

## **Error Analysis of Class Management In Implementing Curriculum 13 in Lower Class Elementary School Teachers in The District of Buluspesantren Kebumen**

**Rokhmaniyah<sup>1</sup>, Suryandari, K.C<sup>2</sup>, Joharman<sup>3</sup>**

<sup>1,2,3</sup> Elementary School Teacher Study Program, Universitas Sebelas Maret, Indonesia

Corresponding email: rokhmaniyah@staff.uns.ac.id

### **ABSTRACT**

This article describes the results of research aimed at (1) describing the pattern of classroom management errors in implementing Curriculum 13 in lower grade elementary school teachers, (2) analyzing the causes of classroom management errors in implementing Curriculum 13 in elementary school teachers, and (3) Overcoming mistakes made by lower-class teachers in class management. The approach in this study is qualitative with the phenomenological method and action research. The subjects of this study were teachers and students of grades 1, 2, and 3 elementary schools in the Buluspesantren District in the academic year 2018/2019. This research sample used six elementary schools that have implemented Curriculum 13 revisions from grade 1 to grade 6. Data sources used in this study were principals, teachers and students. The data collection techniques used in this study were interviews, observation, and analysis of documents. The results found: (1) the pattern of classroom management errors in implementing Curriculum 13 by elementary school lower grade teachers is the use of IT media and learning resources, classroom settings, and the empowerment of high-level thinking, (2) the causes of classroom management errors in implementing curriculum 13 by Teachers under elementary school are teachers' creativity is still low so that class management is still traditionally patterned (3) how to correct classroom management errors in implementing curriculum 13 by teachers under elementary schools is by conducting school action research.

**Keywords:** management; class; curriculum 13

**DOI:** <https://dx.doi.org/10.20961/ijpte.v3i2.52446>



Except where otherwise noted, content on this site is licensed under a Creative Commons Attribution 4.0 International License.

## INTRODUCTION

Learning activities in the classroom can not be separated from management. Through management, actions can be carried out effectively and efficiently. Management is a process to realize the desired goals. Management is planning, organizing, directing, and controlling organizational resources to achieve effective and efficient plans in the broadest sense. Management can be interpreted as management. Management of activities in the utilization of resources to achieve goals. Management is also associated with public services. Implicitly, this group's management definition seems to be any corporate activity involving expenditure (Keeling, 2018). Terry defines management as a process of planning, organizing, acting, monitoring, both as a science and an art, to achieve predetermined goals (Danim, 2002: 164). So, management is a public service activity through planning, organizing, directing, and monitoring to achieve the desired goals. In the classroom, learning management must be done so that Learning is more organized.

Classrooms are often perceived as learning spaces. Class is a group of two or more students, and the teachers teaching and learning interactions occur in a specific place. A group of people who engage in learning and teaching interactions needs to be more organized and directed to be managed well. According to the Big Indonesian Dictionary, the meaning of class is as a place of learning at school. The word class can refer to status or position and location or vehicle (KBBI, 2008). In the narrow sense, a class is a room that is limited by four walls where several students gather to follow the learning process (Suharsimi Arikunto, 2008). Class management is an effort made by the teacher in planning, organizing, and evaluating the process of utilizing class potential (Santoso, Yuniarsih, Adman, & Sarino, 2017). Nawawi (1985: 116) states that "class management/management is the ability of a teacher or homeroom teacher in utilizing class potential in the form of providing the broadest opportunities for each person to carry out creative and directed activities so that the available time and funds can be used efficiently to carry out classroom activities related to the Curriculum and student development ". So, class management is an effort made by two or more people to carry out activities through planning, organizing, directing, and evaluating.

Referring to the definition of class above, it can be stated that the class must be carried out regularly by management. However, the reality in the classroom management field has not been thoroughly carried out adequately from planning, organizing, directing, and controlling/evaluating. Less optimal classroom management affects learning achievement. This class management problem is still being done by elementary school teachers in the Buluspesantren District of Kebumen Regency. The results of preliminary studies conducted by researchers of 6 elementary schools in Buluspesantren District in June 2019 in grades 1,2 and 3 on middle-class management on a score of 3. Classroom management taught by elementary school teachers in the District Buluspesantren has not been carried out optimally. This condition also does not rule out the possibility of still being carried out in other elementary schools in Indonesia.

