



Increasing the Effectiveness of Teaching and Learning Process through English Classroom Management

Meningkatkan Efektivitas Proses Belajar Mengajar melalui Pengelolaan Kelas Bahasa Inggris

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Abstract

Classroom management is a significant factor in the success of teaching and learning activities. This is a conscious effort to regulate the activities of the teaching and learning process systematically, including preparing teaching materials, providing facilities, organizing classes, and creating a conducive learning atmosphere, so that learning objectives can be achieved well. The purpose of the research conducted is to find out: (1) How is English classroom management in the teaching and learning process at school? (2) What efforts are made by the teachers and schools to increase the effectiveness of English classroom management? This research uses descriptive qualitative methods. The participants are a headmaster and three English teachers. The results show that classroom management has not been done maximum, the teachers' way of teaching is still monotonous, so the students are not interested in following the learning process. Then it is found that some students lack discipline and do not follow the teachers' regulations in the class. Even though the implementation is still not optimal, the teachers keep their spirit and try their best to make classroom management more optimal. The efforts that teachers will make in implementing classroom management to increase the effectiveness of learning by preparing administrative tasks properly, using methods and media varied learning, and instilling students' discipline in learning English.

Keywords: *classroom management; learning process; methods; media; teaching materials; facilities*

Abstrak

Pengelolaan kelas merupakan salah satu faktor penting keberhasilan kegiatan belajar mengajar. Hal ini merupakan upaya sadar untuk mengatur kegiatan proses belajar mengajar secara sistematis, termasuk menyiapkan bahan ajar, menyediakan fasilitas, menyelenggarakan kelas, dan menciptakan suasana belajar yang kondusif, sehingga tujuan pembelajaran dapat tercapai dengan baik. Tujuan penelitian yang dilakukan adalah untuk mengetahui: (1) Bagaimana pengelolaan kelas bahasa Inggris dalam

proses belajar mengajar di sekolah? (2) Upaya apa yang dilakukan guru dan sekolah dalam meningkatkan efektivitas pengelolaan kelas bahasa Inggris?. Penelitian ini menggunakan metode deskriptif kualitatif. Pesertanya adalah seorang kepala sekolah dan tiga orang guru bahasa Inggris. Hasil penelitian menunjukkan pengelolaan kelas belum dilakukan secara maksimal, cara guru dalam mengajar masih monoton, sehingga siswa kurang tertarik untuk mengikuti proses pembelajaran. Kemudian ditemukan adanya beberapa siswa yang kurang disiplin dan tidak mengikuti peraturan guru di kelas. Meskipun pelaksanaannya masih belum maksimal, namun para guru tetap semangat dan berusaha semaksimal mungkin dalam meningkatkan pengelolaan kelas agar lebih optimal. Adapun upaya yang akan dilakukan guru dalam melaksanakan manajemen kelas guna meningkatkan efektivitas pembelajaran adalah dengan mempersiapkan tugas-tugas administratif dengan baik, menggunakan metode dan media pembelajaran yang bervariasi, dan menanamkan kedisiplinan siswa dalam belajar bahasa Inggris.

Kata Kunci: *pengelolaan kelas; proses pembelajaran; metode; media; bahan ajar; fasilitas*

INTRODUCTION

Education is a deliberate, intentional undertaking. Fundamentally, education is an effort to cultivate or humanize people. Man is a whole, complicated being, making it challenging to study in depth. As a result, the issue of education will never be resolved because it is inherent in human nature to adapt to changing circumstances. However, that does not imply that education should take a natural course. Education still needs to keep up with scientific and technological advancements while maintaining respect for human values as social and religious beings (Sudjana, 1996: 2).

In this way, educational activities work to alter people's perceptions of one set of circumstances in comparison to other situations. In other words, education will bring about change in the process of transforming the human mind from one of ignorance to understanding and from one of ignorance to knowledge (Idochi, 1987: 1).

