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Organized by:
**Faculty of Teacher Training and Education
Universitas Sebelas Maret**

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WELCOME MESSAGE FROM CONFERENCE CHAIR

We welcome all respected presenters to the 4th International Conference on Learning Innovation and Quality Education (ICLIQE 2020) in Surakarta, Indonesia. A major goal and feature of it is to bring academic scientists, education researchers, teachers, students together to exchange and share their experiences and research results about most aspects of science and social research, and discuss the practical challenges encountered and the solutions adopted.

ICLIQE 2020 this time is carried out online because during the COVID 19 pandemic that is currently sweeping the world, it requires all of us to keep up with the applicable health protocols. However we still believe that you can still get stimulation and quality information related to educational innovations from keynote speakers and invited guests from several countries.

The program consists of invited sessions and discussions with eminent speakers covering a wide range of topics in science and social research. This rich program provides all attendees with the opportunities to meet and interact with one another. We hope that your experience with ICLIQE 2020 has been useful and long lasting. With your support and participation, this conference will continue its success for a long time.

Finally, we have raised the bar by focusing on better quality articles for acceptance to be published in reputable journals. We do hope that participants would understand that publication is a long and tedious process that involves many rounds of reviews and corrections. For these reasons, we hope that participants could assist by putting in more effort to ensure that articles submitted are original, error-free and fulfill the quality standard imposed. So, help us to help you and the others as well, as a delay in submission by some individuals will affect the others as well.

We would like to thank the leaders of Universitas Sebelas Maret, all committees and reviewers. They have worked very hard on reviewing papers and providing valuable suggestions for authors to improve their work. We would also like to thank the external reviewers, who provided extra assistance in the review process, and the authors who contributed their research to the conference.

We hope that all ICLIQE 2020 participants will have a fun scientific gathering in Surakarta. We look forward to seeing you all next year at this conference.

Happy Conferencing

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Analysis of Teachers Ability of Classroom Management Applications in Primary School

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ABSTRACT

The purpose of this study is to describe the ability of classroom management of primary school teachers. The approval of this study is a qualitative evaluation. Data obtained from observations, interviews, and documentation. Data analysis was carried out by analyzing data, arranging, censoring, looking for patterns and finding what was systematically meaningful. The results of the study show the teacher's ability to manage classrooms from physical conditions: setting tables and chairs in groups and all students face the blackboard, social-emotional: communicating with students and guardian students by forming class communities, and organization: trying problems between students. The conclusion of this study is the ability of teachers in classroom management which is included in both categories. Teacher training is good in implementing classroom management because of the training teachers have often followed so far.

CCS CONCEPTS

• General and reference~Document types~General conference proceedings

KEYWORDS

Analysis, Teacher Ability, Applications of Classroom Management

1. Introduction

Ideal class conditions can only be achieved by implementing good classroom management. According to Mursalin (2017) states that "classroom management is the teacher's skill in determining the procedures needed to create and maintain a comfortable environment so that students are able to carry out optimal learning activities in accordance with the desired goals". While Alliyah (2016) "classroom management is a conscious effort carried out by the teacher in organizing the activities of the learning process systematically". As a process, in the implementation of class management, the teacher must be able to do the stages that must be done. The stages include Planning, Organizing, Implementing and Evaluating so that what is done is a unified whole and interrelated with each other.

In line with the factors described, Wiyani (2013) stated three teacher activities in classroom management. First teachers must be able to create a learning climate appropriately. Both seating arrangements, cupboard position, display of students' work so that the desire and enthusiasm of students to follow the learning process is high. Third, manage learning interactions appropriately.

The researcher conducted preliminary observations at 76/IX Mendalo Public Elementary School specifically for high-class teachers, who are Jambi University Primary School partners in the third week of January for 3 days, to see closely how the teacher's ability to carry out the learning process with a focus on the teacher's ability in class management. The initial findings obtained by the researcher illustrate that basically, the teacher has implemented classroom management in accordance with his abilities, although there are still some shortcomings and constraints, among others, there are students who lack enthusiasm for learning, seem to play in class hours, lack class conditions light, structuring the traditional student seating and meeting students who are a bit stiff to express their opinions.

