

PROCEEDING

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ICTTE 2015 is conducted to provide a forum for researchers, academicians, teachers, school principals, government agencies, consultants to share their insights related to the current trends in education from the perspective of institution quality assurance, curriculum, innovative teaching, educational research, course development and teaching practice.

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Proceeding of ICTTE 2015 contains paper from researchers, academicians, teachers, school principals, government agencies, consultants related to the current trends in education from the perspective of institution quality assurance, curriculum, innovative teaching, educational research, course development and teaching practice.

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## CLASSROOM MANAGEMENT SKILLS OF PHYSICS STUDENT INTERN IN SMK NEGERI 5 JEMBER

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**Abstract:** Classroom management is one of the tasks of teachers that are intended to create a conducive learning environment for students in the classroom. Classroom management skills have taken in this study is the skills related to the creation and maintenance of optimal learning conditions, and skills related to the development of learning conditions. To expand the ability of physics teacher candidate in classroom management, there was applied a lesson study. The subjects of this research are physics teacher candidates who are intern in SMKN 5 Jember. Data were taken by observation sheet, recording, and interviews. The assessment showed that the student intern has good score of 4.45 (scale 5.0).

**Keywords:** Classroom management skills, physics student intern

### 1. INTRODUCTION

The Faculty of Education is the faculty that produced equipped prospective teachers with the academic competence and skills in teaching and managing the learning process. All of the teacher candidates are expected to become a professional teacher and high competence. But unfortunately the quality of graduate education programs (teacher) is considered to be less. According the data from Ministry of National Education Strategic Plan 2005-2009, showed that the number of teachers who are considered worthy to teach is still low at only 45.2% (SD), 23.3% (SMP), 15.4% (SMA), and 14.0% (SMK). This is due to because of the analytical skills, problem solving skills, evaluation, creativity, self confidence; independence and courage to take decisions still need to be improved. (General Directorate of Higher Education, 2010)

To achieve the goal of national education, there is a need to improve the quality skills of teachers and teacher candidate in all aspects, especially the ability to teach and manage the class. Classroom management is an activity that is related to the teaching and one of the prerequisites for the creation of effective teaching and learning process. (Sagala: 2000:84). Indeed the success of teaching is depending on spite of the efforts and enthusiasm of teachers in classroom management. Failure teachers in teaching are not because teachers missing the concepts of the subject matter, but more towards ignorance and grade student who was actually.

Class is a social segment of school life. The spirit of achievement and high learning outcomes relies heavily on patterns of interaction between teachers and students in the classroom. Class is

actually a complex environment, which there are many aspects of the life of the class includes: multidimensionality, simultaneity, immediacy, unpredictable, history. (Good and Brophy: 2007).

To prepare and enhance the ability of student to be ready to jump in the field or the world of work, teacher candidates then do teaching practice at partner schools. The purpose of the implementation of Teaching Practice is to apply the knowledge acquired during the course and improve the professionalism of the students as prospective educators based on competence, which includes pedagogical competence, personal competence, professional competence and social competence in accordance with their field. (UPPL FKIP UNEJ: 2015: 6)

One of partner school is SMKN 5 Jember. SMKN 5 Jember is a vocational emphasis to prepare of middle-level manpower which has a high competence. Generally, SMKN 5 Jember has good facilities and standards for produce high quality of graduates. Based on the gender, distribution of students at SMK 5 Jember is a majority of male (70%) and female (30%). This School has 78 classes consisting of three levels, X, XI, and XII, where each level has 26 classes. There are 12 of expertise areas in this school, namely Chemical Analysis, Computer and Networking, Multimedia, Mechanical of Agriculture, Agricultural Technology, Quality Control of Agricultural Products, Agribusiness Production Poultry, Agribusiness Products Ruminant, Aquaculture, Agribusiness Food Crops and horticulture, agribusiness nurseries and tissue culture, and Agribusiness Plantation Crop Production.

At partner school, student intern will be trained to become a teacher, where they must be able to teach and educate students, manage the classroom, and applying the theory or concept in the class. Classroom management is one of the skills that teachers need to have for effective teaching. (Sadik & Akbulut: 2014). Classroom management is an ongoing process requiring teachers to make decisions about variable situations such as where and with whom the students should sit down; which teaching methods should be followed; how to ensure motivation and student participation; which materials to use; how to deal with misbehaviors, etc. (Emmer & Gerwels, 2005; Jones & Jones, 2004). Therefore, classroom management behaviors of teachers in high schools are important not only for adolescents' academic but also psycho-social development (Wentzel, 1999). In terms of classroom management skills, students who are teaching practice in high school still need to be improved because of the fact is not in accordance with the theory acquired during the course. Organizing classes according to the constructivist approach, teachers should skilfully rearrange the classrooms again and again in accordance with the occasions. The aim of classroom management is helping students get benefits and reinforce them by changing the learning environment (Kaya & Dommez. 2009)

Based on the observation, the ability of student teachers of physics who is an apprentice or carry out teaching practice at SMK 5 Jember, show that classroom management skills are lacking. Moreover, student in that class majority are male and has so many social background. . Therefore, to improve the students' skills in managing the class applied lesson study

Lesson study is a pattern of professional development of educators through collaborative learning assessment and sustainable based on the principle of collegiality and mutual learning. (Syamsuri. 2011). Through lesson study professionalism and competence of an educator or prospective educators can be improved. According to Handayani research (2015) the implementation of lesson study can improve the ability of physics teacher candidate at SMP Negeri 1 Bondowoso. Based on the above background it needs to be studied the classroom management skills of physics student intern at SMK 5 Jember through the implementation of lesson study.

