HIGH SCHOOL CLASS MANAGEMENT BASIS FOR THE IMPLEMENTATION OF LEARNING TEMATIK

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A B S T R A C T S

The research objective describes the management of high grade in an elementary school in the implementation of thematic learning. This research is research that uses qualitative approach with phenomenological qualitative research. Subjects were high-grade teachers in public primary schools 76 / IX Mendalo as many as nine people. Data was collected through observation and interviews. The results of the study of text on thematic learning classroom management in primary school. The results showed high-grade elementary school teacher 76 / IX Mendalo, Muaro management skills class with good category. Thematic learning is implemented through good classroom management. Three components of classroom management are met, namely: the management of physical, socio-emotional, and organsasional. The conclusion is in the implementation of thematic learning thing to note is classroom management. High-grade teacher SD Negeri 76 / IX Mendalo attention to classroom management in the implementation of thematic learning.

Keyword: Management Classroom, Learning Thematic, High Grade Elementary School.

A R T I C L E   I N F O

1. INTRODUCTION

Curriculum 2013 is the new policy of the government in the field of education that has expectations to the challenge and problems faced by the Indonesian people in the days to come (Sinambela Lecturer Department of Mathematics Education University of Medan). The formation of this curriculum, is a form of curriculum development and improvement of previously authorized by the ministry of education and culture in 2013. In this regard, the curriculum has a special feature that requires a thematic learning creative, innovative, and effective.

Kemdikbud (2013, p.9) describes a thematic learning-integrative learning approach that integrates many of the competencies of various subjects in a variety of themes. The meaning of this lesson is a conscious effort

made by teachers and students to achieve the learning objectives. Teacher as teachers should be able to create an environment to facilitate the learning process (Joyce, 2016: 6).

Currently, the primary school has been implementing the thematic learning in the learning process. Thematic learning in elementary school must have certain characteristics. These characteristics include: (1) centered on the learner; (2) provide direct experience; (3) separation of subjects is not so clear; (4) presents the concept of a variety of subjects; (5) flexible; (6) to learn while playing. In connection with this, the teacher requires a good classroom management thematic learning in the classroom in order to run well as planned.

Afiif, A., & Idris, R. (2017) states that management class is a conscious effort made by teachers to create conditions conducive learning and can lead to a sense of fun for students, as well as to motivate learners to be able implement the learning process effectively and efficiently in accordance with ability. In line with this, Nature. S at Afiif, A., & Idris, R. (2017) argued that classroom management is a set of activities of teachers in order to create and maintain an effective classroom organization, which includes: the teaching objectives, timing, arrangements of space and equipment, as well as the grouping of learners in teaching and learning activities.

Based on the presentation, can researchers conclude that classroom management is a skill teachers to create and maintain an optimal learning conditions for teaching and learning activities are ongoing using several designs in order to achieve the planned objectives. Destination management class in question is the provision of facilities for the entire teaching-learning activities of students in the social, emotional, and intellectual class, Sudirman (in Djamarah 2006). In order to achieve the planned objectives, it would require an indicator for the achievement of good classroom management.

Tim Lecturer Education Administration (2008: 111-114) suggests three important factors in the success of classroom management indicators, namely: Physical Environment, Socio-Emotional Conditions and organizational conditions. Classroom management will achieve the indicator as planned, if the teacher is able to understand the components of classroom management skills.

(Djamarah 2006) on Afiif, A., & Idris, R. (2017) stated that the components of classroom management skills are divided into two parts, the skills associated with the creation and maintenance of optimal learning conditions and skills related to development optimal learning conditions. However, in the implementation of the components of classroom management skills, sometimes teachers have barriers, such as the teacher must adapt to the characteristics of learners.

In elementary school grade levels are divided into two classes, namely low grade and high grade. Associated circuitry that, Syamsu Yusuf Ahmad Susanto (2013: 74-76) found at primary school age, children begin to learn to control and emotional control. Syamsu also found a stable emotional characteristics are marked with the facial expressions were cheerful, happy to play with her friends, can concentrate on learning activities, are (appreciate) against themselves or others.

2. RESEARCH METODOLOGY

The approach taken in this study is a qualitative approach. Moelong (2007: 6) explains that qualitative research is a type of research conducted by researchers that are useful to know a phenomenon of what is experienced by research subjects holistically and performed by describing the sort of words and language, as well as by utilizing the various methods scientific.

