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## **Class Management to Create Positive Learning Atmosphere at Post-Pandemic Era: How is the Students' Perception?**

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### **Abstract**

A positive learning atmosphere is one of the most important aspects to create effective classroom management. However, English teachers commonly have difficulties implementing a positive learning atmosphere for their students. The purpose of this study is to find out the students' perspectives on classroom management to create a positive learning atmosphere. The study was conducted at a private university in central java, Indonesia. The data were acquired using questionnaire and interview and they were analysed qualitatively. The outcomes of the study demonstrate that the majority of students feel that excellent classroom management pushes them to participate more in class and encourages better grades. Students can improve their grades with the help of a solid classroom management system. Students' interest in attending meetings can be increased by effective and friendly classroom management at post pandemic era. Despite this favourable response, some students believe that excellent and constructive administration does not assist them to enhance their scores. The researcher suggests future studies to investigate the association more empirically in applying this strategy to increase students' English mastery.

Keywords: classroom management, effective, positive learning atmosphere, post pandemic era.

### **Introduction,**

The Covid-19 pandemic during three years has made great changes in all of human lives. One of them is in the educational system. Many countries affected by this pandemic situation have made their best effort and policies to maintain and keep education run effectively. However, the class situation during and after the pandemic era is different. During the pandemic era, the teaching and learning process is conducted by online learning and at the post-pandemic era many teachers teaching offline. As a part of teaching and learning process, class management plays important role in maintaining and helping students to reach the learning goals.

Management is a process carried out by a person or group of people to organize an activity that is carried out so that it is organized and directed. Classroom management is a term that teachers use to describe and explain the teaching and learning process and ensure that lessons in the class went according to plan (Nellas et al., 2019). Class management is almost used by all teachers, both at the school and university levels. This is because class management is influential in smooth teaching and learning activities.

As a professional, a teacher must be able to create and maintain optimal classroom conditions to achieve teaching goals. The teacher's role is very important to improve student learning, the teacher is expected to create an effective learning environment and be able to manage the class well.

A good classroom environment can stimulate students to learn better, and provide a sense of security and satisfaction to students in achieving the expected learning outcomes. (Evertson, 2006) says that to ensure that learning activities operate well, the instructor and students must understand how to behave, when and how to move around the room, where to sit, when they may or may not interrupt the teacher, and how much noise is appropriate. (Aydin & Karabay, 2019) says that it is important that teachers have an effective relationship with students where they should strive to convey knowledge, improve skills, and enrich academic abilities (Pianta, 2017). Teachers who do class management by getting closer to their students more effectively make students develop. Pleasant classroom conditions can also affect student development, learning outcomes, and controlled emotions. This makes it easier for teachers to do learning management.

### **Literature Review**

The learning process will not run smoothly, well, and far from the planned achievements if the learning atmosphere is not conducive, namely conditions where students are difficult to manage, there is no mutual respect, and are no rules that regulate students at school during learning activities in the classroom and outside the classroom (Supardi, 2019). Therefore, there is a need for classroom management that aims to create, maintain, and support a productive learning community (Postholm, 2013). This is because class management is very influential in the learning atmosphere of students in class. Based on the results of previous studies, classroom management can reduce behavioral problems, classroom organization, and behavior management into effective classroom practices (Oliver et al., 2011).

(London, 2015) said there are three management phases—Classroom Management, Behavioral Management, and Instructional Management—that are crucial in laying the groundwork for teacher effectiveness. The failure or weakness of one of these three phases can have an impact on the other two due to their close ties. Teachers who are working to raise and maintain students' academic achievement in the classroom deserve the attention of principals. To maximize their success, instructors and principals must collaborate closely.

The majority of teaching is covered by classroom management. It refers to how a teacher prepares, develops, implements, and controls his classroom in addition to how he responds to disruptive behavior in it. The management of classrooms follows a strategy that is consistent with the teacher's personality and teaching style. Additionally covered in the management plan are the physical characteristics of the classroom, regulations, procedures, assessments, and the support that parents can provide for the plan. To effectively supervise their class, teachers must also be well-prepared and possess a very mature mind.