The results of Santoso, Yuniarsih, Adman, & Sarino (2017) research shows that classroom management has a positive and significant influence on student motivation, meaning that if class management is high, then student motivation will also be increased. Vice versa, if class management is low, then student motivation will be low. Learning motivation dramatically influences the success of the process and Learning outcomes. It can be ascertained that students who have common learning motivation also has the low achievement.

The Curriculum plays an important role in organizing, directing, and guiding learning activities (Dominggus, Huliselan & Takaria, 2016). The Curriculum is like a compass in guiding the ship to sail the world of education. Like a compass, Curriculum plays an important role in organizing, directing, and guiding the learning activities. Murray Print (1993) in Yani (2014: 5) curriculum is all planned learning opportunities for students in schools and other educational institutions. The Curriculum can also be interpreted as a design experience that students will get when the Curriculum is implemented. Yani, (2014: 2) curriculum is often used as the centre of the driving system of other educational components. Thus, the Curriculum is an important element in the education unit. Without a curriculum, the education unit is not clear the direction of education held. Curriculum changes are always made to suit the times. As quoted by [brilio.net](http://brilio.net) from [kemendikbud.go.id](http://kemendikbud.go.id) that so far, Indonesia has changed its Curriculum 11 times, counting since Indonesia's independence. Namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and 2015 (Adelin, 2015). The 2013 curriculum is the latest Curriculum in Indonesia, which until now has been applied in schools. The 2013 curriculum has been revised twice, namely in 2015 and 2017. This year the 2013 curriculum has been revised 2017, although it has not been comprehensive. Therefore, class management in implementing the 2017 revised 2017 Curriculum needs to be evaluated. This is intended, so that classroom management in implementing the 2013 Curriculum is in line with national education, institutional and curricular goals.

Changes in the old paradigm of conventional education that bound students' creativity made changes in the 2013 curriculum strategy. Passive learning patterns were changed to be active. The central teacher is changed to a significant student. Previous Learning, only the transfer of knowledge, is transformed into discovery learning. Memorandum based Learning is changed to problem-based.

Moreover, the 2013 curriculum revised 2017 new paradigms that must be carried out in class management and scientific approaches, 4C (creative, critical, collaborative and communicative) thinking patterns, PPK (Strengthening Character Education), literacy, and HOTS. Applying four aspects in the revised 2017 Curriculum 2013 needs to be done intensively, so all teachers must be equipped with clear concepts. Measures of the quality of education which were initially more prioritizing cognitive values, need to be shifted to affective and psychomotor aspects (Yusuf, 2017). For this reason, this study seeks to assist teachers in 2013 revised 2017 curriculum-based classroom management. This research will be found a pattern of classroom management errors in implementing the 2013 changed 2017 curriculum will then be improved. Curriculum 13 is not

only used by schools in Indonesia but also Indonesian schools abroad. Indonesian Foreign Schools (SILN) are schools established by the Ministry of National Education where these schools are located in the work accreditation area of the Indonesian Embassy (KBRI) or the Consulate General of the Republic of Indonesia (KJRI) under the guidance of the National Education Attache (Nurjanah, 2015: 2).

Based on the above background, it is essential to research classroom management errors in implementing Curriculum 13 in lower grade elementary school teachers in Buluspesantren Kebumen. Furthermore, the formulation of this research problem is as follows: (1) What is the pattern of classroom management errors in elementary school teachers in Buluspesantren Kebumen District? (2) What are the causes of classroom management errors in implementing Curriculum 13 in elementary school teachers in Buluspesantren Kebumen District? (3) How to correct the mistakes made by the lower grade teachers in the Buluspesantren Kebumen District in conducting classroom management This research aims to; (1) describe the pattern of classroom management errors in implementing Curriculum 13 in elementary school teachers in the lower class of Buluspesantren Kebumen, (2) analyzing the causes of classroom management errors in implementing Curriculum 13 in lower grade elementary school teachers in Kebuspesantren Kebumen District, and ( 3) correcting the mistakes made by the lower class teachers in the Kebumen District of Kebumen in conducting classroom management.