This research will describe how the management of high-grade primary school in the implementation of thematic learning. This type of research is phenomenology, by extracting data such as how classroom management in learning implementation. Data mining is obtained by interviewing, observation and supported by documentation. Data obtained from classroom teachers and learners-students at SDN 76 / IX Mendalo Army. The sampling technique used in this research is purposive sampling.

Researchers conducted observations at SDN 76 / IX Mendalo Army. This Primary School is a school that is good enough and has accredited A. This school has implemented a curriculum of 2013. At the school researchers found some positive things like the relationship between the principal and teachers as well as school citizens. Meanwhile, teachers in SDN 76 / IX Mendalo Army are quite good in teaching and managing classes, as well as in implementing the thematic learning. However, there are still some students who have less good properties in the learning process that is often played and less attention to the teacher in teaching. Structuring a seat in some of the classes are good enough and tidy but still looks classical.

The research was done by using the procedures as appropriate. An initial process is the preparation stage, by conducting prepare research instruments, then went to the informant. After that, the activities carried out is the implementation phase of the study. At this stage, the process of data collection by using instruments that have been prepared, and then the data is managed, analyzed and summarized. The last process in the procedure of this study is close to completion. At this stage in a project preparing the data already obtained and the analysis in the form of research reports in the form of description.

3. RESULT AND DISCUSSION
3.1. Hasil Penelitian

The following exposure management results of research on high-grade primary school conducted at sdn 76 / ix mendalo army. Researchers use classroom management indicators as a benchmark in research undertaken.

The factors affecting classroom management according to tim lecturer education administration (2008: 111-114), namely:

1. Physical Environment
   The physical condition includes a comprehensive study rooms, neat, and displaying ornaments (the work). In addition, in the setting of the seat the teacher must be able to interact with students, mobility in moving, doing the easy access, good ventilation and lighting settings are sufficient to maintain the physical health of students, and setting the storage of goods put special place that is capable of reached by learners.
2. Socio-Emotional Conditions
   Socio-Emotional In this condition, the teacher must be considered. There are four elements that became the benchmark in memperhatian teachers, namely: the type of teacher leadership, teacher attitude, the teacher's voice when teaching, and fostering good relations with learners.
3. Organizational conditions
   In the organizational conditions include routines terjaid in the classroom and in the school environment that can prevent the occurrence of a problem in classroom management. With Routine activities are clear and known to all learners, it will grow accustomed dsikap discipline and behave well on all activities.

Observation Sheet Indicators Master in Management Capabilities Against High Class

VARIABLE	INDICATOR	SUB INDICATORS	NO PROBLEM
MANAGEMENT CLASS	Physical environment	1. The room where the process of learning 2. The seating arrangement 3. Adequate ventilation and lighting settings 4. Setting luggage storage	1-7
	Socio-Emotional Conditions	1. The type of leadership 2. The attitude of teachers 3. Voice teacher 4. Fostering good relations (report cards)	8-13
	Organizational conditions	1. routine organizational activities conducted classes and schools.	14-15

3.1. Physical Environment

During researcher carrying out research in sdn 76 / ix mendalo army, researchers discovered a phenomenon that is contained in the indoor high-grade learners at sdn 76 / ix mendalo army who have good study room. The room learning have good order and tidy so that the creation of comfort for learners in the learning activities. Besides learning room also has a pretty good hygiene, so that students feel comfortable.

Di high grade at sdn 76 / ix mendalo army in the seating arrangement has been very good. Structuring a seat already looks nice and tidy, but there are still shaped seating arrangement classical. By structuring a good seat, then learners have the chance to walk free and be stared at each other learners. But the researchers found that not all classes of seating arrangements are prepared well.

Sdn 76 / ix mendalo army is located just off the highway. The place is very strategic to mendukng activities learning process, especially on lighting. In tingggi class at sdn 76 / ix mendalo danpencahayaan army has good ventilation. Each class has an air vent so that learners do not scramble oxygen circuitry other learners. As well as lighting, sdn 76 / ix mendalo army, each class has good lighting, because it is not obstructed by any objects. This is exactly what support the learning process, the better.