## **Research Method,**

### **Participants**

A qualitative case study was conducted at a university in Central Java Province, Indonesia. Forty students taking public speaking and public listening classes were willingly to take part as research participants.

### **Instruments**

To determine the effect of classroom management on a positive classroom atmosphere, a closed questionnaire and interview were used as the research instruments. Use data collection instruments in Google Forms which makes it easy for participants to respond to the online questionnaire directly (Kavrayici, 2020). The research scale used is: "never agree" 1, "slightly agree" 2, "medium agree" 3, "strongly agree" 4, and "strongly agree" 5 (Tok & Tok, 2016). However, in this study, the highest scale was only up to scale number 4.

### **Procedures**

Data was collected by filling out questionnaires. The questionnaire was created with a Form that was sent via Whatsapp group to the subject to fill. Questionnaires were sent from Wednesday, 25th May 2022 to Sunday, 29th May 2022. The questionnaire was made using Indonesian to make it easier for the subject to answer the statement.

### **Data Analysis**

Data were collected through questionnaires which were analyzed by the researcher. Questionnaires that have been answered are coded and made into three specific perceptual themes, which are attitude, benefit, and challenges to explain the questionnaire's question. The results of the analysis can be efficient or not in the use of class management to create a positive learning atmosphere.

## **Findings and Discussion,**

### **Findings**

In qualitative interview data in this study, thematic analysis was used to explain responses to questionnaire questions. The data are coded under specific perceptual themes, such as attitudes, benefits, and challenges as shown in table.

<b>Perception</b>	<b>Coding Result</b>
Attitude	Motivated to be active
	Motivated to pursue good grades
Benefit	Increase in value/mark
	Stimulates the spirit
	Makes the students want to attend class more
Challenges	Affecting mood

Affecting grades

Depending on the teacher

Not all teacher could apply good class management

Bored by too many rules

After doing the questionnaire procedure, the researcher then get the data on the table below

Perspectives	Totally Disagree	Disagree	Agree	Totally Agree
1. Good classroom management keeps me motivated to always be active in class, e.g. asking and answering lecturers' questions.	1	0	11	2
2. Good classroom management keeps me motivated to pursue good grades.	1	0	10	3
3. The pleasant atmosphere of the class and the lecturers made my grades increase.	1	2	5	6
4. Class management makes me excited during class.	1	1	8	4
5. The pleasant atmosphere of the class and the lecturers made me want to continue attending the class.	0	1	3	10
6. Poor classroom management can affect my mood.	2	1	1	10
7. Poor classroom management greatly affects my grades.	2	2	4	6
8. Good or bad classroom management depends on the lecturer who teaches	0	4	7	3
9. Not all lecturers can apply good and fun class management.	0	0	7	7
10. I feel bored and lazy if the lecturer gives too many rules to students during class.	0	2	3	9

#### **The students' attitude toward classroom management to create a positive learning atmosphere**

According to the findings of the data analysis, there are two primary instruments used to question students about their perspectives on establishing appropriate classroom management to create a healthy learning environment. This finding is crucial, as it can be seen in numbers 1 and 2 on the

table. 13 respondents agreed that strong classroom management pushed them to be more involved in the class.

In addition, 13 respondents agreed with the notion that improved classroom management might result in higher value/grades. It indicates that strong classroom management motivates 92 percent of respondents to strive for higher grades or to be more involved in the class.

#### **The benefits of classroom management**

According to the findings and analyses, there are three major advantages to excellent classroom management. The first is that nice classroom management increased their grades. According to the findings, 11 of 14 respondents agreed. The second advantage is that strong classroom management may lift their spirits and get them passionate about learning. The findings showed that 12 respondents agreed with this viewpoint. Finally, 13 of the respondents thought that strong classroom management helped their desire to attend the class regularly.

#### **The Challenges of classroom management**

According to the findings and analysis of the data above, the issues of students and lecturers in integrating media or learning management in the classroom significantly influence the course of the class. As seen in the sample table above, 11 students feel that bad classroom management can harm students' moods and grades, while three others believe the opposite. Furthermore, 10 students claimed that excellent classroom behavior had an impact on their grades. Following that, 10 pupils agreed that whether a classroom's management is great or terrible depends on who is teaching them. Then 14 students think that not all professors can apply effective learning management.