Mendalo Primary School No 76 / IX is an elementary school that is said to be famous in Jambi Luar Kota District, with a large number of students, strategically located. supported by facilities or facilities that are adequate. Some presuppositions have been achieved by

Primary school 76/IXMendalo, achievements in the academic and non-academic fields both at the level of Cluster, General, Regency, and Province.

Seeing this condition, the researcher is interested in conducting research on "Analysis of the ability of teachers to implement classroom management in high class".

2. Research Methods

This study uses a qualitative approach that aims to examine the problem and obtain data and meaning that is more in depth in accordance with the background of the study. The research was carried out at the Jambi University Partnership base, elementary school 76 / IX Mendalo Darat Jambi Luar Kota District, Muara Jambi Regency. The main subjects of this study were teachers who graduated in high class which were limited to class IV and class V as many as 3 teachers because they were loyal to two study groups namely class IV (A & B) and class V and supporting subjects, namely students and principals . The main instruments used in this study were the researchers themselves who referred to Moleong's response (2010). Data collection techniques used in this study include: (1) observation; (2) interviews (3) questionnaires and (4) documentation studies. The validity criteria of this research data include aspects of credibility, transferability, dependability, and confirmability. Data were analyzed by steps taken (1) Data reduction (2) Display data (3) Conclusions and verification.

3. Results

3.1. Organize and organize the physical environment of the class

In the activity of arranging and managing the physical environment of the class that must be done by the teacher is to arrange seating, student placement, lighting arrangements, ventilation, neatness of class facilities and student comfort in learning.

Based on the results of observations by researchers regarding the arrangement of student seating in Primary School 76/IX Mendalo for class IV (A and B) and class V, the teacher was good at arranging to the seat. The researcher assessed that the physical condition of the class, especially in its seating arrangement, was good enough Seating arrangements made by the teacher are in groups of each group of 6 students, but the arrangement still looks less neat because the distance between one seat to another is too close so it looks messy and less organized. While the seating arrangements of students in class V, the teacher is still not very good about good seating arrangements because the seating is arranged still very classic facing forward and too close together. So that students who sit behind are not very visible to the teacher in front. In the placement activities of teacher students in class IV and class V, they did not fully regulate student placement. There were still students in one group who impressed one group (one group playing) so that the group sometimes made noise in class. In the placement of students also found there are several groups of students whose average intelligence is the same, placement of

students not yet submitted to the principle of harmony. According to Blatchford (2018), teachers should be teaching with group strategies, so that the participants in collaborative learning are learned in groups. These will make students able to work together well and goal learning objectives well done.

Based on geographical location, the state of the Mendalo Elementary School No 76 / IX depends on a low area, interspersed by highlands and buildings which are quite a lot of this has implications for lighting in the classroom. Based on the results obtained from the study that found lighting in the class at Primary school 76/IXspecifically in class IV can be approved in this light because it is constrained by direct light from entering the classroom, this is needed in the activities of students who study learning. Based on the results of interviews with class IV and V teachers, the answer was "the condition of the classroom is indeed unclear because the location of the school is low in area and meets a high enough building so that sunlight is blocked from entering the classroom, which is done by teachers who get varied learning Besides that, researcher, as a teacher, got the class to be bright by giving electric lights.

Judging from the condition of ventilation of the room, the condition of the class which is sufficiently well ventilated, the teacher makes an effort by arranging the management so that air circulation remains fresh, creating a classroom park so students can breathe the air healthily.

Based on the results of the evaluation of class neatness, the condition of class IV and class V Primary school 76/IX is quite neat, structuring the image, learning media, fortune books have been arranged quite well, but there are some who still need attention about neatness provided by the cabinets the Comfortable and quite a lot of collections portfolio, while the area of the room that is not standard in Conven IV so it looks a little less neat.

