

Exploring Classroom Management for Limited Face-to-Face Learning in the Midst of the Covid-19 Pandemic: Narrative Study

Yudha Aprizani,

Corresponding Author yudha.aprizani@gmail.com

Neneng Islamiah

Angga Taufan Dayu

Nurhasanah

Islamic University of Kalimantan

Abstract

This study constructed on the experiences and obstacles of senior school teachers in limited face-to-face learning during the covid-19 pandemic. This study also created a narrative inquiry design to explore more deeply the stories of senior school teachers' experiences and obstacles in this limited face-to-face learning. Data collection is done through more in-depth interviews with face-to-face. This data were analyzed by using a three-dimensional framework, namely, temporality, sociality, and place. The result of finding showed that the teachers undergo various learning approach in classroom activities during limited face to face learning. The learning approach used by the teachers seemed to concern about Flipped Classroom. In this study, it gave experience for the other teachers to undergo their live experience especially for classroom activities.

Keywords: Classroom Management, Limited Face to Face Learning, Learning Approach

INTRODUCTION

To achieve maximum good learning in a pandemic situation, teachers need good skills in classroom management. During this pandemic period, teachers also experienced

many obstacles and made teacher gaining a limited time for face-to-face learning. This is a problem faced by teachers in carrying out the learning process in the classroom today. Horne (2006) defines that classroom management describes a learning method used by teachers to control the activities of the teaching and learning process. However, in the preparation of classroom management, not only methods are more concerned by teachers but also teachers need to prepare other things such as understanding the culture of students, getting to know more about learning strategies, creating a positive relationships between students and teachers, learning how to control the students (Kwok, 2021). Thus, preparation of classroom management is very important for teachers to facilitate the learning process in the classroom, especially in limited face-to-face learning at this time.

Many researchers have constructed on the results of research on classroom management, for example managing classroom management preparation (Kwok, 2021), Classroom management as method and manner (Richardson & Fallona, 2001), and Classroom Management: Help for the Beginning Secondary School Teacher (Palumbo & Sanacore, 2001). 2007). These studies lead to how a teacher manages and organizes a class that is more effective and maximally better. However, these studies have not addressed the challenges and obstacles of teachers in organizing and managing classes, especially in limited face-to-face learning at this time. In this study, we try to explore not only the preparation of teachers in classroom management. However, it also explores the challenges and barriers of teachers in classroom management and management settings. Therefore, good classroom management is very important as it is embedded in Surah Al-Kahf verse 2:

الصَّلَاحُ أَنْ لَهُمْ أَجْرًا حَسَنًا قَيِّمًا لِيُنْذِرَ بَأْسًا شَدِيدًا مِمَّنْ أَلَدْنَهُ وَيُبَشِّرَ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ

Meaning: As a straight guide, to warn of a very painful torment from Allah and to give good news to those who believe, who do righteous deeds, that they will have a good recompense.

LITERATURE REVIEW

In the management of classroom management, several competence that need to be mastered by teachers include 1) time planning/scheduling, 2) Discipline, 3) communication (Cini, 2017). These three things are supporting factors for teachers in managing classes. In time planning/scheduling, teacher skills are very important for student success in learning (Collin, 1990). Collin (1990) explains that there are 11 effective skills which teachers need to have an planning and using of time as follows:

1. Maintain a clear daily schedule at all times
2. Keep the desk tidy unless the lesson plan book is opened

3. Place teacher's lesson plans and manuals for different subjects in separate rooms.
4. Communicate weekly learning goals and plans in class
5. For students, follow consistent rules, for example not allowing students to leave the room during learning time, not allowing students to interrupt either one-by-one instruction or in groups.
6. Use consistent cues to end class meetings, for example “it is time to stop working now” or Let’s stop work and review as we prepare for the next lesson.”
7. Allows class monitors and organizes materials and distributes them, when teachers meet with students individually.
8. During the first week's meeting, students remain in the correct procedure both in large group activities, small groups, as well as in locker application procedures, and so on, until each procedure becomes automatic and orderly.
9. Detect and correct student behavior problems immediately.
10. Allow no more than 30 seconds for the transition between subject matter in the fourth week.
11. Planning each year in consideration of special competitions which impact the lives of all students.