Goods owned by each class has disususn and tidy. Barang2 that if needed in the learning process, are arranged around the seating neatly. Conversely, if the goods are not so important pembelajarn used in the process, is stored in one place, namely wardrobes. So that the class looks neat.

Based on the findings of researchers at the top of the physical environment in high grade, can researchers conclude that the physical environment that consists of several sub-indicators, has been owned and undertaken well in sdn 76 / ix mendalo army.

3.2. Socio-Emotional Conditions

Teachers have a duty to be fasililtator for students, but it also required teachers to teach their students. Sdn 76 / ix mendalo army, has been very good teachers in implementing the learning activities. Teachers also own the democratic attitude. For example, in the learning process the researchers noticed that teachers teaching with a sincere heart. In addition, teachers also provide opportunities for learners to develop their potential.

In the class that made the study by researchers, researchers found teachers in the classroom have a patient attitude. For example, in the learning activities are learners who are cool to play with her friends, teachers circuitry to resolve the issue either. Teachers are not directly blow up and yell

such learners, but is given a gentle warning and advice.

In carrying out learning activities, teachers use voice volume moderate. It means teachers do not menggunakna high tone, nor by using a very soft tone. Researchers found that the teacher in the classroom using the right tone so that the material being taught to the participants diidk digestible and understandable.

During the learning activities take place, researchers looked at the presence of a good relationship between students and teachers. It is seen as the learning process progresses, learners do not hesitate to ask the teacher.

Based on the findings of researchers at the top of the socio-emosonal in high grade, can researchers conclude that the socio-emosioanl consisting of several sub-indicators, has been undertaken with very good at sdn 76 / ix mendalo army i.

3.3. Organizational conditions

Sdn 76 / ix mendalo army, the researchers noticed that the organizational conditions are less visible. However, routine activities performed in the classroom sebebenarnya already exist, but only less visible. For example, in the learning process begins with the arrival of the students, then the teacher came, followed dengn one learner lead prayers, and carry out learning activities. When researchers are in the vb class, the teacher left the students headed to the office, but the learners left by gurunyapun continue to implement the activities instructed by the teacher. Likewise circuitry other activities.

Based on the findings of researchers at the top of the organizational conditions in high, can researchers conclude that the physical environment that consists of several sub-indicators, has been owned and undertaken quite well at sdn 76 / ix mendalo army.

3.4. Thematic Learning Implementation

Researchers use the guidelines in assessing the implementation of thematic learning at sdn 76 / ix mendalo army. Guideline is that if the teacher is able to pay attention to the characteristics of thematic learning well, as follows: 1) experience and learning activities are highly relevant to the level of development and needs of primary school age children; 2) the selected activities in the implementation of thematic learning is based on the interests and needs of learners; 3) the learning will be more meaningful and memorable for learners study results can last longer; 4) assist the development of thinking skills of learners; 5) menyajikankegitan pragmatic learning according to the common problems of learners in the environment; 6) develop social skills of learners, a case of co-operation,

The results of this study on the implementation of thematic learning at sdn 76 / ix mendalo army has been very good. This was evident during the learning process in the classroom, teachers are already conducting mennerapkan pembelejaran with thematic learning.

By doing so, it means that teachers own understanding of understanding of the curriculum of 2013. The teachers at sdn 76 / ix mendalo army has to understand that in the curriculum learning pattern pursued in 2013 which was originally based on the teacher, and is now moving into a learner-centered. Tata gurupun work undertaken on the curriculum in 2013 is no longer an individual, but rather the collaborative relationship among teachers. In connection with terseb ut, in the learning process, teachers at the school even this also have to understand that the curriculum in 2013 requires interactive learning, innovative, and creative among learners with others, learners with the teacher, the students with the community, as well as the relationship between learners with the surrounding nature.

4. CONCLUSION AND RECOMMENDATION

Some things that can be used as a conclusion is as follows:

1) The ability of teachers inSDN 76 / IX Mendalo Army has been good enough in terms of classroom management. The classroom management question is in terms of the physical environment, socio-emotional and organizational conditions.

2) SDN 76 / IX Mendalo Army has also been very good in implementing the thematic learning. All teachers at SDN 76 / IX Mendalo Army has been carrying out thematic learning in accordance with the criteria of thematic learning.

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