3.2. Enforce discipline in managing learning

Activities to uphold discipline in learning must be carried out by the teacher in an orderly layout of students in the classroom, disciplining students in the classroom to learn, enforcing behavior that is not in accordance with regulations, admonishing effective students, using various learning methods to attract enthusiasm and encourage student learning.

To realize a class that requires that it is necessary to take steps between other classes, there must be an agreed order and obeyed and become the basis for making decisions. Based on the results of observations, interviews, and questionnaires given to students, the data obtained in class IV and V have been provided with class order. The tertiary order is made together with students and delivered to students and parents of students. To make the class conducive and challenging for comfortable learning, the teacher must uphold the class order. Basically, the teacher has enforced the tertiary order of the class by giving sides to students who violate the rules, but students are still encountered who challenge the tertiary system of the school. The teacher tries to facilitate students

in the learning process starting from checking students, inviting students during the learning process.

From the results of the observations, there are still teachers who have not been approved to discipline students because there are still students who pay less attention to the teacher in teach. There are still students who chat with their friends and tell stories. In learning the teacher sanctions students who argue that the discipline consists of reprimand, replacing parents. Students who decide on tertiary procedures will be punished according to the regulations in force in the class. Based on the results of observations and documentation of the teacher's diary, the teacher also gave a warning to students who behaved badly, for example, doubting their friends, making noise, making cucumbers and even making a class in class.

3.3. Upholding student behavior

Activities to enforce student behavior that must be carried out by the teacher include: respecting fellow students, developing the potential to the fullest, saying good words, respecting student opinions, greeting regardless of status, channeling potential, talents, interests made by students.

Professional teachers are teachers who are able to understand and appreciate the differences that occur in the classroom. The teacher must be aware that students in the class are groups of children who have different background objects. In order for these differences to be able to make strength and achieve the desired goals, the teacher must have the ability to manage these differences.

Based on the results of observations during the research and questionnaires given to students, data were obtained that in the teaching and learning process in the classroom and outside the classroom the teacher seemed friendly and familiar with students. All high-class teachers who are the subject of the conversation speak politely and kindly, although sometimes there seems to be a little angry or irritated face when they see students who do not understand the subject matter or students who violate class notes or students who are not tertiary in attending lessons. The teacher also respects the opinions of students who are different in class when the learning process takes place. When the researcher makes observations in the classroom, the learning process takes place, and the teacher gives questions to the students, students answer questions that are not in accordance with the answers, and there are even students whose answers deviate from the questions, but the teacher respects student opinions and gives applause or appreciation to students. the question even though it is incorrect and straightens out the answers to the questions according to the questions raised by the teacher.

3.4. Establish communication with students

Activities to establish communication with students that must be done by the teacher are: getting to know all the students in the class, empathy for all students, establishing communication within the classroom harmoniously, creating a positive social-emotional classroom climate and giving appreciation to students.

To create a conducive class and the creation of a creative, innovative and fun teaching and learning atmosphere, we need a close and harmonious communication between teachers and all students and students with students so that natural and natural interpersonal relationships are not rigid. This harmonious interpersonal relationship will have very positive implications for the success of learning in the classroom. Interpersonal communication that closely will eliminate various obstacles that prevent the realization of learning interactions.

Based on the results of observations, the fourth and fifth-grade teachers know all the names of their students one by one, each lesson begins the teacher always checks the presence of his students, and asks who is not present and what is the reason for the class leader or other students. The teacher is required to know about the name of his students, this is intended to establish close and easy communication to find out the conditions faced by students. The attitude of getting to know each other in class will foster a conducive classroom environment for a pleasant learning climate both as a learning environment and a group environment that allows students to develop their potential abilities to the maximum extent possible.

One of the competencies that must be possessed by a teacher is personality competence. This competency requires that the teacher has a complete personality that can be an example, has a noble personality and good manners and has an empathetic attitude to the students.