The success of education is heavily reliant on the human components, keeping in mind that it is as connected to the coaching efforts of human beings. The target of education, or the teacher, is the human factor that has the greatest influence on learning outcomes. Because they actively work to shape, encourage, and develop their students' capacities to become knowledgeable, talented, and highly moral individuals, teachers serve as the foundation of education.

Sidiq (2014) claimed that the teacher plays a significant role in deciding how well the educational process goes. When a teacher is dealing with students as the subject of learning, the teacher takes the lead in implementing education. To help students attain their learning objectives, teaching activities are designed to be a process of knowledge transfer. Teaching activities include creating lesson plans, distributing materials, using media or teaching aids, giving assessments, providing follow-up instruction, and classroom management.

A teacher must be able to manage the classroom effectively to achieve their teaching objectives, including setting up and sustaining the best possible learning environments. "Classroom management is an effort made by the teacher to create, maintain, and develop motivation to learn to achieve the goals that have been set," says Amatembun (in Supriyanto, 1991: 22). Usman (2003: 97) asserts that "good

classroom management is a fundamental requirement for the occurrence of an effective teaching and learning process. Among the many activities that teachers perform in the classroom, management is one essential component of executing the learning system.

As a result, life in the classroom, particularly during the teaching and learning process, does not always involve a hierarchical relationship between teachers and students; rather, the potential of both parties may be equally utilized during teaching and learning, allowing students to participate actively in efforts to accomplish these objectives. This is in line with the findings made by Agnolletto (2019) in his research on teacher-student partnerships in the teaching and learning process. From this research, the results were obtained that it is not only the relationship between teachers and students that is needed in the learning process, but the potential between the two, and also the potential between students must be equally utilized during the teaching and learning process, as it is beneficial for the training of participatory, autonomous and critical citizens.

In such a situation, the teacher plays a substantial role control in class management that determines the success of the process of learning. This is a challenge for teachers as educators, teachers need to have a high awareness of their role as a manager in their classes. Therefore, teachers must find a method to manage the class well, so that learning activity runs effectively where the strategy is understood seriously really from the process of planning, management, evaluation, and monitoring. This is reinforced by research from Purwanti (2021) the participants used a variety of approaches to address issues that came up while they were teaching. The pre-service teachers employed various strategies to address the issues at hand, including: 1) boosting self-assurance, 2) meticulous lesson planning, 3) anticipating unforeseen circumstances, 4) judiciously responding to unforeseen questions, and 5) managing the heterogeneity of the students. These pre-service teachers could effectively deliver the lesson because they had different approaches to handling classroom management. For those who are practicing teaching, this study will help ensure that the classroom runs smoothly.

Several research domains have conducted studies on classroom management. The first finding comes from a study exploring classroom management in English teaching and learning that Hasibuan et al. (2023) conducted. The findings of this study demonstrated that, while not utilizing all of the techniques, the English teachers employed at the research site had managed the classroom. There are several reasons why the requirements are not met, including a shortage of space, packed classrooms, inadequate planning and preparation by the teachers, and a lack of classroom discipline. Additionally, the second finding is based on research done in 2021 by Purwanti. This research showed that the participants used a variety of strategies to address issues that came up during their teaching practice. The pre-service teacher employed various strategies to address the issues, including boosting self-assurance, planning lessons thoroughly, anticipating unforeseen circumstances, giving thoughtful answers to erratic questions, and managing the heterogeneity of the students. Moreover, research by Rahmawati (2021) is the next finding. To create effective learning, classroom management is discussed in this study. Based on the research findings, there are three possible approaches to implementing classroom management: planning the approach, which begins with creating learning implementation plans and preparing instructional materials. The teacher's demeanor, which is composed, amiable, and cheerful and who always extends a warm greeting

to the class upon entering, is where the implementation of classroom management begins. And finally, ongoing supervision is the final category.