## **METHOD**

The approach in this study is qualitative with the method of phenomenology. The researcher wants to express the meaning of essential experiences experienced by research subjects (Creswell: 1998, Moustakas: 1994). The issues of this study were teachers and students of grades 1, 2, and 3 elementary schools in the Buluspesantren District in the academic year 2018/2019. This research sample used six elementary schools that have implemented Curriculum 13 revisions from grade 1 to grade 6. Data sources used in this study were principals, teachers and students. The data collection techniques used in this study were interviews, observation, Focus Group Discussion (FGD), and document study. Interviews are used to explore the causes of classroom management errors in implementing Curriculum 13. The statement is used to observe teachers in conducting classroom management. FGDs are used to determine solutions with the teacher as a basis for planning corrective actions. Meanwhile, the document study was used to observe teacher learning tools in implementing the 2013 Curriculum. Data analysis was used in a comparative qualitative and quantitative way to compare classroom management results before FGD and after the FGD.

## RESULTS AND DISCUSSION

### *Errors in Classroom Management in Implementing Curriculum 13 in Primary School Primary School Teachers in the District of Kebuspesantren Kebumen*

Class management activities refer to the Minister of Education and Culture Regulation No. 22 the Year 2016 concerning Process Standards including the preparation and learning activities. The preparation phase consists of preparing an annual program, semester program, syllabus, Minimum Completeness Criteria, Learning Implementation Plan, and grades book. Meanwhile, learning activities include an introduction, core, and cover. Preliminary activities include: (a) class readiness, assistive devices, and learning media; (b) apperception; (c) clarity of learning objectives, essential competencies, and indicators of mastery of the material; and (d) readiness of teaching materials or learning resources.

Core activities include mastery of the material, class management, time management, learning methods/approaches, use of learning aids and media, the role of the teacher in Learning, questioning techniques, use of the blackboard, teacher interaction with students, the interaction between students, activities learners, classroom arrangements, attitudes and interests of students in Learning, achievement of essential competencies and indicators. For the implementation of the 2013 revised Curriculum, added achievements 4C achievements (communication, collaborative, critical thinking, creative), character strengthening, literacy, and high-level thought. In closing, the learning activities include conclusions, assessments, and assignments for the next meeting. The observation results show that at the preparation stage: all teachers have an annual program, a semester program, syllabus, Minimum Completion Criteria, Learning Implementation Plan, and grade book.

In learning activities, observations on the preliminary learning activities can be seen in the following Table 1.

Table 1. Observation Results of Class Management in Preliminary Activities

Component Preliminary	Observation Results				
	NG	L	E	W	VG
1. Class readiness, tools, and learning media	0	1	14	3	0
2. Apperception	0	0	16	2	0
3. Clarity of Learning Objectives, basic competencies, and indicators	0	5	11	2	0
4. Readiness of teaching materials or learning resources	0	0	15	3	0

NG = Not Good, L= Less, E= Enough, W = Well, VG= Very Good

Based on Table 1 above, it appears that out of 18 teachers who prepared classes, assistive devices, and learning media well only three people. The average teacher does apperception well. Only two teachers convey learning objectives and prepare teaching materials properly. Delivering learning objectives in preliminary activities is very important as a reference for students in participating in Learning. Practical performance learning objectives will not only enhance student learning experiences in the aviation classroom but will favourably affect program strength and, ultimately, institutional effectiveness (Johnson & Ferguson, 2018). After

conveying the learning objectives, the teacher should motivate students interested in the Learning to be followed. The potential of learning activities to encourage learners in enhancing Learning cannot be denied (Harrathi, Touzani, & Braham, 2018, May).