Based on the results of observations, basically, the teacher has the ability to establish communication with students well, sometimes encountered oral communication with the local language that allows students to understand the intent and meaning of the communication. In the implementation of this communication, it is known that the students who have the accumulation can be said to be substandard, that there are students who tend to be silent and reluctant to communicate either with oral and written. In this condition, the teacher looks to help students who experience slowness or obstacles in communication even though what is done by the teacher has not yet reached the desired target. Teachers must be able to create a harmonious learning atmosphere by building positive and quality communication to all students.

Based on the results of the study by observing the type of leadership that the teacher has done, the type of democratic leadership is seen, but there are still a few types of otoliter leadership. impressed the teacher dominated the discussion activities and the answers from students were a little less attention. Judging from the attitude of the teacher in mengahadpi students who break the rules, teachers are not a little calm and not nervous about students who break the rules or make problems. The teacher also seemed firm but also patient and not favoritism. The teacher provides guidance and advice to students about what mistakes were made and shows the effects of these errors.

Based on the results of observations during the study took place mainly in the teaching and learning process, the teacher delivered

the subject matter clearly and the voice was strong enough so that students could listen to the delivery and absorb the material clearly and correctly. Even grade IV   A teachers have strong and bright voices, especially at noon hours where the learning atmosphere is a little uncomfortable because students have begun to experience fatigue, so the teacher's voice can determine the classroom atmosphere which has implications for the success of the learning process.

3.5. Understanding problems in class management

In the implementation of classroom management, the teacher must understand various problem problems that can hinder the implementation of class management. Class management carried out by teachers is an effort to provide services to students both in the learning process and in efforts to develop the interests and talents and potential of students. Effective teacher management is an important thing in the success of the teaching learning process. Four teachers management aspect learned: recruitment and placement; payment and remuneration; training and supporting; and aspiration and hope (Kontagora and friends, 2017). In conducting class management it does not always run smoothly but there will be problems that can be drawn from the implementation of class management itself. For this reason, the teacher must be able to understand the problem from various sides. Problems can be seen from the nature of the problem, the type of problems and problems.

From the results of the study revealed that in the learning process and in communication in class sometimes problems arise, this is due to the nature of elementary school children who in growth and development sometimes have a habit like to disturb their friends. Students sometimes group one make problems or troubles at school. Seeing this condition the teacher must know about the class map in the meaning of the student map so that they do not make block blocks which in turn can cause tension in the classroom. This tension will have an impact on class conditions to be less conducive and disrupt the teaching and learning process.

4.   Discussion

The success of students in following the teaching and learning process is largely determined by the techniques and strategies in the implementation of learning carried out by the teacher, for which the teacher is required to know the basic component components in the learning activities in the class.   The arrangement of techniques and strategies in the teaching and learning process is a component of learning management that is part of class management. Classroom management in elementary schools is not only talking about learning arrangements, physical conditions but also preparing classroom conditions and school environments in order to create a conducive learning environment. In implementing classroom management the teacher must understand what classroom management is. In addition to understanding classroom management, classroom management skills also need to be developed by the teacher, because it is one of the main roles in meeting teaching and learning goals and there is a direct proportion

to the state of good communication between students and teachers (Konti, 2011).

From the results of the study, the teacher found that he still did not fully understand what was the nature of class management. Based on interviews between researchers and research subjects, there were still floating answers to the nature of classroom management. The answers given were "class arrangements to make the class beautiful and good" from the teacher's answers actually almost reach the target of the nature of class management, but the teacher's understanding of the nature of class management is still superficial. According to Joni (1980) class management is all teacher activities in the class that creates and maintains optimal class conditions for the learning process to occur. Whereas Entang (1985) states "class management/management is sharing the types of activities deliberately carried out by the teacher with the aim of creating and maintaining optimal conditions for the occurrence of the learning process. Based on the results of the teacher's answers to the questions that the researcher submitted and based on the theory, there are actually similarities in meaning, but the answers do not provide a deep meaning of the nature of class management.

