How Teachers Optimize the Role of Classroom Administration in Learning?

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Abstract: Schools as educational institutions carry out learning services and educational processes. Common schools have several class facilities in order to support learning activities. The teaching and learning activities will run effectively and efficiently if the class management in its implementation can establish a good working relationship between one class and another. Classroom management will develop if the teacher uses the potential in the classroom effectively and efficiently. This activity can be interpreted as the teacher's ability to utilize the potential that exists in the classroom. Utilization of class potential can be in the form of teachers providing opportunities for students to carry out directed and creative activities so that the potential in the class can develop properly.

Keywords: administration, class, class notes, teacher

1. INTRODUCTION

Administration is an activity of compiling and recording information in its entirety, such as recording everything that happens in an organization (office, school, class) which is used as information in making decisions by a leader. The aspects of classroom administration activities are collecting, recording, processing, sending, and storing. The role and function of classroom administration is to serve the implementation of operative work to achieve the goals of a class organization, such as teachers giving assignments as homework and assigning assignments to students.

Iing [1] states that class administration is an activity or work to systematically take notes and report on information or information about class. Yulianto [2] states that basically administration means the effort to collect, record, organize, and duplicate, send and store various written statements within an organization or work unit. Administration is the activity of compiling, recording information in its entirety. So, it can be concluded that the administrative function is to record everything that occurs in an organization (offices, offices, schools, classes, etc.) to be used as information in making decisions by a leader. Based on the description above, it can be seen that classroom administration is not class administration in the sense of a series of activities or a process of controlling cooperative efforts to achieve the goals set out in the class program as a work unit.

2. TYPES OF CLASS PROCEDURES

According to Iing [1], the types of class administration can be classified into two, namely: (1) classroom notes; and (2) classroom reports. The following will describe the two types of class administration.

a. Classroom Notes

Criteria that must be considered in a good recording system are: (1) the record must be cumulative, that is, it includes a complete history of students, from entering school until students graduate from school; (2) records are easily transformable, that is, they are easily transferred into a cumulative record; (3) recording contains relevant data, which is appropriate and does not conflict with real day-to-day conditions; (4) not too many repetitions of recording; (5) recording must be durable, that is, quite permanent and long lasting; and (6) records should be concise and summarize, but complete. The types of class notes are: (1) notes about students; and (2) notes for

teachers. In the following, we will describe the two types of class records.

1)   Notes about students

Note the class for students functions as a guide and counseling for students individually or classically. Notes about students include: (1) a list of student attendance; (2) student work records; (3) record of test results; (4) teacher evaluation results; (5) anecdotal notes; (6) sociometric notes; (7) records of student participation; and (8) a private list of students. List of student attendance, this list contains records of attendance, absence, tardiness of students in each subject that is followed. This list is generated every day for one school year. Student work records are notes about the results achieved and the process taken from assignments in class or at home, either individually or in groups. Record of test results, for example the standardized psychological test results for each student in his class, including the level of intelligence, talent, attitude, speed, accuracy, and so on.

Teacher evaluation results, are the results of the teacher's evaluation or assessment of students are recorded in the value book which is sourced from assessing student participation in class activities, assessing assignments given (individually or in groups), and assessing tests or exams [3], [4]. Anecdote notes are notes about everyday events about students in concrete situations. Sociometric notes are notes about the relationships between students in class. Teachers with this measuring instrument, can find out the least liked student in the class (isolated); the most liked student in the class (star); and students who are "clicks". The preparation technique is masking the class to write down the names of the two friends they like the most; tabulation is made; and formed a sociogram. Teacher from this sociometric data can be muse it for the benefit of guidance and counseling; creating a healthy learning climate in a variety of group situations; looking for cadres of group leaders for various class activities, study groups, field trips, and so on.