The skills above become a theoretical basis that needs to be gained by teacher to develop their ability of managing time in classroom in order to be effectively and diversely. However, there are things that teachers need to pay attention to in classroom management, namely discipline. This discipline is related to teachers' moral learning. Keijzer et al (2020) revealed that teachers' moral learning refers to self-awareness of the point of view of thoughts, feelings, examples, beliefs and values that affect the common sense that a teacher has in teaching practice in the classroom every day. Thus, the discipline of the teacher in classroom management has a very influential impact on the formation of moral learning which also affects the progress of a teacher's professionalism in classroom management.

Then, communication skills is also a competence that must be gained by teachers in classroom management . In this case the teacher must have skills in social communication style to students. Wanzer et al (1998) revealed that there are two components of communication skills that are very important to be mastered by teachers, namely assertiveness and responsiveness. Wanzer et al also explained that assertive teachers can create effective classroom management and can also avoid bad behavior when in the classroom. This component needs to be maintained by the teacher in order to create dynamic classroom management during the learning process. However, it is not only the ability to be assertive that teachers need to have, but there is also an additional component that teachers need to master, namely responsiveness. Wanzer et al revealed that responsiveness is a component of communication competence that teachers need to have in sensitivity or concern for students. Teachers

who have good responsiveness also affect the dynamics of the learning process in the classroom and also prevent teachers from reducing the occurrence of bad behavior in classroom management.

CLASSROOM MANAGEMENT IN LIMITED FACE TO FACE LEARNING

The COVID-19 pandemic has made many changes in classroom management, both in methods, techniques and learning strategies. It also makes face-to-face learning limited. The limited time for face-to-face learning makes a heavy impact faced by teachers in classroom management. The main difficulty faced by teachers in classroom management of face-to-face learning is to determine an learning model, especially methods and strategies. Several practitioners have explored a suitable and appropriate learning method during the COVID-19 pandemic, namely Flipp Classroom. Flipp Classroom is a learning approach where learning materials are given by the teacher to students before the class meeting and lasts for a period of the teaching and learning process (van Alten, et.al., 2019). Akçayır (2018) clarifies several learning models that are suitable for the Flipp Classroom approach: 1) Active learning, 2) Peer-assist learning 3) Collaborative learning. The three learning create a more dynamic learning model such as social interaction activities both inside and outside the classroom, especially in limited face-to-face learning.

RESEARCH DESIGN

The design used in this research is narrative inquiry. Narrative inquiry is a research method that builds new insights about how a person orients the story of his life experiences (Clandinin & Connelly, 2000). In this study, the researcher tried to examine the experiences and barriers of high school school teachers in managing the classroom either management of time, methods, techniques and learning strategies.

PARTICIPANT

In this study, we tried to take participants by using purposive sampling. We took this sampling to be able to explore more deeply the criteria that the participants had for their views on classroom management. Researchers took three participants with different professional backgrounds. The different criteria for the background of the participants created different views on classroom management. To maintain the code of ethics for a study, the researcher disguises the identity of the participant. The following below is the demographics of the selected participants.

Name	Age	Field
Rider	50	English
Mawar	50	Counseling

Melati	50	Chemistry
--------	----	-----------

PROCEDURE OF DATA COLLECTION

In this study, to obtain more detailed information, we tried to explore narrative data by conducting in-depth interviews via face-to-face with keeping the COVID-19 health protocol. Before collecting the data, we tried to make an appointment with the participants about the time schedule of interviews. The allocation of interview time is built flexibly and according to the target data needs. We systemize the procedure of data collection in order to ease in collecting the data.