At the core learning activities: out of 18 teachers showed good mastery of the material. In classroom management, ten teachers showed the ease of interacting with students and between students well. 15 teachers offer the comfort of students getting learning materials and tools. The use of scientific methods/approaches is not all implemented clearly by the teacher. Only four teachers use IT-based learning tools and media well, which shows the role of the teacher as a facilitator totalling 15 people. There are still 5 out of 18 teachers who dominate learning. Of the 18 teachers, 14 teachers used the questioning technique well. Teacher interaction with participants and between students has not been carried out optimally by all teachers. Four teachers only make Classroom-friendly arrangements for children with varied seating arrangements. The management of students' attitudes and interests is carried out well by 14 teachers out of 18 teachers. All teachers have directed learning to achieve essential competencies.

Learning achievements in strengthening character education and literacy have been done by teachers well. However, it has not been maximized. Character education can shape the attitude of students to be good. A good model of character education builds a tolerant and moderate attitude of the students (Ramdhani, Jamaluddin, & Ainissyifa, 2015). Meanwhile, the achievement of high-level thinking and 4C, not all teachers lead. Consider the following Table 2.

Table 2. Observation Results of Class Management in the Core Learning Activities

Core Components of Learning	Observation Results				
	NG	L	E	W	VG
1. Mastery of learning material	0	0	0	18	0
2. Ease of interacting with students	0	1	5	10	2
3. Ease of learners getting materials and learning tools	0	2	2	15	1
4. Use of scientific methods / approaches	3	5	10	0	0
5. Use of IT tools and media	7	5	2	4	0
6. The teacher acts as a facilitator	0	1	2	14	1
7. Learning is centred on students	0	5	10	3	0
8. Using questioning techniques	0	1	3	12	2
9. Interaction between teachers and students and between students	0	12	6	0	0
10 Child-friendly classroom settings	0	12	2	4	0
11 Class Settings	0	10	4	2	2
12. Management of students' attitudes and interests	0	0	0	12	2
13 Directing learning for achievement basic competencies	0	0	0	14	4
14. Strengthening character education and literacy	0	0	0	14	4
15. Learning has been linked to achievement 4C	0	8	10	0	0
19 Learning reaches HOTS	0	6	8	4	0

NG = Not Good, L= Less, E= Enough, W = Well, VG= Very Good

Based on Table 2. above, it can be concluded that the pattern of mistakes made by many lower grade teachers in class management implementing Curriculum 13 in the core learning activities is in the use of assistive devices and IT media, managing interactions between teachers and students and between students, class settings child-friendly, varied seating arrangements, linking to 4C achievements ((creative, critical, collaborative, communication), and achievements of HOTS (Higher Other Thinking Skill). Higher-Order Thinking (HOT) directs students to be creative and critical. HOT builds on and extends beyond Bloom's Taxonomy, resulting in discrete dimensions attributed to it: Critical thinking, creative thinking, problem-solving, decision making and metacognition, to name some prominent ones (Yen, & Halili, 2015). Zohar's (2013) attempt to clarify the dimensions of HOT seems helpful for future reference of teachers and researchers alike. Evanovich, L. L., & Kern, L. (2018). *Behaviour*, 27(2), 90-98.

In the closing power of Learning, all teachers have done an assessment. However, only six teachers directed to draw learning conclusions. 13 teachers did the assignment for the next meeting.

So, based on the observations above, it can be concluded that the pattern of classroom management errors by elementary school teachers of lower class (1,2,3) are: (1) information technology has not been utilized as a medium /learning tool. Many teachers still teach low-grade students who are not skilled in using information technology as media/learning tools. In addition, the availability of media/tools for technology and information access has not been adequate. (2) The teacher still manages the class by setting the traditional model class. This limits the interaction between students in the class. (3) Classrooms are left empty or quiet, not child-friendly. Classrooms have not demonstrated thematic Learning, strengthening character education, 4C, literacy, and HOTS. (4) Learning only comes from textbooks.