In this study, the focus of the analysis of teacher abilities in the implementation of classroom management includes:

4.1. Regulate the physical environment of the class.

The success of students in participating in the teaching and learning process is largely determined by the physical condition of the school environment and focus more on the physical condition of the classroom environment. Each learning process of this condition must be planned and endeavored by the teacher in a planned and sustainable way to avoid problems in the classroom. conducive. Learning will be comfortable if the size of the classroom meets the predetermined requirements, the arrangement of settings sits in accordance with the provisions and gives the flexibility to move, light and good air circulation and the arrangement of furniture must be neatly arranged. Conducive classroom management can improve the quality of learning and student satisfaction (Sulaiman, 2015).

According to the UPI Education Administration Lecturer Team (2009) the regulation of physical environmental facilities includes "Seating arrangements, Student placement, Ventilation arrangements, Lighting arrangements, and comfort settings for students in learning". Based on the results of the study, seating arrangements have not fully utilized varied seating arrangements, but still seem monotonous, ie there are those who are climbing up in a row. Especially for class IV seating arrangements are formed in groups. "In seating arrangements (table chairs) many patterns that can be done depend on the pleasure of the students. There are seating arrangements that take the form of following a pattern in rows, patterns lined up or lined up, horseshoe patterns, group patterns and there are also circular patterns (Joni, 1985). According to Permediknas No. 24 of 2007 concerning the standards of facilities and infrastructure stated that "the maximum capacity of classrooms for primary schools is 28 students, the minimum ratio

of classrooms 2 m2 / learners" from the provisions provides an explanation of the size of classrooms for elementary schools is 56 m2 (size 8 m x 7 m). Each student gets one table and one chair that is strong, sturdy and stable is easy to move. The purpose of this easy to move illustrates that tables and chairs or student seating can be moved and arranged according to the pattern desired by students.

Based on the conditions in the field from the results of the study obtained data on the size of classrooms and desk chairs at Elementary School No. 76 / IX both in class IV and V have fulfilled the provisions in accordance with the Minister of National Education. Only seating arrangements need innovation. In terms of lighting and ventilation in the class where the research took place, it was found that class conditions were a little lacking in lighting, the class seemed to be underexposed and the condition of ventilation still needed serious attention. Ventilation must be sufficient to ensure the health of students, the window must be large enough to allow sunlight to come in from the classroom and the air feels fresh.

4.2. Enforce discipline and manage to learn

Discipline is a very essential part of class dynamics. Class discipline is defined as an effort to prevent violation of the provisions that have been agreed together in carrying out classroom activities so that the punishment of a group of people (teacher or student) can be avoided (Entang, 1985).

Based on the results of the study obtained data. Basically, the fourth and fifth-grade teachers of Primary School No. 76 / IX Mendalo have enforced discipline in managing to learn in the classroom. The results of the study provide data still found by students who violate school discipline. Still found children who chatted during the learning process took place, students, who did not do work assignments at home and there was something that disturbed his friend who was working on the task. On the other hand, the teacher in the learning process still uses less varied methods. In Permendiknas No. 16 of 2007 concerning academic qualification standards and teacher competencies, quality and professional teachers must have 4 competency standards namely "Paedagogic competency, personality competency, professional competence and social competence." methods, strategies and learning techniques in order to be able to manage to learn well, learning becomes interesting and can achieve the learning objectives that have been set.

4.3. Upholding student behavior

Enforcing student behavior to create a class that is conducive to achieving the benefits of positive learning so that the goals of learning can be obtained. Activities to discuss students, broadcast students, see abilities, channel students' talents, interests and potential optimally and speak safely and friendly.

One of the teacher's abilities in implementing classroom management that allows this teacher is able to multiply and enforce student behavior so that students have a high awareness of.

According to Rukmana and Suryana (2009) "whether one teacher's ability in managing classes in the class provided is creating a contract social".

The creation of social contracts or those often referred to as class rules are related to the enforcement of student behavior. In social contracts in this class also must include standards about teacher services for students. The rules made through this social contract must be mutually agreed between the teacher and the students so that all must implement these behavioral norms in accordance with the stipulated provisions (contents of the contract).