It is evident from the aforementioned results that the creation and implementation phases remain the exclusive focus of classroom management research. There is an urgent need to conduct further investigation on how to improve classroom management to make it more effective in the English teaching and learning process. This study is extremely helpful, particularly for educators who have incorporated classroom management into their instruction but still face several challenges. Thus, this study may offer fresh insights into enhancing efficient classroom management. Based on this, the researcher is interested in conducting research about English Classroom Management in Increasing the Effectiveness Teaching and Learning Process in Mts Nurul Huda Pematang Cengal.

Literature Review

Classroom Management

Class-based management is part of the process of learning, or it can also be said as an absolute prerequisite for learning because there is a very close relationship between management with good learning outcomes, behavior, and attitudes.

In educational institutions, good classroom management is needed, in order to create quality learning, because at this time all educational institutions or schools trying to produce quality output. A class is a group of people or students who carry out the appropriate learning process with a predetermined goal. Classroom management is an endeavor carried out by the teacher or teacher to create and maintain conditions in class so that it continues to run optimally, to achieve the learning objectives want to achieve (Afriza, 2014).

According to the UPI Lecturer Team (2012), however, classroom management is crucial because students' behaviors and conduct will evolve. Student settings and facility settings are included in classroom management activities. Behavior, discipline, interest/attention, enthusiasm for learning, and group dynamics make up the student environment (emotional state). While the configuration of the physical facilities, such as the lighting, ventilation, and seating arrangements, as well as the placement of the students.

Classroom management is the process of arranging all of the available resources to promote efficient and successful learning. To ensure that learning environments are maintained and student learning outcomes are improved, efficient classroom management is a need.

To prevent events that shouldn't occur or actions that are harmful to the teaching process in the classroom as a result of student conduct, classroom settings must always be maintained (Rohani, 2004).

The Principle of Classroom Management

The ideas of classroom management can be applied to reduce the issue of distractions in the classroom. There are many guidelines for managing a classroom, including: being warm and enthusiastic, challenging, varied, adaptable, placing an emphasis on the positive, and imposing discipline (Karwati, 2015)

Learning Effectiveness

According to Supardi (2013), the word "effective" refers to something that has an effect, has an influence, produces a result, or has the potential to do so. Thus, efficiency or usability that serves the aim constitutes effectiveness. According to

Supardi, effectiveness is the effort put forth to fulfill the objectives that have been established by the demands, plans, data, resources, and time at hand to produce the greatest possible results, both qualitatively and quantitatively. Oemar Hamalik claims that learning is a collection of factors involving people, things, places, things, and procedures that interact to accomplish learning goals. Individuals engage in the process of learning to acquire new information and change their overall behavior as a result of their experiences with the environment.

Learning can be said to be effective if it enables students to acquire knowledge and skills through the presentation of information and activities created to support students in achieving the desired learning objectives. Additionally, it is well recognized that learning will be more effective if the subject matter is suitable for the requirements and interests of the students.

Learning that is effective and meaningful has a direct impact on students and has a personal meaning for them; as a result, the teacher's developed lesson plans must be implemented correctly to meet learning objectives and established competencies. It means that successful and meaningful learning demonstrates that, as long as it occurs, the learning can actualize abilities that are expected in the classroom. This indicates that activities should not always be carried out in the same way but rather should vary depending on the rate of learning. To develop the fundamental competencies that are required, effective learning must also be efficient and enjoyable (Syarifudin, 2006).

The first study was carried out by Harrington (2021) and was titled *Understanding Foreign Language Classroom Management through Teacher Perceptions and Practices*. The other studies listed below are thought to be pertinent to this one. The findings of the research demonstrate that these teachers frequently made similar instructional and management efforts, especially when it comes to fostering social interaction in the classroom.

Moreover, Woods (2015) conducted a study titled *Classroom Management: Beginning Teachers' Perceptions of Preparedness*. The results showed that mentorship and administrative and mentor feedback improved teachers' sense of readiness for managing the classroom. After their first year of teaching and after taking their first job, teachers felt more prepared for classroom management than they had before they started teaching, and teachers with prior life experiences outside of teaching felt more prepared than those without. Similarly, interesting lessons and strong bonds between teachers and students made teachers feel more capable of managing problems in the classroom.

