

## OPTIMIZATION OF CLASS MANAGEMENT AS THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN CLASS X TJKT 2 AT SMKN 1 BANYUWANGI

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### ABSTRACT

The aim of this research is to find out about classroom management in schools that implement the Merdeka curriculum. Discusses how to implement classroom management in increasing the effectiveness of the teaching and learning process, encouraging and inhibiting factors as well as efforts that can increase the effectiveness of classroom management. In this research, researchers used qualitative methods with descriptive research type. The research location is at SMKN 1 Banyuwangi with class X TJKT 2. The research subjects are the homeroom teacher and students. The results of this research are that the implementation of classroom management at X TJKT 2 SMKN 1 Banyuwangi has been carried out through various stages, namely planning, implementation, conditioning and evaluation. Meanwhile, the encouraging and inhibiting factors arise from the student's background, facilities and the class teacher's understanding of the program being implemented. The efforts taken to improve the effectiveness of classroom management include preparing detailed and administrative matters, especially work programs, using language that is easily accepted by students, and using a humane and democratic approach.

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### INTRODUCTION

Education is an important need for human life. Everyone currently pays great attention to educational needs, whether formal, informal or non-formal education. Education can be said to be a process of developing all the potential that exists in an individual which makes the individual have a moral spirit, knowledge, manners and good reasoning. The development of human civilization is very dependent on the development of education, both organized by the government and organized by private parties.

Based on the preamble to the 1945 Constitution, it is stated that education is important in making the nation's life intelligent. One of the things the government has done at this time is designing a curriculum that is in line with current developments. Education is directly related to the curriculum, the curriculum is a tool used to achieve educational goals and is used as a reference for the process of implementing education and learning in schools.

The Ministry of Education, Culture, Research and Technology issued a policy in developing the Independent Curriculum which is given to educational units as an additional option in order to restore learning during 2022-2024. The

Ministry of Education and Technology's policy regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period. In the pre-pandemic period, the Ministry of Education and Technology issued a policy on the use of the 2013 Curriculum, then the 2013 Curriculum was simplified into an emergency curriculum which made it easier for educational units to manage learning with essential material. The Merdeka Curriculum at SP/SMK-PK is a breath of fresh air in efforts to improve and restore learning which was launched for the first time in 2021.

From this explanation, the Merdeka curriculum is a curriculum that creates enjoyable education for students and teachers. This curriculum also emphasizes Indonesian education on developing aspects of skills and character that are in accordance with the values of the Indonesian nation. On the other hand, the Merdeka curriculum focuses on essential material (literacy and numeracy) which is expected for students to have a strong understanding of basic learning. The Merdeka Curriculum is also designed with a more contextual, inclusive and student-centered approach. Curriculum implementation in education units is also inseparable from the management process. Starting from the planning, organizing, implementation and evaluation processes.

As one of the school management functions which also plays a big role in the effective learning process, namely classroom management. The role of the teacher in class management is very important in the process of teaching and learning activities, especially the class teacher who has the duties and functions of managing a comfortable, safe and conducive class. According to Rusman (2018:3) classroom management is a process for controlling student behavior and is based on the principles of behavior modification ( *Behavioral Modification* ). Meanwhile, according to Uzer Usman also stated that Class management is: "Teacher skills to create and maintain optimal learning conditions and return it if disruption occurs in the teaching and learning process. With words other activities to create and maintain optimal conditions for the process to occur learn how to teach".

The homeroom teacher has a very important role in the success of students in participating in the teaching and learning process. Class management carried out by the homeroom teacher is not only about physical class arrangements and daily routines in the class but more than that, namely maintaining conducive conditions so that the learning process runs well and is enjoyable. Because classroom management by the homeroom teacher also plays an important role in implementing the Merdeka curriculum in schools, research related to this is considered important and worthy of being carried out so that it can serve as input, reference and inspiration for other homeroom teachers in implementing this.