#### ***Causes of classroom management errors in implementing Curriculum 13 in elementary school teachers in the lower classes in the District of Kebumen***

The pattern of classroom management errors made by lower-class teachers (1, 2.3) include: (1) The teacher considers himself old so that he feels unimportant to learn Information Technology, (2) Lack of availability of IT-based facilities and infrastructure, (3 ) Lack of intensive monitoring and coaching by school principals or supervisors related to class management, (4) Teachers are not accustomed to reflecting on their Learning, (5) Teachers are still difficult to let go of teacher-centred learning models, so it appears that teachers still dominate Learning. Monotonous teaching methods, without using tools or media, without a pleasant learning style, and activity patterns of interaction will only cause boredom for students (Rusydie, 2011: 33). Rusydie's opinion reinforced that class management must be made exciting and enjoyable not to cause lethargy in student learning. Refleksi pembelajaran bermanfaat untuk kesulitan-kesulitan yang dialami peserta didik. Reflection is the "intentional consideration of an experience in light of particular learning objectives. Reflection activities direct the student's attention to new interpretations of events (Bringle, & Hatcher, 1999).

### ***How to correct mistakes made by lower-class teachers in the Kebumen District of Kebumen in conducting classroom management***

The repairs of management mistakes made by lower-class teachers are: (1) school action research is carried out, (2) providing facilities and infrastructure that supports IT utilization, (3) routine monitoring and coaching, (4) getting used to self-reflection by the teachers after learning, and (5) facilitate the teacher to follow the technical guidance of using IT media in Learning. The use of media can motivate and support students' understanding of the material. The structural equation model shows that students' emotions influence their self-regulated Learning and motivation, which, in turn, affect academic achievement (Mega, Ronconi, & De Beni, 2014). If the teacher raises students' motivation in Learning, then it allows the learning objectives to be achieved. Correcting mistakes in class management can also be made with action research. Action research becomes the ultimate reflection in action when teachers examine their current practices and inquire deeply how their teaching can change for the better (Hughes, 2016). Action research aims to empower teachers by increasing their awareness of "obstructive elements within a particular context" (Koutselini, 2008, p. 2). In action research allows teachers to plan, implement, and improve the results that have been done alone. Learning to plan, execute, analyze, and report on data that have been collected in one's classroom gives teachers a sense of power and authority to speak confidently using data about what they once only thought to be true (Kur, DePorres & Westrup, 2008).

### **CONCLUSION**

Based on the results and construction above, it can be concluded as follows.

1. The pattern of classroom management errors by elementary school lower class teachers (1,2,3) is: (1) The teacher has not been able to utilize information technology as a medium/learning tool. (2) The teacher still manages the class by setting the traditional model class. This limits the interaction between students in the class. (3) Classrooms are left empty or quiet, not child-friendly. Classrooms have not demonstrated thematic Learning, strengthening character education, 4C, literacy, and HOTS. (4) Learning only comes from textbooks.
2. Reasons for the pattern of classroom management errors committed by lower grade teachers (1, 2.3) include: (1) The teacher considers himself old so that he feels it is not essential to learn Information Technology, (2) Lack of availability of facilities and infrastructure IT-based, (3) Lack of intensive monitoring and coaching by school principals or supervisors related to classroom management, (4) Teachers are not accustomed to reflecting on their Learning, (5) Teachers still find it challenging to let go of teacher-centred learning models so that it seems the teacher still dominates Learning.
3. How to correct management mistakes made by lower-class teachers are: (1) school action research is conducted, (2) providing facilities and infrastructure that supports IT utilization, (3) routine monitoring and coaching, (4) getting used to self-reflection by the teachers after learning, and (5) facilitating teachers to follow the technical guidance of using IT media in Learning.



## ACKNOWLEDGEMENT

Thank you to Sebelas Maret University for providing financial support through the Maintenance Research Group (MRG) scientific publications to attend this international seminar.