Another previous study was from Ababneh (2012). He conducted research entitled *Towards a Better English Classroom: Implementing Effective Classroom Management Strategies*. The result of the study showed that students believed that their English teaching staff at the university displayed good implementation of classroom elements under study. Factors like gender and academic major at the university did not have a significant influence on students' responses.

Rozaki (2017) wrote a thesis with a descriptive qualitative methodology. The purpose of this study is to ascertain the impact of classroom management in improving fiqh learning for students in class VIII at MTsN Gondangrejo Karanganyar during the 2017–2018 academic year. According to the study's findings, the class VIII students at MTsN Gondangrejo have been learning fiqh more effectively on the application of classroom management.

Research Question(s)

According to the explanation above, this study tries to answer the research question as follows:

1. How is English classroom management in the teaching and learning process in MTs Nurul Huda Pematang Cengal?
2. What efforts are made by the teachers and schools to increase the effectiveness of English classroom management?

METHODS

The goal of this study was to examine how teachers can improve their classes' effective classroom management. Qualitative descriptive research was done. According to Bogdan and Biklen (1998), a study is categorized as qualitative if it satisfies the following requirements. The study's real environment serves as the primary source of data, according to the researcher, who believes that seeing an action in its natural environment helps us better understand it. Second, the researcher serves as the primary tool. Thirdly, it contains descriptive data, wherein the investigator attempts to examine the information by characterizing the data in a manner that closely resembles the format in which they were captured or typed. The processes of gathering and evaluating data, formulating and revising theories, clarifying or reframing the research question, and spotting and addressing threats to validity typically occur more or less concurrently in qualitative studies, impacting each other in some way.

In this study, the data is collected by using observation, interviews, and field notes. The method used to analyze the data for this investigation was modified from Huberman (2007). He attests that there are three steps involved in data analysis. These three are data verification, data display, and data reduction. The process of choosing raw data from data collection was carried out during data reduction. All of the gathered data are then typed into text during data display. A collection of data is organized so that the author can determine the research's conclusion.

The process of choosing and arranging raw data was used to analyze the data from observation, interviews, and field notes about this study. Data that didn't relate to the research question was thrown out. Data display, which involves choosing and organizing the data, would follow from the reduction of data. To describe how the English teacher managed the classroom using each type of data. Ultimately, a summary of the school's classroom management was produced.

In this research, there are 4 participants, they are; a headmaster, and three English teachers of MTs Nurul Huda Pematang Cengal school. One headmaster and three teachers were chosen as research participants to offer a thorough and well-balanced approach to comprehending the dynamics inside an educational setting. This carefully considered participant makeup guarantees a comprehensive examination of the leadership and instructional aspects of the institution. The headmaster provides a macro perspective of the school by sharing insights into broad policies and decision-making as a representative of the administrative front. On the other hand, the participation of three teachers diversifies the research by providing specific insights into how policies are applied in classrooms. This combination makes it possible to examine administrative guidelines and how they interact with actual teaching situations in a more sophisticated way. Additionally, a more intimate and concentrated group improves interaction and communication throughout the study process, leading to a deeper comprehension of each participant's experiences. This strategy not only maximizes the use of available resources but also guarantees that

participant welfare and careful engagement with study participants uphold ethical principles.

RESULTS AND DISCUSSION

The growth of Madrasah education in the Langkat district today, particularly private Madrasah, demonstrates the significant community involvement in the achievement of governmental educational objectives. Because of this, the curriculum created by the Madrasah must be able to address community needs to promote a harmonious existence for religion and culture. Learning takes on a more important role when students' potential is explored in terms of mastering local knowledge, preserving national identity in a national setting, and becoming globally competitive. A teacher must be able to effectively and efficiently manage the class to ensure that teaching and learning take place.

