

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Literature Review**

##### **2.1.1. Classroom Management as a Substantial Element of Teaching Learning Activity**

Classroom management serves as a substantial factor in teaching-learning activities for both teachers and students. It is currently about understanding a class as a social system, which means that the classroom acts as a platform for heaps of factors to influence reciprocally, such factors are the self-understanding of teachers and their mindfulness, behaviour management, lack of knowledge on classroom management, rules, relations and commitment, and person-centered versus teacher-centered classroom management (Postholm, 2013). Stronge et al (2011) state that teacher's personal qualities and relations to the students are the most important factors in the work on learning in school. Several studies also indicate that classes that have a good control teacher who also showing care towards the students have higher cognitive achievements and showing a positive attitude towards the subject (Brekelmans et al, 2000; Brok et al, 2004). On the other hand, the greatest frustration that teachers have experienced is the inability to develop good relations with the students which could lead them to burnout (Friedman 2006). Bearing this in mind, we can discern that classroom management is placed as a key and vital topic

for both teachers and students.

As for this study, summarizing from the gathered studies above, the writer believes that the relation, engagement, and awareness of teacher and students' role could lead those factors to run functionally and construct the occurrence of ideal classroom management. By having great classroom management, both the class social system and learning goals will most likely be attained felicitously. With that being said, we could appraise that classroom management is substantial in the teaching-learning process.

### **2.1.2. Culturally Responsive Classroom Management (CRCM) Approach**

The learning-teaching process requires a teacher's predominant skill which could be resulted in expeditious behaviour development if it properly prevails, that is classroom management. It is about how the teacher responds proactively to the misbehaviour (Mudschenk, Minner, & Nastally, 2011), personality, learner's fortitude, and diverse culture (Milner & Tenore, 2010). Classroom management is a pedagogical skill of creating and maintaining an orderly learning environment (Evertson & Weinstein, 2006 as cited in Kwok, 2017). With different sort of students that teacher is facing oftentimes, they need to prudently assort concordant classroom management approaches and prompts (Robison, 2018). Several standpoints of classroom management exemplar comprised of the impact of

teacher's behaviour (O'Neill & Stephenson, 2014), the physical arrangement of the classroom (Kwok, 2018), and teacher's language use by asking a question rather than one-sided talks (Robison, 2019).

Given that there are dozens of approaches in implying classroom management, however, CRCM was assorted as a focus for this study. The advantages of CRCM after it has correctly prevailed according to Dahlgren (2015) could be seen from the students' self-value awareness which establishes their confidence in involving the classroom community. By the feeling of being treated fairly, students tend to gain respect towards each other and increase the ability to work in a team. Furthermore, the level of students' trust allows the teacher to have a successful community in the classroom where he does not need to focus on every last detail and put the teacher's focus on the academic issues given the fact that students have their own handling towards their behavior.

The framework is conceptualized by Weinstein et al. (2004) into several principles; (a) recognition of one's own ethnocentrism and biases, (b) knowledge of students' cultural backgrounds, (c) awareness of the broader social, economic, and political context, (d) ability and willingness to use culturally appropriate management strategies, and (e) commitment to building caring classroom communities. Years after, Milner & Tenore (2010) expanded the framework into observation to find out the authentic implication of

culturally responsive classroom management in a diverse classroom, where the learner is brought by different backgrounds and abilities. This study observed two teachers in an urban middle school in the United States about how they manage students with diversity. The observation generated several principles are illation of teachers' classroom management implementations. These principles are; (a) understanding equity and equality, (b) understanding power structures among students, (c) immersion into students' lifeworlds, (d) understanding the Self in relation to Others, (e) granting students' entry into their worlds, and (f) conceiving school as a community with family members

**Table 2.2.2. Principles of Culturally Responsive Classroom Management**

<b>Teachers...</b>	
Understanding equity and equality	Teachers understand the difference between equality and equity. They decide if they will incorporate the same management strategies for all students or adapt/respond to students based on the situation.
Understanding power structure among students	Teachers understand that there are power structures among the students. Teachers recruit "popular" students to embrace the vision of learning and engagement in the classroom to get other students

	engaged.
Immersion into students' lifeworlds	Teachers attempt to understand what it means to live in the world of their students through music, sport, film, and pop culture. They incorporate this knowledge and understanding into their classroom management practices.
Understanding the Self in relation to Others	Teachers understand points of intersection and convergence between their students, particularly as these similarities and differences exist related to race, ethnicity, socioeconomic status, and gender. They use this knowledge to build and sustain relationships in the classroom.
Granting students' entry into their worlds	Teachers allow students to learn things about them and make connections to demonstrate the commonalities that exist between students and teachers. They share their stories with their students and allow students to share theirs with them to build community.
Conceiving school as a community with family members	Teachers conceive school as a community that is established by all those in the environment. Teachers allow students to have a voice and perspectives in how the community

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	will be defined. Teachers respect and care about those in the community as if they were family members.
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(Milner & Tenore, 2010)

These principles showed the possibility of the teachers to keep the mental approaches despite learners' various backgrounds and abilities to escort them into their own best, both mentally and academically. It did not eventually escalate their academic achievement, rather, these approaches intensified the willingness of self-ability discovery, self-identity appreciation, and comity in students' social life. Those ensued due to the feeling of understanding and respect that the teachers' attempted to point out towards the learners.

This study settled on the principles to be the cornerstone of the research on account of the authentic actions with the prove of more than two academic years of observation. Rather than only a general theory about how culturally responsive classroom management should be obtained, Milner & Tenore (2010) provided the real event of how this framework was executed as a provision of actual actions in managing diverse classroom activity.