

CLASSROOM MANAGEMENT PROBLEMS FACED BY PRE-SERVICE TEACHERS STUDY CASE: AT SENIOR HIGH SCHOOL 1 OF PLUMBON

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Abstract

This research studied about classroom management problems faced by pre-service teacher. Pre-service teacher is student teachers before they have under taken any teaching. Before they are graudate, they have to accomplish teacher training subject. When they come to schools to teach students, they find so many new things, such as; the real instructional devices, students's characters of senior high school, students' responses in learning process. In this study, the writer investigated the students' responses in learning process, and it become challanging for pre-service teacher to solve bed students' responses. There are some classroom mangement problems that pre-service teacher faced, they are: students always lots of students played mobile phone, been lazy, had chat, been passive students during learning process.

Key words: *Classroom management problems, Pre-service teachers.*

INTRODUCTION

To support teaching and learning run well, teachers should learn about classroom management. By understanding that concept the teacher will have the learning process as their expectation. Classroom management skill is among the prime components of efficient classroom instructions and is correlated with students' learning process in the classroom (Marzano & Marzano, 2003). According to Hardin (2008) said that there are 3 theories which reflect on the focus and goals of

classroom management. 1) Classroom management is assumed as a discipline, its catagory is the teacher is responsible for maintaining calssroom control, dicipline comes before instruction, and consequences must exist for bad attitude. Teacher should recognize the students who show good attitude, support them while behaving accordingly and frequently acknowledge the good attitude and affirm to the students that the teachers like what the students are doing. Through this model, students do the rules because they are respected for being so, and they also

aware the consequences if they break the rules. Kizlik (2009) said this model has been highly practiced by many schools and the teachers claim it is effective and easy to use. 2) classroom management is identified as a system. This category emphasizes the importance of classroom management that is systematic. Teachers are asked to plan and organize engaging activities for their students keeping in mind to minimize any kinds of disruption and defiance during these activities (Hardin, 2008).

According to Charles (2008) said Marshall's model emphasizes two important elements require for a desirable classroom behavior which are promoting responsibility in students rather than obedience and articulating expectation and then empowering students to reach those expectations and then he emphasized the importance to project or to utilize positivism crucially on the words and the teachers' speak to students. 3) classroom management is identified as instruction. It focuses on to teach appropriate behaviour and social skills, with the focus being on helping students to develop positive interactions throughout their lifetime rather than on attitude at a special moment.

Beside that, Landau (2004), there are six steps that Lickona adopted to manage the classroom, they are: (1). State the problem: the teacher tells the students what she/he sees happening; (2). Ask students' problem using their perspective, don't judge their responses; (3). Teacher should be active listener, non judgmentally restate the students' explanation.; (4). Being problem solver and meet the students' educational needs; (5). Agreeing to the terms applies to both teacher and students; (6). Teacher can check students' work and ask how they solve their problems in doing task.

In this context, teacher is pre-service teacher had practiced in senior high school. They are new teacher, so that this teaching practice is a real experience for them as candidate of a real teacher. According to Freeman, Simonsen, Briere, MacSuga (2013) review indicate that pre-service teachers may have limited exposure to classroom management training or may be exposed to competing theoretical frameworks, which may be confusing for new teachers. Like the writer have seen when observed their teaching practice, they were still lack in classroom management.

RESEARCH METHODOLOGY

Research design

This study use a qualitative research approach. According to Fraenkel & Wallen (2006) Qualitative research is described as “research studies that investigate the quality of relationships, activities, situations, or materials, greater emphasis on holistic description – that is, on describing in detail all of what goes on in a particular activity or situation”. This study use case study design to investigate the problems faceb by pre-service teachers on classroom management. Data collected by interview, questionnaire, and observation.