Student participation records are notes made by the teacher which contain notes about the activeness and participation of students in class activities, such as students expressing opinions or working on questions. Participation is the participation of students in various class activities, so that they can be evaluated and the results can be recorded in books or participation cards. The function of this note is for the guidance and counseling of each student and the interests of teacher evaluation. Personal list of students, aims to personally record each student in a class. The recording is done cumulatively, including the history of the student concerned, among others student identity; physical condition and health; development of values and attitudes; and educational history.

2)   Notes for teachers

Note these types of notes are made by teachers that are useful for the sake of the effectiveness of their work. Notes for the benefit of teachers are: course; teaching preparation; lesson limit books; collect exam questions and assignments; value book; record of student evaluation results; meeting minutes book; and the teacher's agenda book.

b.   Classroom Reports

Report class which must compiled by the teacher includes: (1) reports to school leaders; and (2) reports to parents of students. Types of reports to school leaders such as teaching preparation; list of student attendance; lesson report; organizing students in class; class inventory; financial class; the state of the student's age; student transfer, grade promotion; class list; and special reports (e.g. health reports).Education reports to parents of students are divided into: reports on education results; reports on educational developments; and dialogue with parents / guardians of students.

3. PROCEDURES OF CLASS PRIVATE VOCATIONAL SCHOOL OF ACTIVITIES

The teacher as the class manager must understand the aspects of the activities in classroom administration, in order to support the smoothness of learning. Kholidin [5] argues that basically the aspects of classroom administration include:

a.   Collecting information is looking for or making efforts to provide data, whether in class or at school or which do not yet exist to be used in making decisions by the class teacher or teacher.

b.   Taking notes means the activity of writing various information or information or data, either in the form of an overview or as a whole as a guide to finding something so that it can be read back, sent or stored.

c.   Processing in the sense of procuring and duplicating is the activity of analyzing and linking various information or data to be presented in a form that can be used and utilized, which in turn, if more than one is needed, it needs to be reproduced so that every person who needs it can use it for class development and progress as organization or work unit.

d.   Sending means conveying various information needed by other parties, both for the interests of the class and by other parties, both for the interests of the class and the interests of those who are informed by using oral or written media.

e.   Saving is intended to be an activity to preserve various information or data that are thought to be useful in the future in managing class activities, by using various tools and methods in a safe and easy to find place when needed.

Meanwhile, according to Atmosudirjo, administrative activities include planning, coordination, control, monitoring, and evaluation of administrative and

administrative activities [5]. The tasks of administrative activities are:

a. Prepare school administrative or work program (monthly, quarterly, semester, and yearly) in order to smooth administrative activities.
b. Carry out financial management activities, facilities, administrative administration, staffing, and school statistics in accordance with the instructions or guidelines and regulations in force to achieve the objectives of good administrative services.
c. Manage routine administrative tasks, including correspondence, inventory, documentation or agenda, financial accounting, organizing and documenting personnel administration and facilities; employee attendance, presentation of statistical data, making routine or incidental reports, and collecting school administration data.
d. Coordinating administrative staff and technicians in the smooth execution of tasks according to their respective responsibilities.

4. ROLE AND FUNCTION OF CLASS ADMINISTRATION

Gie stated that administrative personnel have three main roles, namely: (1) serving the implementation of operational works to achieve the goals of an organization; (2) provide information for the top leaders of the organization to make decisions or take appropriate action; and (3) assisting the smooth development of the organization as a whole [5]. Meanwhile, according to Afifudin, the role of administrative administration in an educational institution is: (1) assisting the implementation of main works to achieve school goals; (2) providing information for school leaders, teachers or other personnel, especially for planning, decision-making and controlling purposes which are their main tasks; and (3) accelerate the development of the school as a living entity [5].

Nawawi [6] states that the administrative function is to record everything that happens in an organization to be used as information (data) for leaders in making decisions. Administration is the whole series of activities to collect, record, organize, duplicate, send, and store various information materials for the needs of an organization.