One Madrasah Tsanawiyah in Langkat, MTs Nurul Huda Pematang Cengal, is still working to enhance the educational process, particularly in the area of class administration. Even though the school is located in a rural area, far from any urban centers, a large number of students still attend it. As a result, the students come from a variety of suburban and rural communities, as well as distant villages, giving them an extensive variety of social, cultural, and economic backgrounds. It calls for planning, organizing, and diverse instructional strategies including incentives. The following are the steps of the classroom management plan; (1). Check the syllabus and lesson plan that have been prepared, (2). Analyze the condition of students who will take part in learning, (3). Measure the level of ability that has been achieved by students at the previous level, (4). Identify learning competencies, (5). Prepare materials in the form of summaries of learning materials, information, and handouts needed by students, (6). Identify and determine the learning model, tools, and learning media to be used, (7). Plan the learning method to be used, (8). Determine the place and time of learning, (9). Determine the learning resources to be used, (10). Determine how to assess the ability of educators as well as the necessary evaluation tools.

At MTs Nurul Huda Pematang Cengal, only some of the previously mentioned management planning steps have been implemented, specifically: (1). The lesson plan and syllabus checking have been scheduled. All teachers at MTs Nurul Huda Pematang Cengal have adopted this because teachers must carry out this task, which will make them feel more competent and in charge when interacting with students in the classroom. The lesson plan is created by the nature of the subject matter by the curriculum and school policies, which are then modified to the curriculum and student characteristics. This is done to assess the level of success of the learning objectives. This aligns with research by Gustiyansyah (2020), which indicates that for the teaching and learning process to function smoothly, a teacher needs a lesson plan. This plan will also increase student activity and ensure that the material being delivered is readily accepted by students. In addition, creating lesson plans is an administrative responsibility that teachers must complete. (2). Teachers analyze the conditions of the students who will participate in the learning process, put it into practice by taking attendance of the students before the learning process begins, and interact by inquiring about the students' performance when taking attendance. (3). Calculate the students' previous level of achievement in terms of ability. As the teacher conveys the material to the class, it will become clear whether or not the students have understood what has been said. (4). Evaluate learning capacity, (5). Prepare materials in the form of a rundown of the knowledge, data, and

handouts the students will require. This includes teacher preparation before instruction so that, once the contents and teaching materials are ready, the teacher will be better able to help students understand the material. (6). Identify and choose the learning resources, tools, and models that will be used. The teacher-created atmosphere, circumstances, and learning environment are all impacted by the usage of media. The use of learning media in the process of teaching and learning can inspire new desires and interests, awaken motivation, and stimulate teaching and learning activities, even helping to influence student psychology. The media used is not monotonous and not boring and appropriate with the material presented. Research by Sapriyah (2019) supports this, stating that learning goals are easily met and expectations are easily met when using learning media, which is very helpful for both teachers and students in the teaching and learning process. Students are also less likely to become easily bored while following the process, and they are better able to understand the material. To facilitate learning and make the content easier to comprehend while piquing students' interest in studying, both educators and students need to use learning media.

Managing the Classroom: Supporting and Restricting Factors

The learning process has produced results when the teacher has been able to improve the students' quality of life and increase their awareness of what they are learning so that when they put it into practice, they can immediately experience the positive effects on their personal growth. Based on the findings of teachers, and interviews conducted at MTs Nurul Huda Pematang Cengal, the learning process can be hampered by several reasons, as is well recognized. They consist of; (1). Less involvement and activity from students in class is observed, (2). There are activities outside of school that frequently take place during class time, (3). Less discipline in the task-completing by the students, (4) When the teacher is outlining the content in front of the class, a lot of students are talking and not paying attention. From this description, it can be inferred that the lack of student knowledge of his duties and obligations as a member of the class—which is none other than studying hard—is what inhibits the learning process. A prior study encountered this same difficulty (Rahma, 2022). Her investigation revealed that teachers confronted several challenges when carrying out teaching and learning activities, including (1) Challenges throughout the learning preparation planning phase, encompassing lesson plans, syllabuses, media, and instructional materials preparation for the upcoming academic year, (2) A lack of discipline among students, a difficult time putting what they have learned into practice, and noisy students making it difficult to present the lesson plan are all examples of implementation difficulties, 3) Difficulty in the learning evaluation stage, which entails attitudes, learning outcomes, and student observation scholar.