#### **Discussion**

The purpose of this study was to look into the phenomenon of classroom management in the context of Indonesian college education, with a focus on college students' perceptions of classroom management, classroom management problems, factors causing these problems, and the practices they use to deal with those problems to create a positive learning environment. The motivation for this purpose was to determine whether their beliefs and classroom management orientations are consistent with the constructivist learning environments that have been promoted since the last curriculum of Kampus Merdeka was implemented as the main education system among Indonesian college students.

Effective classroom management can be influenced by some factors, as (Gultom & Saun, 2016) stated. They said that two factors impact classroom management: physical management and management that is concerned with pupils. They also claim that there are various elements to consider while managing a successful class. They are as follows:

- a. A class is a system that is arranged for a certain goal, filled with duties, and led and directed by a teacher.
- b. A teacher serves as a tutor and role model for all pupils in the classroom.

- c. A group's attitude in the classroom is sometimes different from that of another group or person. As a result, all group projects in the classroom must get attention. The group works in the classroom influence the entire individual as the members. A positive influence should be developed and a negative influence should be dammed by a teacher by giving guidance.
- d. The teacher's skill to manage individuals in groups will significantly boost individual satisfaction in the classroom.
- e. A teacher's skill as a unifier symbol in the classroom determines the structure of group work, the method of group work communication created, and the unity of group work.

Effective classroom management indicates that a teacher has a significant duty. They are attempting to remove or reduce difficulties associated with classroom management, such as lack of unity, unfavorable reactions to group members, poor morale, and so on. Concerned about the difficulties, a teacher must focus on preventative and corrective steps.

- a. Preventive measures Preventive action is defined as any action taken before the appearance of deviant behavior that may annoy the learning process. One of the success markers in classroom management is the effectiveness of the preventative intervention. Enhanced self-awareness as an educator, increased self-awareness as a student, and teacher sincerity is some preventative action acts.
- b. Remedial action Corrective action is the remediation of undesirable behavior while compromising the continuing learning process. Corrective action actions include recognizing the problem, understanding the situation, and selecting the best remedy.

According to the study's findings, most students believe that strong classroom management motivates them to be more involved in class and encourages better grades. These findings are consistent with the (Gultom & Saun, 2016) study, which found that excellent classroom management may persuade virtually all of the students in a class to engage more, hence increasing their grades.

An excellent classroom management system can produce various benefits, particularly for kids. According to the study's findings, it demonstrates certain benefits, such as improving their grades. Effective classroom management may also lift students' spirits, encouraging them to attend more lessons. This is consistent with the findings of a study conducted by (Aydin & Karabay, 2019), which found that teachers used a positive and preventive classroom management approach, such as consulting positive discipline strategies, consistently implementing routines and rules, and so on, to establish discipline.

However, creating an efficient classroom management system might present difficulties that instructors must avoid. The most significant challenge in developing good classroom management is that not all instructors are capable of implementing effective classroom management. If the instructor is unable to design an effective classroom, it will have an impact on the students' attitudes as well as

their grades. Sometimes teachers impose too many regulations on their students, which causes them to get bored. This finding is consistent with research (Taha, 2022).

### **Conclusion and Suggestions**

From the discussion, it can be concluded that most of the students believe that strong classroom management motivates them to be more involved in class and encourage better grades. With a good classroom management system, it can be beneficial for students to increase their grades. Effective and positive classroom management can increase students' enthusiasm to attend meetings. However, with this good response, there are still students who feel that good and positive management does not allow them to improve their grades.

Suggestions for students if they feel that good and positive management has not been able to increase their grades, it would be better for students to do refreshments. Students can do activities that can increase their enthusiasm for learning. This study also suggests that lecturers pay more attention to students, and be more creative in class management, lecturers can make classes more fun so that students feel interested and can increase their enthusiasm to always attend meetings. Suggestions for further researchers, this research only captures a small part of the problems in the classroom regarding classroom management, therefore it is hoped that future researchers can conduct deeper research and better research.

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