5. THE ROLE AND RESPONSIBILITY OF THE TEACHER IN CLASS PROCEDURE

The teacher plays a major role in the teaching and learning process. The learning process is a process that contains a series of teacher and student actions or the basis for a reciprocal relationship that takes place in an educational situation to achieve certain goals. Gunawan [7] stated that the class program will be meaningless if it is not translated into activities. Therefore, the role of the teacher is very decisive, the position of the teacher is as the leader of the education of his students in a class. The teacher in the narrow sense, is a person whose job is to teach or provide lessons in class [8]. Meanwhile, in a broad sense, a teacher is a person whose job (livelihood) is to teach and educate children to help children reach their respective maturities.

The teacher's duties in teaching and learning include pedagogical and administrative duties. Pedagogical duties are those of helping, guiding, and leading. Meanwhile, the teacher's duties as a profession include educating, teaching and training. The task of teachers in the humanitarian sector in schools must be able to make themselves as second parents. The condition of the teacher who interacts with his students every day is very influential on learning outcomes, so it is necessary to pay attention to those related to personality, abilities, and physical and mental conditions so that learning can take place well and arrive at the desired goal [9]–[11]. Because in essence the teacher is a strategic component that chooses the most important role in determining the progress of the nation's life.

6. OPTIMIZING THE ROLE OF TEACHERS IN CLASSROOM ADMINISTRATION

Marlinafis [12] stated that not all teachers understand their duties and roles in school administration. Because the teacher considers that there are already employees who are responsible for completing administrative tasks, the teachers only focus on teaching in class and consider the obligations of the teacher as a school component. Administration is something that cannot be ignored. Teachers are usually appointed based on certain conditions, such as age, diploma, health, good behavior, not having a disability, and so on. His job in school administration is to participate in implementing school administration in order to achieve real educational goals.

Teachers used to be in the past, their duties and obligations were only teaching, meaning that they were only delivering teachings, giving assignments, and examining them. That kind of thing in schools is obsolete now. The work of a teacher in many ways is closely related to a supervisor, principal, administrative staff, and so on. Various steps can be taken to optimize the role of teachers in school administration, namely:

a. The teacher must obey the tasks assigned to him. Not only is obedience born, but also obedience to consciousness. It is not good for a teacher to be disobedient and deny assignments. He must realize that if he does not carry out his duties, it means obstructing the smooth running of the administration as a whole.
b. The teacher is straightforward when accepting the division of responsibilities that are too heavy for him or not his field or beyond his ability. Grumbling and

pretending to be in front can destroy the family atmosphere and reduce the trust of the boss in him.

c.   Teachers must be ready to provide assistance when assistance is needed.

d.   Teachers must have great enthusiasm for the success of the work program in implementing school administration instead of being indifferent as mere spectators.

e.   Teachers must be able to invite colleagues from work to jointly carry out administration in schools.

f.   Teachers must realize their position as assistants, not in charge of the whole school administration. The highest responsibility is the head of the school.

So that with mutual understanding between the leader and the one being led, each of them carries out their respective duties as well as possible, so as to achieve common goals. As for teacher participation activities in school administration, including teacher contributions to improving the welfare of teachers and students, refining the curriculum, selecting books and learning tools, and others. On the administration of administration in schools, teachers are no longer just spectators, but as subjects or players or participants. The motivation for teacher participation is awareness because they are not invited to participate in determining and making work programs for all school administration activities [11]. How to implement and the results of the activities depend on the size of the dedication of the teacher's life.

How does this relate to the work of teachers in education? Teachers are obliged and required to participate. The curriculum is made by the government on the basis of regional suggestions, making it flexible so that it can be adapted to the local situation, in other words so that the regions can participate. Various activities are determined by the region itself. Also, each school is obliged to determine its own activities according to their needs. Employees are given freedom and therefore have responsibilities. School organization, work programs, welfare efforts are determined jointly by all school employees [13], [14]. This is all discussed in the teacher council meeting.