DATA ANALYSIS

To create accurate data, we tried to build data analysis and interpretation data in a logical, simple, and considerate manner (Merriam & Tisdell, 2016). Clandinin & Connelly (2000) revealed that there are three dimensions of the framework in narrative inquiry research, namely 1) temporality, 2) sociality, and 3) place. The three dimensions create a data analysis and interpretation referring to the experiences of the participants (James, 2018). Therefore, the researchers built the three dimensions as indicators to be considered in the data analysis. To strengthen the data analysis, the researcher also uses reflexive journals as a supporter in the data analysis

FINDING AND DISCUSSION

Teacher Experience in Limited Face to Face Learning Activities

During the pandemic, the three participants prepared various method and materials. As was done by a Chemistry teacher, whose initials are Melati, She assumes that learning during a pandemic cannot be achieved properly. However, she was trying to prepare effective learning during the pandemic. Before meeting on online classroom, she prepared learning video materials which is available on a YouTube platform via Whatsapp. Then, in the online class, she asked students to carry out practice questions both individually and in groups. This was revealed by the chemistry teacher:

the learning objectives cannot be achieved 100% just because this is a chemistry subject that requires a lot of practice questions, I prepared videos on youtube and then I told students to watch them via zoom, after that I immediately gave practice questions to be done individually or in nature (Melati, 10 June 2022)

Not much different experienced by the English teacher, Rider. He revealed that learning during the pandemic could not fully achieve the learning outcomes. However, he had tried to achieve good learning for students. He used various platforms such as : Google classroom, Zoom, and YouTube media to access materials, including. The teacher narrated that:

I use google classroom, zoom and personal youtube. What I share with students to learn... (Rider, 10 June 2022)

However, there were a little bit of diverse learning activities carried out by counseling teachers, Mawar. In counseling activities, she had a task to facilitate for student solving their problem, for example dropping out of school due to the impact of COVID-19. She had to help the students to resolve their problem. This was narrated by the Mawar as follows:

For those who don't do assignments, I usually do it in stages, first to the students and then to their parents. If there is no response, both of us visit their homes. Then what often happens is that they don't have cellphones, some are already working, some are returning home, some don't have a network or quota. usually the hardest to say are those who are already working because they already have an income that is achieved when they focus on their work. I always follow up to his parents to say "I love the school's mother" but feel that the child already has a job and then they even let someone drop out of school. Then usually it's worse like we visited his house (Mawar, 10 June 2022)

Teacher Experience of Organizing Time in Limited Face to Face Learning Activities

In arranging the time for learning activities during limited face-to-face meetings, each teacher had their own teaching styles. However, each teacher had diverse method in presenting the teaching activates. It can be seen from the story of each teacher as follows:

I usually give time to the following week for my subjects, for example, in the current meeting, I observe first and then the next week they discuss or present.....

there is also a deadline, for example, today's assignment I give next week must be collected because discipline is important... usually if it's not on cam, zoomed in, I'll tell it through my WA group chat, I'll let you know my tasks via WA and then the next week I'll be asked to collect it..... (Melati, June 2022)

In the story above, it can be seen that the chemistry teacher, Melati, designed a structured-activities in the learning process before carrying out the learning process in the classroom both offline and online during the COVID-19 pandemic. The plan of learning activities carried out by Melati is to conduct an observation in a Zoom virtual class. Then in the next meeting, the teacher asked students to discuss or presented the results of their understanding of their reading assignments. In addition, in giving assignments, Melati gave a time period for completing assignments and asked students to submit their assignments in a timely manner. This is done by the chemistry teacher to create discipline in the learning process.

Not much different from what done by the English teacher, Rider, in limited face-to-face learning, the teacher operated two learning methods, online and offline. At the time of online learning, he delivered materials and assignments, while at the time of offline learning, he provided the opportunity to ask questions and provide a more detailed explanation of the material. The teacher said that:

If talking about organizing the learning system, because we use two learning methods online, we are given materials and assignments and then face-to-face is explained and given the opportunity to ask questions....

However, counseling teachers, Mawar, has different roles in her learning activities process. In this case, Mawar played a role in helping the subject teacher's problems when the teacher faced obstacles in the process during limited face-to-face meetings. In solving these obstacles, she conducted conversations internally and more intensely with students online through the Whatsapp platform. The teacher narrated:

Because it's all online via WA, I only receive complaints from other subject teachers and then I convey it to the students, if there is no response then I convey to their parents if there is no response I will meet directly at his house

In addition, Mawar had prepared a structured plan in the process of her work. Firstly, she made a list of names of students who faced obstacles in the learning process. Then,

she asked parents to control and supervised the assignments given to their children. The teacher narrates:

For collecting assignments, I usually first list the names of students who have not submitted assignments in the wa group, then I answer one by one..... if there is no response, then I will call their parents to inform them that your child is not doing their job and ask please always supervise your children to do their work