## REFERENCE

- Adelin, F. (2015). Kurikulum pertama lahir pada masa kemerdekaan ini memakai istilah bahasa Belanda *Leerplan* artinya rencana pelajaran [The first curriculum was born in this independence period, using the Dutch term *Leerplan*, meaning lesson plans]. <https://www.brilio.net/news/sudah-11-kali-ganti-ini-beda-kurikulum-pendidikan-dari-masa-ke-masa-150502x.html>. (02/05/2015). *Downloaded February 3, 2019*
- Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning or experience. *Educational horizons*, 179.
- Creswell, J. W. (2014). *Penelitian Kualitatif & Desain Riset* [Qualitative research and research design]. Yogyakarta: Pustaka Pelajar
- Harrathi, M., Touzani, N., & Braham, R. (2018, May). Toward a personalized recommender system for learning activities in the context of MOOCs. In *International Conference on Intelligent Interactive Multimedia Systems and Services* (pp. 575-583). Springer, Cham.
- Hughes, S. (2016). Joining the game: Living and Learning as an action researcher. *The Canadian Journal of Action Research*, 17(1), 3-19.
- Johnson, J. A., & Ferguson, M. D. (2018). Setting the Foundation for Effective Learning: Utilizing the Cognitive, Affective, and Psychomotor Domains to Establish Rigorous Performance Learning Objectives in Postsecondary Aviation Programs. *The Collegiate Aviation Review International*, 16(1).
- Koutselini, M. (2008). Participatory teacher development at schools: Processes and issues. *Action Research*, 6, (1), 29-48
- Keeling, D. (2018). *Management in government*. Routledge. Nawawi, Hadari. (1985). *Organisasi Sekolah dan Pengelolaan Kelas*. Jakarta: PT Gunung Agung
- Kur, E., DePorres, D., & Westrup, N. (2008). Teaching and learning action research: Transforming students, faculty, and university in Mexico. *Action Research*, (6): 327342
- Nurjanah, Marjan. (2015). *Eksplorasi Hasil Belajar Siswa Kelas X dengan Pendekatan Scientific di Sekolah Indonesia Singapura*. [Exploration of Class X Student Learning Outcomes with a Scientific Approach at the Singapore Indonesian School ] Bandung: Universitas Pendidikan Indonesia.
- Ramdhani, M. A., Jamaluddin, D., & Ainissyifa, H. (2015). *Building a moderate attitude through character education*.

- Dominggus. Rumahlatu, Huliselan.E.K., & Takaria.J. (2016). An Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram District, Maluku Province, Indonesia (Versi Elektronik). *International Journal of Environmental & Science Education*, 11 (12) 56625675
- Rusydie, Salman. (2011). *Prinsip-Prinsip Manajemen Kelas [Principles of Class Management]*. Jogjakarta: Diva Press.
- Santoso, B., Yuniarsih, T., Adman, A., & Sarino, A. (2017). Pengaruh Manajemen Kelas Terhadap Motivasi Belajar Mahasiswa Program Studi Pendidikan Manajemen Perkantoran [The Effect of Class Management on Student Motivation in Office Management Education Study Programs]. *Jurnal Manajerial*, 16(2), 255-267.
- Yani, Ahmad. (2014). *Mindset Kurikulum 2013 [2013 Curriculum Mindset]*. Bandung: Alfabeta
- Yusuf, M. (2017). *Pendidikan Inklusi dan Perlindungan Anak, bahan pembelajaran utama [Inclusive Education and Child Protection, the main learning material]*, UNS, Sebelas Maret University
- Zohar, A. (2013). Challenges in wide scale implementation efforts to foster higher order thinking (HOT) in science education across a whole wide system. *Thinking Skills and Creativity*, 10, 233-249. Retrieved from [http://ac.elscdn.com/S1871187113000412/1-s2.0-S1871187113000412-main.pdf?\\_tid=398e5254-ae4e-11e3-aa09-00000aab0f01&acdnat=1395113854\\_90f0990b5be25a0843cfaa13c6ce62ae](http://ac.elscdn.com/S1871187113000412/1-s2.0-S1871187113000412-main.pdf?_tid=398e5254-ae4e-11e3-aa09-00000aab0f01&acdnat=1395113854_90f0990b5be25a0843cfaa13c6ce62ae)
- Yen, T. S., & Halili, S. H. (2015). Effective teaching of higher-order thinking (HOT) in education. *The Online Journal of Distance Education and e-Learning*, 3(2), 41-47