The functions of the teacher council meeting are: (1) through this meeting, the democratization of educational administration will be carried out so that each employee, within certain limits, has freedom of work and therefore has responsibility for the achievement of educational and teaching goals; (2) with the existence of the meeting a mutually agreed work program can be carried out so that the implementation can proceed without conflict; (3) the existence of the meeting can strengthen brotherhood and lead to mutual understanding, therefore joy is fostered working together to carry out tasks; and (4) with the meeting, supervision, supervision, evaluation (assessment) and guidance can be carried out properly. Teacher meetings will generate negative values if any of the teachers try to incorporate the interests of political organizations into school life or through school work programs.

7. GIVING STUDENT DUTIES

Kusumah [15] stated the assignment method is a teaching method applied in the teaching and learning process, which is commonly referred to as the assignment method. Usually the teacher gives the assignment as homework. However, in fact there is a difference between homework and assignments, as stated by Roestiyah [16] which states that for homework, the teacher asks to read from a book at home, in two days gives questions in class, while in assigning the teacher ordering reading, also adding to tasks, for example looking for other books to differentiate, studying the situation of the person. Roestiyah [17] states that the assignment technique has the goal that students produce more stable learning outcomes, because students carry out exercises while doing assignments,

So, in another sense this task is much broader than homework, because the method of assigning assignments is given from the teacher to students to be completed and accounted for. Students can finish at school, or at home or in other places that can support the completion of the assignment, either individually or in groups. The aim is to train or support the material given in extracurricular activities, as well as to train the responsibility for the assigned task. The scope of its activities is the teacher's duties outside of face-to-face lessons. Assignments are timed, collected, checked, assessed, and results are discussed [18].

In giving assignments to students, the teacher must pay attention to several things, namely providing an explanation of: (1) assignment objectives; (2) form of implementation of duties; (3) assignment benefits; (4) form of work; (5) place and time of completion of tasks; (6) provide guidance and encouragement; and (7) provide an assessment. The types of tasks that can be given to students that can help the teaching and learning process take place are: (1) the task of making a summary; (2) the task of making a paper; (3) solving questions; (4) the task of making observations; (5) the task of practicing something; and (6) the task of demonstrating observations [19].

This method of assigning this task in its implementation has several advantages, in addition to having several weaknesses. The advantages of the assignment method are that this method is a modern teaching application called the principle of activity in teaching, namely the teaching teacher must stimulate students to carry out various activities related to what is learned, so that: (1) can foster self-confidence; (2) can foster students' habits of seeking, processing information, and communicating themselves; (3) can encourage learning, so you don't get bored quickly; (4) able to foster student responsibility and discipline; (5) can develop

student creativity; and (6) can develop children's thinking patterns and skills [20].

The weaknesses of the assignment method are: (1) the task is difficult for the teacher to control, it is possible that the task is done by someone who is more skilled than the student; (2) it is difficult to fulfill the assignment; (3) giving too many and too many assignments will cause student complaints; (4) can reduce students' interest in learning if the assignment is too difficult; (5) giving monotonous assignments can lead to student boredom if too often; and (6) specifically group assignments are also difficult to judge who is active.

8. CONCLUSION

Classroom management are various types of activities that are deliberately carried out by teachers with the aim of creating optimal conditions for the teaching and learning process in the classroom. Class management is closely related to efforts to create and maintain optimal conditions for the learning process, stopping the behavior of students who divert class attention, giving rewards, completing tasks by students in a timely manner, establishing productive group norms, which includes arrangement of people (students) and existing facilities.

In class management, there are two very important components, namely teachers and students. The teacher in carrying out its function does not only act as a deliverer of subject matter but can also function as a class manager or manager. Students are placed not only as objects that are the target of learning but can also be positioned as dynamic subjects and are involved in the process or classroom management activities.

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