The teacher also asks to embed moral values to students by giving examples of good words, while asking for student opinions, although there are still few teacher actions that are still dominant. Students are also seen as helping students in developing awareness and responsibility for controlling student learning problems in the classroom. This is in accordance with the basic teaching skills that must be mastered by prospective teachers in classroom management (UPT PPL Unja Team, 2013) which is "encouraging and developing Javanese awareness and responsibility in controlling and enforcing student learning, helping related students in accordance with the class / school certification and Realizing teacher responsibility while developing a sense of obligation for students to carry out the task of learning and behaving naturally "

4.4. Establish communication with students

The success of teachers in implementing classroom management is one of the factors that determine the ability of teachers to establish communication with students. The ability of teachers to establish communication will have a positive impact on the relationship between teachers and students. With communication allows the teacher to know and understand the real problems faced by students. Sometimes the class is met by a moody and quiet child sometimes even away from his place, seeing conditions like this, the teacher must be required to know the true root of the problem, then the right communication is needed for students so that students can reveal what the real problem is facing. The teacher's ability to implement classroom management is also influenced by the teacher's emotional intelligence. One proof of the teacher's emotional intelligence ability can be seen from the empathy attitude that the teacher has to students. An empathetic attitude is an attitude where one can feel the conditions experienced by others. Based on the results of research conducted by Yantoro (2004) about the relationship between motivation and emotional intelligence of teachers with classroom management skills in junior high school teachers in Palawan Singkut sub-district, it gives the conclusion that there is a positive relationship of (0.37) between teacher's emotional intelligence and teacher's ability in class management. From the results of this study provide a complete picture that in building communication with students to create good classroom conditions for the realization of a conducive learning climate in the classroom, the teacher must create a social-emotional climate in a good class. Teachers must have stable and strong emotional intelligence, because emotional intelligence has a close relationship

with the ability of teachers to implement class management.especially in the high class.

4.5. Understanding problems in class management

The classroom management carried out by the teacher aims to create a conducive classroom atmosphere or condition that is able to realize a quality teaching and learning process. In creating conducive conditions not as long as it runs smoothly many problems that hinder the creation of these conditions. Problems can be viewed from various sides, problems can be viewed from the nature of the problem, the type of problem and the source of the problem. Viewed from the nature of the problem consists of, Nurturant effect, perennial, substantive and contextual. Of the types of problems that arise are divided into individual problems and group problems, while from the source the problem comes from the home environment, community environment, and the surrounding environment (Rukmana and Suryana, 2009).

Based on the results of research on the basis of the teacher has not fully understood the problems faced in detail by students. Teachers only deal with problems that arise as a result of violations committed by students by calling and advising against repeating actions that violate school rules and the results of coaching are sometimes included in the records of violations of student discipline. Teacher in Primary School No 76 / IX Mendalo, who teaches in grades IV and V, has a book that contains records of disciplinary violations, but not yet stated about the teacher's strategy in overcoming these problems.

The ability of teachers to implement classroom management that is realized by organizing and managing the classroom environment, upholding discipline in managing learning, enforcing student behavior, establishing transparent communication and understanding problems in class management will be able to achieve success in class management. Indicators of the success of class management are: The creation of a conducive atmosphere/conditions of teaching and learning and the occurrence of good interpersonal relationships between teachers and students and between students and students.

5. Conclusions

One of the factors that determine the success of the teacher in the activities of the teaching and learning process is the ability of the teacher to manage the class or implement classroom management. Managing a class is an activity to manage a number of resources in the class to the fullest so that it   can create a conducive learning atmosphere to achieve learning activities in order to achieve predetermined learning goals.

The ability to implement classroom management carried out by grade IV and V Primary School 76/IX teachers through (1). Confirmation of the physical condition of the classroom environment which includes seating arrangements, student arrangement / placement, ventilation and lighting settings and learning comfort settings (2) Regulating emotional conditions (people's arrangements) which include: student behavior in

learning, regulating discipline, creating passion for learning , develop interests and talents and develop student group dynamics. Based on the results of the study it can be concluded that the fourth grade and fifth grade Primary School 76 / IX Mendalo teachers have the ability to implement class management with good categories.

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