Subjects

This study was conducted on 9 pre-service teachers who were practicing in senior high school of Plumbon-Cirebon. They were students of under graduate in Education in Universitas swadaya gunung jati. The participants’ ages were 21 and 22 years old and they are consist of 8 female pre-service teachers and 1 male pre – service teacher. They are were in their seventh semester and they have only another one semester to complete their degree of four years study. The participants have taken relevant compulsory and elective courses from the faculty. They also have to spend teaching five months in the appointed schools. The

pre-service teachers had no opportunity to choose the schools given by the committee of Teaching Practicum from the faculty neither they have the objection to the teaching assignments given by the school being appointed. Some pre-service teachers may get students from good classes and some may get from the poor performers. On the last or eighth semester of the program, pre-service teachers were left with a few more courses to take before graduating. The teaching practicum was conducted while the student teachers were in their seventh semester. Prior to going for their teaching assignments, the pre-service teachers had to take a pre-practicum course in the university and also a school orientation program in the appointed school that they would be teaching. The purpose of the pre-practicum session and the school orientation program were to prepare the pre-service teachers with the teaching practice. Closing event for the teaching practice was a post-practicum session where the students would teach in one class that they want dan there are 3 supervisor (their lecturer, teacher and headmaster of school where teaching practice conducted) will assess their teaching practice.

Procedure and data analysis

In this research, the writer used questionnaire, interview and observation in

collecting the data. I gave the participants a questionnaire by Google Form, there are 5 questions that should be filled by them. The questions are: (1). What do students play mobile phone, be lazy, and chat with their friends when learning process?; (2). What do students still play mobile phone, be lazy, and chat with their friends when teacher asked them to attend learning process?; (3). What do students play mobile phone, be lazy, and chat with their friends when doing a group work?; (4). What do students play mobile phone, be lazy, and chat with their friends when doing an individual work?; (5). What do students become an active student when evaluation section (post-activity)?

Besides, the writer interviewed 8 participants to ask more about their answers on the questionnaire. Then the writer observed their class to make sure what they did in classroom management.

RESULT AND DISCUSSION

There are 8 data (8 pre-service teachers) reported about classroom management problems when learning process in their class.

Data 1.

Students always play with their mobile phone, sometimes they did not obey to teacher instruction (Don't play a phone),

they still play with their phone during doing a group or individual task, students are passive when asked to ask and deliver their idea.

Data 2.

Students play mobile phone during learning process, students still play mobile phone although teacher has reminded them to stop playing phone, lots of them always be passive students when teacher deliver questions section or ask students to tell their idea, when doing a task either grouply or individually, they still playing phone and chatting with others.

Data 3 .

During learning process, students play mobile phone, when students have reminded to stop play mobile phone, they did not play mobile phone till learning process end, when they did a group or individual task they still played mobile phone, lots of them are passive when teacher give space for question section and share the idea.

Data.4

Students played mobile phone during learning process, when teacher reminded they stop play phone, students play phone when did a task either grouply or individually, they become be passive student

when teacher make space for question section or share the idea.

Data 5

Students played mobile phone during learning process, students stoped playing phone when teacher reminded them to stop palying mobile phone, during doing a group or individu work they still play mobile phone, lots of them are pasive when teacher gave question section or asked the idea.

Data 6.

Students played with their phone, have a chat with their friend, been lazy (head on the table), when teacher asked to stop playing mobile phone they were obey. They played mobile phone, during did a group or individual task, They are pasive when teacher gave space for question section.

Data 7.

Students played mobile phone during learning process, students stoped playing phone when teacher reminded them to stop palying mobile phone, during doing a group or individu work they still play mobile phone, lots of them are pasive when teacher gave question section or asked the idea.

Data 8.

Students played with their phone, have a chat with their friend, been lazy (head on the table), when teacher asked to stop playing mobile phone they were obey. They played mobile phone, during did a group or individual task, They are pasive when teacher gave space for question section.

CONCLUSSION

Based on the results above, the writer conclude that pre-service teacher need classroom management training program before taking teaching practice in the schools. Not only instructional devices and materials they need but also classroom management skill. According to Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) suggested five general categories of evidence-based classroom management practices: (a) maximizing structure, (b) establishing and teaching positively stated expectations, (c) actively engaging students in instruction, (d) implementing a continuum of strategies to increase appropriate behavior, and (e) implementing a continuum of strategies to decrease inappropriate behavior.

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