# English Pre-Service Teachers Perception towards Online Classroom Management Strategies

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# Abstract

This study aimed at finding the English pre-service teachers’ perception of online classroom management strategies. The data in this research were collected by using interviews and document analysis in the form of video transcription. This study involved 6 English pre-service teachers of Universitas Jambi who experienced online teaching during their teaching practice in the school field environment or futher in this research will be called PLP program as the research participants. The findings showed that the participants have managed the online classroom using various technologies and integrated their knowledge of teaching with technology that they had got in their TESOL Classroom Management course and a course about teaching with technology. The participants also pointed out that their perception of online classroom management strategy is challenging and tricky. The participants mentioned that they encountered a problem and solved it, such as the technical problems, they solved it with the strategies they applied in the online classroom, such as getting in touch with the students to manage their engagement in the classroom, and provide the lesson material in the other available online platform.

***Key Words:*** Pre-service teachers, online classroom management, classroom management strategy, Technology.

# Introduction

Indonesia has been one among the countries affected by the Covid-19 epidemic since March 2020. To prevent the spread of the virus, the government has launched a variety of efforts. One of them is the Minister of Education, and Culture’s Circular Letter No. 4 of 2020, which addresses the execution of education policies during the Covid-19 emergency period. The Minister of Education and Culture issued a circular letter instructing schools to adopt social and physical distance, as well as suggesting that students learn from home or distance learning.

Because face-to-face teaching and learning activities must be substituted by online learning, this policy will certainly have an impact on Indonesian educational institutions. Efriana (2021) online learning is a kind of distance education that uses electronic and internet-based technology (ICT) to help students study. Therefore, The students of faculty of teacher training and education, especially English education study program that are basically prepared to be able to teach in conventional classroom had become slightly different from what they learned in teaching-practice courses such as Microteaching and TESOL Classroom Management (TESOL-CM) due to this circumstance.

Considering the fact of this change in teaching situation makes those who did the PLP had to face and prepare with unpredictable situations in managing classrooms and be able to utilize their knowledge and strategies to create effective teaching in online-situated learning. It is very important to look at their perception of the situation because it can have an impact on how the faculty and English education study program will be able to adapt and develop the curriculum to the current real situations in the actual field of teaching practice during the pandemic, as well as be able to assist the faculty in preparing the students who will carry out the PLP so that they can be more well prepared and have solid classroom management strategies in carrying out teaching practices both online and offline.

 Some previous research is related to English pre-service teacher perception and strategies in managing online classroom, Batmang, Sultan, Azis, and Gunawan (2021) This study aims to understand more about how Arabic pre-service teachers perceptions about online learning during the epidemic . The findings show that four factors influence Arabic preservice teachers' views of the basic demands of online learning: competence, arousal, self-determination, and relatedness. Milliken (2019) have found The results suggest that incorporating online classroom management professional development into teacher initial training is a viable option. Students were observed using online course management techniques and were satisfied with their teaching. Each participant indicated that their understanding of best practices and classroom management skills improved after completing the CM online training.

Those previous researchers become the research-based research problem for this research and the research finds a gap which is necessary to be examined by the researcher. Those previous researchers conducted the research in online situated learning era and the participants are both male and female. This research focus on the English pre-service teacher perception toward online classroom management strategies.

# Methodology Research Design

This study uses descriptive qualitative inquiry to describe the perception of pre-service teachers about online classroom management based on the research questions and the purpose of the study. According to Cresswell (2013), qualitative research involves a variation of participants' voices, the researcher's reflexivity, and an intricate description and interpretation of the problem in the final results. Furthermore, the qualitative research is suitable for this study because this study aims at exploring about English pre-service teachers' perception towards online classroom management during their PLP program.

# Research Participants

 This research is considered sufficient if the participant has reached the level where the data is saturated, then for it does not provide new data and the researcher will stop looking if the information is sufficient. The researcher selected participants through the criteria’s created in purposive sampling. Cresswell and Clark (2011) define purposive sampling as the identification and selection of individuals or groups in a study who know or experience a phenomenon. Purposive sampling allows the researcher to find the participants that have the criteria needed in this study.

The criteria are students of English education study program who have completed the PLP program in the Academic Year 2020/2021, have completed TESOL Classroom Management course, experiencing online teaching and learning situations in the school partners of the PLP program, willing to provide the video of their online teaching video.