## RESEARCH METHODS

This research uses qualitative research methods with descriptive research type. The information and data obtained from students, homeroom teachers, and other sources are appropriate to the research context. The data sources in this research are the results of interviews, observations and documentation related to the research focus. Meanwhile, observations in this research used participatory observation. The data analysis technique uses the theory from Miles and Huberman ( 2009: 147), namely: Data Reduction, Data Presentation and Verification. Data reduction is a process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field . The data validity technique uses source triangulation.

## RESULTS AND DISCUSSION

### Results

#### A. Classroom management planning

In preparing class management plans, the homeroom teacher is guided by several things, namely school regulations, class background and student background, previous experiences and the necessary administrative tools or matters. Preparing a class management plan is considered important because it is the main thing in a management principle apart from implementation, organization and evaluation. The planning aspects that are the basis before

developing classroom management consist of two things, namely internal aspects and external aspects. The internal aspect contains the readiness of the class teacher in making plans both in terms of concept and practice and various kinds of regulations that exist in the school. Meanwhile, the external aspect consists of the conditions of the class to be managed, the conditions of individual students, the conditions of the class, as well as previous input and experiences.

Homeroom teacher Compile this plan into the homeroom teacher's journal which will later be followed up in the implementation of class management. The preparation of this plan is solely as an illustration in creating a concept so that it will be easier for the class teacher to create and implement class management in the future. In carrying out class management the homeroom teacher makes a plan with proof of the class X TJKT 2 homeroom work program document. This work program is made at the end of the school year. So that at the beginning of the new school year the work program can be implemented in the class for which they are responsible.

#### B. Organizing classroom management

Organization in class management is very important. Organization has an important role so that the implementation of classroom management becomes more effective and efficient. One of the organizing activities in class management is a routine activity which is held every two months, namely coaching the class teacher. In this activity the homeroom teacher provides motivation and feedback during the learning activities that have been carried out. Motivation can provide encouragement and support to students and classes who need appreciation. Feedback can provide input and suggestions to the homeroom teacher regarding things that have happened in the class, both positive and negative things as well as possible problems that may arise and occur. Apart from that, this coaching activity can provide reinforcement for classroom management activities and programs that have been or are being implemented so that the program runs optimally. Giving *rewards and punishments* also needs to be done so that the class understands the boundaries of the rules and class agreements that have been made previously.

#### C. Implementation of classroom management

The implementation of class management in class X TJKT 2 at SMKN 1 Banyuwangi has been carried out and has had quite good and maximum results. This is proven by the existence of a program that has been planned by the class teacher and carried out with various kinds of evaluations after implementation. The work program that has been prepared by the class X teacher of TJKT 2 contains:

1. Class Confidence Determination
2. Election of class administrators
3. Determining the cleaning picket schedule
4. Determining the schedule for greeting and prayer leaders
5. Regulations regarding student licensing
6. Class profile
7. Student data
8. Notes on student problems
9. Student input and suggestions
10. Mentoring schedule
11. Follow up on the results of guidance
12. Arrangement of class/facility facilities and infrastructure

The work program that has been created is then implemented according to the schedule and class conditions. This is important because ultimately the goal of classroom management is to make the classroom conducive to teaching and learning activities and provide comfort to students at school. In its implementation, of course the class teacher is not alone, the class teacher also collaborates with colleagues and class administrators who have been previously formed. This

is important so that if a problem occurs it can be immediately handled and followed up. The approach taken in classroom management uses an instructional approach, a psychological approach, a freedom approach and a democratic approach. The approaches taken are in accordance with the objectives of the Merdeka and Merdeka learning curriculum which provides more space for teachers to collaborate and innovate and learning focuses on students.

The implementation of classroom management at X TJKT 2 is going well and can provide positive benefits to learning. The benefits are:

1. The class is better prepared for learning activities
2. Class conditions are comfortable, safe and conducive
3. There is minimal friction between students and teachers
4. Class members are happier
5. More complete class data
6. Democratic values work well
7. Classes become more manageable

This is an important part of class management. Good class management will make the class and class members good too. The focus is on making teaching and learning activities more effective and efficient in classroom conduciveness.