The sequence of stories above can be described as that the teachers had various story experiences during the learning process during the pandemic. The teachers are more dominant in designing their learning with a two-method online learning system that aims to provide delivery of materials and assignments, while offline learning is used to discuss and discuss in more detail the material given to students. In this case, the use of the two learning methods used by these teachers can refer to the use of a method called flipped classroom learning. According to Kurbanoglo and Akkoyunlu (2017) revealed that Flipped Classroom is a blended learning approach consisting of face-to-face methods and online delivery. Kurbanoglo and Akkoyunlu (2017) also revealed that Flipped Classroom provides a flexible learning atmosphere where students can determine their own learning style. It can be concluded that the two learning methods used by these teachers can be said or assumed that the learning methods used by these teachers refer to the flipped classroom approach.

CONCLUSION

During on limited face to face learning, the choice of prompt learning approach help teacher to conduct their learning process on the classroom either online or offline. Based on the result of teachers' experience story, it can be shown that the teachers undergo the similar learning method. However, the teachers have a little bit of diverse learning approach in their classroom activities especially for English teacher and chemistry teacher. The English and chemistry teacher were more dominant using Flipped Classroom as learning approach in their classroom activities. Further, there are different story by counseling teacher because the teacher has diverse role in the process of classroom activities. The role of the counseling teacher helped the lesson subject teachers such as English teacher and chemistry teacher to solve a problem especially in the process of learning activities. Thus, the result of the story can be concluded that the teachers undergo the similar learning method. Nevertheless, each teacher conducted the diverse learning approach and strategy in classroom activities either online or offline during pandemic period.

REFERENCES

- Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education*, 126, 334–345, DOI: 10.1016/j.compedu.2018.07.021
- Cini, S. (2017). *Seven Key Elements for Effective Classroom Management*. Retrieved from <https://classroom.synonym.com/seven-elements-effective-classroom-management-6562940.html>
- Clandinin, D.J., & Conelly, F.M. 2000. *Narrative Inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Collins, C. 1990 Time Management in the Classroom:, Special Services in the Schools, 5(3-4) 131-153, DOI: 10.1300/J008v05n03_08
- De Keijzer, H., Van Swet, J., & Veugelers, W. 2022. Teachers' moral learning in professional learning groups, *Professional Development in Education*, 48(1), 5-21, DOI: 10.1080/19415257.2020.1712617
- Horne, S.E. 1980. Classroom management, *British Journal of Teacher Education: International research and pedagogy*, 6(3), 228-235, DOI: 10.1080/0260747800060306
- James, N. (2018). Using Narrative Inquiry to Explore the Experience of One Ethnically Diverse ESL Nursing Student, *Teaching and Learning in Nursing*, 13, 35-40, DOI: 10.1016/j.teln.2017.08.002
- Kurbanoğlu, S. & Akkoyunlu, B. 2017 *Information Literacy and Flipped Learning in Pathways into Information Literacy and Communities of Practice Teaching Approaches and Case Studies*, Edited by Dora Sales and Maria Pinto, pp 53-84
- Kwok, A. 2021. Managing classroom management preparation in teacher education, *Teachers and Teaching*, 27 (1-4), DOI: 10.1080/13540602.2021.193393
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation (4th ed.)*. San Francisco, CA: Jossey-Bass.
- Palumbo & Sanacore, 2007. Classroom Management: Help for the Beginning Secondary School Teacher, *The Clearing House*, 81(2), DOI: 10.3200/TCHS.81.2.67-70

Richardson, V & Fallona, C. 2001. Classroom management as method and manner, *Journal of Curriculum Studies*, 23(6), DOI: 10.1080/00220270110053368

Van Alten. D.C.D., Phielix, C., Jansen, J., Kester, L. 2019. Effects of flipping the classroom on learning outcomes and satisfaction: A meta analysis, *Educational Research Review*, 28,

Wanzer, M.B., & McCroskey, C.J. 1998 Teacher socio-communicative style as a correlate of student affect toward teacher and course material, *Communication Education*, 47:1, 43-52, DOI: [10.1080/03634529809379109](https://doi.org/10.1080/03634529809379109)