## 2. METHODS

### 2.1 Participant

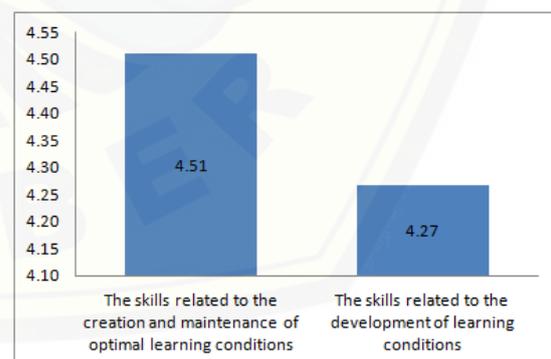
The subject of this research is 10 students' physics education faculty teaching and training University of Jember who is teaching practice at SMK Negeri 5 Jember. 10 subjects of the study consisted of 9 female students and one male student.

### 2.2 Data Collecting Instrument

Data were taken by observation sheet, recording, and interviews. At this stage, descriptive statistics methods were applied, while determining the classroom management skills of physics student intern. For the analysis of the data obtained from the classroom management skills Scale, the means, minimum, maximum and standard deviation were used to determine if there was a difference between indicators.

### 2.3 Analysis of Data

At this stage, descriptive statistics methods were applied to analyze the classroom management skills of physics student intern. The variables in this study is a classroom management skills which developed by Mulyasa (2007). Classroom management skills are divided into two scales, (1) the skills related to the creation and maintenance of optimal learning conditions includes responsiveness, the ability to divide attention, the ability to focus the attention of students, the ability to give instructions, the ability of simple reprimand and the ability to provide reinforcement. (2) The skills related to the development of learning conditions, includes: the behaviour modification (to teach new behaviours by example and through reinforcement), finding and solving behaviour that cause problems in the class.



## 3. RESULT AND DISCUSSION

### 3.1 Result

This s aim of this study is to analysis the skills of managing class of physics student intern in SMKN 5 Jember. Table 1 indicates the minimum

and maximum scores, means and standard deviations of classroom management skills.

Table 1 indicates of classroom management skills

Scale	indicator	Min.	Max.	M	Sd.
The skills related to the creation and maintenance of optimal learning conditions	responsiveness	4.00	5.00	4.57	0.35
	the ability to divide attention	4.00	4.67	4.43	0.28
	the ability to focus the attention of students	4.00	4.67	4.44	0.32
	the ability to give clear instructions	4.33	5.00	4.57	0.32
	the ability of simple reprimand	4.00	4.67	4.43	0.28
The skills related to the development of learning conditions	the ability to provide reinforcement	4.00	5.00	4.64	0.29
	the behaviour modification	4.00	4.33	4.23	0.35
	finding and solving behaviour that cause problems in the class	4.00	4.67	4.30	0.29
<b>Mean</b>				<b>4.45</b>	

note

1 - <2 : the ability is very poor

2 - <3 : the ability is poor

3- <4 : the ability is quite enough

4- <5 : the ability is good

5 : the ability is very good

While the ratio of the average value of two classroom management skills shown in the following figure

Figure 1.the average value of two classroom management skills

### 3.2 Discussion

According to the table 1, the skills related to the creation and maintenance of optimal learning conditions indicators that have the smallest average value is the ability to divide attention and reprimand members, there are 4.43 in good criteria. This is because the condition of the majority of the classes are male students, where students intern in particular that women are still not accustomed to interact flexibly with students and their concerns and doubts when they want reprimand when students perform

actions that are less fit and interfere with the learning process activities.

While the indicator has a highest average value is the ability to provide reinforcement of 4.67. Provide reinforcement reviewed in this study is the strengthening of verbal and non-verbal, verbal reinforcement which is generally more shown by the students in teaching. This is because the prospective students still feel awkward in the face of vocational students who are male-majority. Positive reinforcement is provided to give an appreciation of the efforts of students during the learning process and serve to reduce and cope with students who disrupt the smooth learning activities in the classroom. Based on the results of Kaya (2009), to increase the student motivation reward system is indispensable because it can turn into a more comfortable learning atmosphere.

The skills related to the development of learning conditions, indicators of behaviour modification find and solve behaviour that cause problems have an average value that is not much different, 4.23 and 4.30 respectively and in good criteria. This is due to the physics student teachers still do not feel comfortable to submit a new behaviour through examples and habituation that support the learning process.

Based on Figure 1, it appears that the skills related to the creation and maintenance of optimal learning conditions have a better score (4.51) than the skills in developing the optimal learning conditions (4.27). This is due to the activities of student internships or this practice is still learning to implement the knowledge and skills acquired during the course in the college. So as to develop optimal learning conditions are still needed habituation and experience.

Generally, through the implementation of lesson study can help and develop the physics student teachers candidates who were doing teaching practice in SMKN 5 Jember in managing the class. It can be seen from the average score all of the aspects of classroom management skills, which the score is 4.5 and in good categories. Application of Lesson study make students more confident because of the planning study conducted jointly between students, teachers, and lecturers with adjust the school conditions. Furthermore, many observers psychologically makes physics student intern more motivated to improve the quality and skills of their teaching.

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#### 4. CONSLUSION

Based on the results of this study concluded that the classroom management skills of the physics student interns in SMKN 5 Jember has good score of 4.45 and include in good categories.

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