#### D. Evaluation

Evaluation is an important activity carried out in management, especially classroom management. Evaluations carried out in class management are carried out every 2 months. Evaluation is carried out by the class teacher during learning hours and/or outside learning hours. The form of evaluation carried out is by providing feedback and providing input which functions to strengthen the condition of the class and students personally. Evaluation is a form of self-reflection by the class teacher and students so that the future learning process will be better. In this case the homeroom teacher plays an important role in maintaining democratic behavior in the classroom. Students are given full opportunity to express things that are deemed necessary to be conveyed. The homeroom teacher notes these things and provides input or comments. Evaluation in this case should be carried out in two directions, both from homeroom teacher to students and students to homeroom teacher or other teachers who teach in class things that are felt to be lacking, the homeroom teacher will review the homeroom teacher's work program and revise it. So that the homeroom teacher's work program can be better and class management more effective.

#### E. Encouraging and inhibiting factors

The driving factors for optimizing the implementation of classroom management are:

1. Independent Curriculum and Independent Learning
2. School carrying capacity
3. Student carrying capacity
4. Class teacher competency
5. Conducive classroom environment

While the inhibiting factors are:

1. The apathetic attitude of class members
2. The influence of relationships outside of school
3. Low self-motivation
4. Lack of thorough program planning

## Discussion

Optimization of class management at X TJKT 2 at SMKN 1 Banyuwangi is going well, this is indicated by the existence of class management carried out by the class teacher. Apart from that, the school has also implemented the Merdeka curriculum for approximately 3 years. The Independent Curriculum gives students a greater role in carrying out learning activities and is more flexible. Teachers also have a greater role in managing learning. The communication carried out is more focused on two directions. Learning focuses on students, not just teachers. The homeroom teacher has a greater role in class management. Classes that have a high level of conduciveness have a big influence on the program or role carried out by the homeroom teacher. The homeroom teacher plays a role in the class management process.

The homeroom teacher for class X TJKT 2 manages his class using the *Planning-organizing-actuating-controlling (POAC) theory*. These stages are the basic stages carried out in management. Good classroom management will produce a good conducive classroom atmosphere. The approach taken in classroom management uses an instructional approach, a psychological approach, a freedom approach and a democratic approach.

Class management stages starting from planning, organizing, implementing and evaluating are carried out well. Planning is proven by the existence of a structured homeroom teacher work program, organization is proven by the existence of a good relationship between the homeroom teacher and class members and two-way communication that runs smoothly, implementation is proven by the implementation of the work program which is carried out in accordance with the implementation stages, and Evaluation is proven by the existence of coaching activities using good feedback as well as direction and input from the homeroom teacher and class members.

The driving factors for optimizing the implementation of classroom management are, Independent Curriculum and Independent Learning, School Supporting Capacity, Student Supporting Capacity, Class Teacher Competence, and a conducive classroom environment. Meanwhile, the inhibiting factors are the apathetic attitude of class members, influence from relationships outside the school, low self-motivation and lack of thorough program planning. Meanwhile, efforts to overcome these obstacles include the class teacher trying to improve the work programs that are promised based on the evaluation results and always maintaining good communication between class members so that harmonious and democratic relationships can be established without losing the manners and manners of a student. Teacher.

## CLOSING

The implementation of class management at X TJKT 2 at SMKN 1 Banyuwangi was carried out well and optimally. Classroom management is based on the *Planning-organizing-actuating-controlling (POAC) management theory*. The relationship between the homeroom teacher and class members runs harmoniously and democratically in line with the homeroom teacher's duties as class leader, mentor, motivator and educator. The approach taken using instructional, psychological, freedom and democratic approaches can make the process of implementing classroom management appropriate and not seem stiff to class members. The implementation of classroom management contributes to increasing classroom conduciveness so that the teaching and learning process in class X TJKT 2 runs effectively and optimally.

## Recommendation

In implementing classroom management, you should have careful planning so that implementation runs smoothly with minimal obstacles. Administrative-related matters also need to be paid attention to so that class management has real evidence and data.

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