

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Classroom Management in the Teaching Process

Classroom Management is a vital component of the educational process. The term classroom management refers to anything that organizes the classroom in order to facilitate students' learning. Karagianni et al. (2023) defined classroom management as the actions taken by the teacher to establish and maintain a stimulating and encouraging learning environment. Further, Burden (2020) argued that classroom management refers to all actions taken by the teacher to foster self-motivation, positive social interaction, and active learning participation. This is a valuable actions for a teacher to utilize when teaching in the classroom to support students learning.

Classroom management plays a significant role in the teaching and learning process as it contributes to student learning both in terms of academic and social-emotional aspects. Evertson and Weinstein (2006) emphasize that classroom management has two objectives: creating an academic learning environment and a social-emotional learning environment. According to Garret (2014), academic learning refers to the state content standards-based curriculum, such as learning to read and write, learning to reason, learning science and social studies, and so on. Meanwhile, social-emotional learning fosters the development of social skills and the ability to show and express emotions maturely. Teachers can only effectively manage classrooms if they have created an environment that encourages both types of learning.

Classroom management has several components that need to be addressed strategically and purposefully to help teachers create and maintain an environment conducive to learning. According to Garret (2014), there are five components of classroom management:

- 1) Physical design of the classroom. This component of classroom management focuses on the classroom layout, including the location of student desks, teacher desks, learning centers, materials, and frequently used items such as pencil sharpeners, and so on.
- 2) Rules and routines. This component emphasizes the establishment of classroom rules and routines to ensure that class activities proceed with as little disruption and time loss as feasible. Rules address several aspects of behavior, including classroom safety (no fighting, care with equipment), respect (listening to others, showing respect for other people), and making the appropriate efforts (doing your best, being prepared for class every day). In addition, routines demonstrate to students how to complete common tasks such as taking attendance, clearing desks, and cleaning chalkboards and whiteboards in an organized manner.
- 3) Relationships. This component stresses the teacher's role as an effective classroom manager who cultivates caring and supportive relationships with students and encourages students to form supportive relationships with one another by, for instance, being friendly, providing extra assistance and feedback, and learning about students' different backgrounds.
- 4) Engaging and motivating instruction. This component focuses on the activities teachers undertake to create instruction that actively engages and inspires students, such as adding relevant topics, teaching collaborative work skills, and giving clear instructions. Teachers diligently organize instruction so that every learning activity is structured and flows well.
- 5) Discipline. This component is not limited to punishment or actions taken by teachers in response to student misbehavior. Discipline also involves teacher efforts that prevent misbehavior from occurring, such as monitoring student behavior continuously and maintaining the flow of the class to keep students' attention on the topic.

2.1.2 Strategies of Classroom Management

In the teaching process, teachers need to be able to use a variety of classroom management strategies to foster an environment that can support student learning success. Kumar & Liu (2019) argued that classroom management strategies are the tools that teachers can employ to maintain a good classroom environment. As stated by Everstone and Weinstein (2006), classroom management can be addressed through the following five types of actions: (a) fostering caring and supportive relationships between students; (b) organizing and carrying out instruction to maximize students' access to learning; (c) encouraging students' participation and engagement in academic tasks; (d) encouraging the growth of students' social and self-regulation abilities and (e) addressing behavioral issues. In addition, Alasmari & Althaqafi (2021) stated that in order to create a classroom climate favorable to student learning, teachers must employ both proactive and reactive classroom management strategies. This kind of environment requires teachers to exhibit both proactive and reactive skills and strategies. This will be described in detail below:

1) Proactive classroom management

Proactive classroom management is the practice of managing behavior by using positive strategies that prevent disruptive behaviors before they occur. Proactive classroom management strategies rely heavily on all the steps teachers take before using discipline, known as a discipline plan. Under the lens of a discipline plan, proactive classroom management strategies, such as the formulation of rules and routines, are applied.

a) The physical component

The classroom physical component refers to arranging seating arrangements and the artifacts used inside the class, such as books, whiteboards, and projectors. Teachers need to consider this

aspect to ensure that students feel at ease in the classroom and are not distracted during teaching.

b) The instructional component

Instructional strategies relate to the strategy applied by teachers to deliver lessons. Good instructional strategies encourage students' engagement in the learning process. This instructional strategy emphasizes engaging instruction, such as customizing to learners' preferences and needs, using collaborative learning and e-learning, and providing feedback for students.

c) The social component

The social component refers to the teacher and student relationship. The teacher-student relationship is characterized by mutual acceptance, understanding, intimacy, trust, respect, caring, and cooperation (Suryani, 2018). Effective teacher-student relationships minimize disruptive conduct that interferes with instruction, consequently creating a climate favorable to learning for all students in the classroom. In addition, teachers who use strategies that communicate care, such as greeting, learning students' names, and extracurricular activities, have better relations than those who do not (Webb & Barrett, 2014, as cited in Alasmari & Althaqafi, 2021).

2) Reactive classroom management

The term reactive classroom management strategies refers to classroom management strategies that teachers use to intervene in disruptive situations to control, condition, adapt, and correct student behavior, both to eliminate misbehavior and maximize good behavior. The reactive strategies comprise six subscales, including nonverbal discipline (using gestures like hand movements or table knocking), personal discipline (reminding students of the rules), conditioning, rule enforcement, positive reinforcement, and punishment.

2.2 Study of Relevant Research

Previous studies have been conducted related to classroom management strategies. The research conducted by Diniatulhaq et al. (2020) focused on the perspectives of English teachers regarding strategies for classroom management. The study found that three primary components comprise effective classroom management strategies. These components are curriculum and teaching management, behavioral management, and environmental management. Curriculum and teaching management encompasses curriculum and lesson planning, scheduling, techniques of implementing learning, and assessment. Behavioral management covers how teachers set and enforce rules and procedures, how they begin classes, how they develop relationships with students, how they implement discipline and consequences, and how they participate in the learning process. Meanwhile, environmental management entails classroom settings such as arranging furniture and establishing the precise number of students. In addition, Ahmad et al. (2022) focused their attention on effective classroom management strategies. This study revealed that there are seven key strategies for effective classroom management, including establishing rules and routines, developing student interest, recognizing appropriate behavior, establishing a cooperative and friendly environment, appropriate seating arrangements, interactive teaching techniques, and fostering a sense of collaboration. Previous studies have been limited to exploring the strategies used by teachers without knowing the impact on students and also limited to using semi-structured interviews to investigate classroom management strategies. To address this void, this study aims to investigate classroom management strategies in one junior high school in Tasikmalaya through observation and semi-structured interviews to gain a deeper understanding of classroom management strategies and also to explore the impact of classroom management strategies used by teachers on students.