**Data Collection**

In this study, the researcher chose the interview and document analysis as instrument to systematically gather information and thoughts of the participants**.** The researcher used document analysis to support the data. Documentation is a type of writing and visual material that produces high-quality information in the form of photographs, audio, text, or a significant effort by someone (Hancock, 2009). In this research, the researcher employs video analysis.

The researcher used the semi-structured interview to gather the data. The researcher used both Bahasa Indonesia and English language to get profound information from the participants, and they were given prior notice regarding the interview topic. According to Seidman (2006), interviewing allows researchers to understand the participants and offers access to people's behavior. The researcher adapted and modified the interview questions from Berry, S. (2019).

# Data Analysis

The data was analyzed through qualitative data analysis based on the research questions. In this procedure, the researcher took several actions to analyze the data as follows; In phase 1, the researcher collected the data through interview and transcribes it while identifying the data based on the research questions, the next step is the researcher matched the interview result with the document, then the researcher conducted a member checking by sending the transcription results to the participants. After conducting member checking the researcher classified the data into themes and codes and also interpreted the data and describes the participants' perceptions regarding the research objectives. The last step is the researcher concluded the data based on objectives.

# FINDING AND DISCUSSION

These research findings consist of the result of the interview document analysis which is zoom video of their online learning.. The purpose of this research to describe the English pre-service teachers' perception of online classroom management during the PLP program.

1. English pre-service teacher perception: They perceived it was not too different between online and conventional classroom. It was different in how they approach the students in online situated learning and how they should use technology feature to support learning effectively.
2. Strategies: using variation of online learning tools, getting in touch with student early and often, sharing professional and personal updates, and increase the discussion.

# Discussions

The first theme show that the pre service teachers’ perception towards online classroom management is presented in how they found that difference between the online and conventional classroom management were only the students did not present in the classroom but rather through online platforms, how the teachers communicated with the students, managed the classroom. Another finding was also supported by Evertson and Weinstein (2006) where they mentioned that it is critical for a teacher to create an environment in which students can develop their social and educational plans while also participating in a more educated educational environment. Participants in this study revealed that they were using technology to manage and support learning.

Furthemore, the findings in the second theme were also analyzed based on the interview and teaching video analysis. These study findings align with Batmang et al. (2021), which found that the students are influenced mainly by external variables such as network troubles and Android phone usage rather than internal causes. English pre-service teachers, in this case, manage to handle the external variables results by engaging students more in the activity through the four strategies mentioned before. They also found some challenges during the online classroom management; for example, they encountered a student with a bad internet connection, lack of feedback, and English pre-service teachers overcame it by increasing the discussion. The finding showed that they also encountered various problems and handled them through the strategies mentioned above.

# CONCLUSION AND SUGGESTION

 Based on the findings and discussion, the researcher concludes that the results suggest that due to the unanticipated pandemic covid19 circumstance, the pre-service teacher perception toward conventional classroom to online classroom was not too different. The differences is in the management of online and conventional learning, in how the teachers reached out to the students, managed the classroom, and utilized the technology to communicate with the students to control their learning and create effective and efficient time management.

 The participants mention that it is a challenging matter since they were not very familiar to online teaching and learning, and they also encounter a variety of problems that they had managed to solve using some strategies, their understanding of technology is well- maintained. They know how to handle those situations online thanks to the TESOL-Classroom Management and technology-related courses offered in the Universitas Jambi English education study program. In addition, based on the teaching video provided by English pre-service teachers, they manage the situation in the online classroom by doing four strategies to support the online learning, which are; Using a variation of online learning tools, Getting in touch early and often, Sharing personal and professional updates during class, Increase the discussion during the online classroom.

**Suggestion**

Therefore, some suggestions that the English students, universities, and future researchers could consider, such as English students can start digging into the best possible strategies that they can use when they start their teaching practice or PLP. It is best to deepen the knowledge with various resources and, or read many journals related to managing the classroom in online situated learning and teaching before getting into the PLP placements, and provide information before starting PLP program on what technology is suitable for students in the online classroom.

 Secondly, the university can start creating course classroom management intended for the online classroom. The situation may be different for every pre-service teacher; however, they should be given enough knowledge on utilizing the technology in managing online classrooms instead of only using it to deliver teaching material. The researcher would like to suggest that future researchers look into another aspect of online classroom management in managing students in reading or speaking lessons.

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