The availability of facilities that are complete, lovely, and comfortable in the classroom, away from the commotion of cars, LCD, books, supplementary media from topic teachers, LKS, support from parents, and the school are all factors that help the teaching and learning process.

The instructor's real dedication and effort in the implementing management class, specifically the teacher herself, is the most crucial of the two factors—both those that obstruct and those that assist. For teachers to overcome obstacles, they need a solid plan. The challenge is to engage students personally while inspiring those lacking discipline by offering a schedule and time for arrangements. To prevent students from falling asleep or losing their attention in class, teachers must appear

alert and energized. They should also involve students in the learning process to keep them focused on the times when learning is taking place. Teachers must be aware of the demands of their communication with students and allow them the flexibility to express their opinions in depth. Communication may be verbal or nonverbal. Coordination with the school and parents of the students is also necessary in addition to the teacher's method.

Teacher's Strategy for Improving the Learning Process

The teacher must be able to design and engineer classroom conditions in such a manner that they positively affect the learning process for this to be the instructor's strategy for enhancing learning. When the instructor fully comprehends the elements that enable the building of ideal learning environments, this effort will be successful.

According to the research's findings, the following strategies have been used by teachers to improve the efficiency of the teaching and learning process; (1) Conditioning the class. Teachers are well-versed in effective class management techniques that make the classroom an enjoyable place to learn. This includes how the furniture is arranged and placed in the classroom. Additionally, teachers shouldn't view the classroom as a place to just convey lessons and content. The teacher must first decide on the desired outcome before analyzing the current situation, namely by making a comparison between the current state and the desired state. As a result, this circumstance enables the teacher to identify any gaps between the existing situation and expectations, as well as which issues need to be addressed first and which call for closer supervision, (2) Student discipline is still at a shallow level in classes. The purpose of the teacher's assignment is to inform the students of their knowledge and comprehension of appropriate behavior and their awareness of the consequences—both positive and negative. Loss of privileges or services provided by the school is the result of unruly behavior. Contrarily, the favorable outcomes will lead to a reward. Before that, the instructor had provided the students with guidance and motivation, specifically: the instructor is assertive in class, so students will feel more accountable for their actions as they are forced to deal with the repercussions of their behavior. Due to this, specific guidelines that apply in class and are appropriate for the penalties of breaking them must be created. Students are required to willingly accept these rules. This will be more successful if the teacher explains the ideas. This idea is used in a system clearly and consistently. If a student is already aware of the desired behavior, then they will act accordingly as the norm. Comparable studies on strategies for managing classrooms to boost the efficiency of instruction and learning were also carried out by Ulfa (2019). When viewed holistically, the conclusions of Ulfa's research and this one's findings about student conditions and classroom environments are nearly identical. The only distinction between the two studies is that Ulfa's research involved a more detailed classification of the strategy into many parts, which allowed the researcher to better convey the research's findings. The research findings indicate that teachers employ five strategies to effectively manage the classroom, such as; (1) organizing the classroom; (2) fostering positive relationships with students; (3) fostering a positive classroom environment; (4) preventing misbehavior; and (5) managing the students' discipline situation.

CONCLUSION

Based on the research mentioned above, it can be said that MTS Nurul Huda Pematang Cengal School is still not very effective when it comes to classroom management. This is because, of the ten steps that are currently available for planning

classroom management, teachers at this school have only implemented about six of them, and the remaining steps are still unorganized.

Two strategies are being used by teachers to increase the effectiveness of classroom management in English language learning: (1) Concentrate on conditioning the class, using efficient methods, and thinking about how to arrange the furniture to make the classroom a fun place to learn; and (2) Address student discipline, emphasizing the value of appropriate behavior, consequences (both positive and negative), and the relationship between actions and outcomes.

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