1980s, points to the importance of establishing rules and procedures for general classroom behavior, group work, seat work, transitions and interruptions, use of materials and equipment, and beginning and ending the period or the day. Ideally, the class should establish these rules and procedures through discussion and mutual consent by teacher and students (Glasser, 1990).

Teacher and students are involved in providing classroom rules. In order to encourage everyone in the classroom to follow their classroom rules. Students and teacher should discuss and write a group's contract adopting acceptable classroom rules and procedures by the end of the first week of new semester. These will increase sense of belonging of classroom's rules.

A strong sense of belonging has been associated with a desire to learn and an increase in understanding, whereas a lack of belonging has been associated with negative academic outcomes. Earlier studies on classroom management focusing on students' sense of belonging in school contexts have found that a strong sense of belonging can result in positive outcomes, including academic motivation, a sense of efficacy, a liking for school, and a sense of emotional well-being (Goodenow, 1993; Wentzel, 2003). Teachers should remind students to recognize classroom rules and identify expectations for student behavior and communicate those expectations to students periodically,



making they always common act out when coming to school.

Dodgson (2017) suggests 4 positive rules which is simple for primary classroom like this

- 1) Always listen when someone is speaking
- 2) Be on time and be ready
- 3) Always be polite
- 4) Ask before you take

When classroom has rules for everyone to obey, it seem not far from effective learning and that is the way to achievement.

**Eight,** learning improving : Different learner types and students from different backgrounds should be well addressed in the lesson plan to achieve full participation. The lesson plan should include instruction and student activities that address multiple learning styles and multiple ways for students to provide evidence of understanding. In addition, its' still has biggest problem that most occur in the classroom is teachers cannot control theirs classroom to be quietness, for all students to do teachers' activities. The cause of this problem is teacher's lesson plan to teach is not suitable for the age of the student. Teacher's lesson plan is core importance of teaching (kitsamlet, 2012). The learning activity suitable is student-centred learning, also known as learner-centered education, for example, work group, debate, programmed instruction, inquiry learning, constructivist learning and so on, might be employ in order to draw student's interest. Getting students to work and learn in class is largely influenced by classroom management strategies. The appropriate activities should take place to lead all various students achieve their learning.

## Conclusion

Learning outcomes are directly related to the learning environment within the classroom created by the teacher. If classroom environment is appropriate, an effective classroom learning may occur. Although teacher, who is expected to conduct such instruction, but environment is not to be disregarded. If these factors are suitable and encourage positive classroom atmosphere , then effective classroom, learning achievement, teachers' professional attitude may occur.

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