

## **Management and Classroom Teacher Leadership in Achieving Quality Human Resources towards the ASEAN Community**

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### **Abstarct**

The success of an educational institution will be greatly determined by leadership. All the behaviors of an educational leader will influence the character of the institution they lead. An educational leader, in managing education amidst the competition of the ASEAN free market, should now realize that the application of management knowledge is no longer driven by worldly motivations but has shifted towards spiritual motivations. Creating a comfortable classroom is a study in classroom management, as it involves a series of teacher behaviors aimed at creating and maintaining a conducive learning environment for students to thrive. In the classroom, all aspects of learning converge and interact: the teacher with all their abilities, the students with their diverse backgrounds and potentials, the curriculum with all its components, the methods with their respective approaches, the media with all its tools, and the materials with their various sources of learning. To continuously enhance the overall quality, a teacher must possess good personal, pedagogical, and social aspects while being able to create a safe and orderly environment to ensure a pleasant and enjoyable dynamic within the classroom.

**Keywords:** Classroom Leadership Management, Quality Human Resources, ASEAN society.

### **Introduction**

Education is an interconnected system aimed at improving the quality of human resources (HR) as expected. A system is a totality consisting of interconnected components or parts in order to achieve objectives. HR is the most valuable asset that can lead to the biggest loss if mismanaged. Humans can become the greatest asset or, conversely, the biggest burden for an organization.

Human resources (HR), as part of the input and instrumental input in the education system, are the main infrastructure that can support institutions towards realizing good governance. Within the education system, two terms are known as stakeholders: the students as external customers and colleagues as internal customers. By providing quality services to these customers, an educational organization can determine whether it will achieve efficiency and effectiveness in reaching its goals.

Current educational development is not easy to face in the dynamic and borderless ASEAN community, requiring top-notch readiness from its human resources. They must possess physical and mental resilience as development agents, shaping Indonesia's role not only in its own region but also enabling the nation to compete and excel at least at the ASEAN level. Education should remind Indonesia that its greatest asset, as written by the first President of Indonesia, lies between the continents of Asia and Australia, between the Pacific and the Indonesian Ocean. The nation that once lived as a sovereign entity eventually became workers among nations, merely laborers among other nations.

Therefore, education should be a process of enlightenment to shape individuals who are strong, humanistic, democratic, intellectual, individualistic, relatively free from collectivism, responsible, rational, and open-minded. This will produce Indonesians with the characteristics of "gamesmen, jungle fighters, craftsmen, and companions" who do not easily succumb to fate. For this reason, educational institutions need creative leaders, characterized by their courage to face new challenges and the risk of failure, expressive in stating their thoughts and feelings, and striving to be themselves while not giving up easily. Intuitive leaders who can embrace intuition as a natural aspect of their personality are also necessary. Additionally, some

leadership values a leader should possess include the ability to motivate colleagues to achieve as high as their leader.

Effective leadership will drive colleagues swiftly and accurately, and leaders who are close to their colleagues will make work enjoyable for them. Thus, an educational leader, besides possessing the aforementioned leadership values, must also have expected leadership skills, including conceptual skills to understand the complexity of the organization and aligning each unit's activities with the overall organizational operations. Human skills, such as effective communication and judgment when working with and through others, and technical skills, encompassing the knowledge, methods, techniques, and tools necessary to perform specific tasks acquired through experience, education, and training.

Appointing a leader is a critical point because the consequences of a wrong or uncertain appointment can have negative and fatal impacts on an organization. An approach based on the system means that the appointment of a position should be considered in relation to all interconnected and determining elements of the organization to avoid harming it. Leadership means determining the right things to be done, motivating everyone to commit, work with enthusiasm to achieve the goals..

## **Methods**

This research is a study conducted using the literature review method. It involves reviewing and analyzing the findings of previous research that has been conducted. The data search and collection were done by exploring e-journals using Google Scholar.

## **Findings dan Discussion**

### **Class Management**

Classroom management is an aspect of education that is often the main concern of prospective teachers, new teachers, and even experienced teachers. Because prospective teachers, new teachers, and experienced teachers want students to learn optimally. In the sense that the teacher is able to deliver lesson material and can be well received by students.

Creating a comfortable class is a study of classroom management. Because classroom management is a series of teacher behaviors in an effort to create and maintain classroom conditions that enable students to learn well.

In the classroom all aspects of learning meet and process, teachers with all their abilities, students with all their backgrounds and potentials, the curriculum with all its components; methods with all their approaches, media with all their tools, materials with all their learning resources meet and interact in the classroom. Meanwhile, learning outcomes are also determined by everything that happens in class. Therefore, it is appropriate for the class to be managed properly, professionally, and sustainably. To arrive at the intended purpose, an understanding of general matters/principles of classroom management is first required before arriving at a more specific understanding.

### **The Essentials of Classroom Management for Beginner Teachers**

Professional teachers are the result of human creation (teacher is made) who are involved in institutions, such as pre-service and in-service educational institutions. In Indonesia, these institutions are called Educational Staff Education Institutions (LPTK) or relevant upgrading centers and training centers. The existence of professional teacher development factors that are born from birth (teacher is born), such as art and motivation to teach, verbal capacity, authority, and the like which have been accepted in historical awareness, is a reality.

Evidence that teacher is made has been tested empirically, although this evidence is often realized from ex post facto studies, observations, or word-of-mouth complaints raised by members of the profession. In America, for example, there is a complaint that new teachers are generally far from being called professional teachers.

A report written by The Association of Teacher Educator's Commission on the Education of Teachers (1991), specifically recommended four main substances for restructuring teacher education (restructuring the education of teacher), namely:

1. College-based teacher educator,
2. School-based teacher educator,
3. State-agency-based teacher educator,
4. National, state, and local organizations of professional educators.

These recommendations address all phases and aspects of teacher education, starting from recruitment and selection, preparation for teaching and learning activities, placement as a teacher, further placement, and necessary research and accountability. These recommendations were drawn up by the commission after about 18 months of intensive study of the complex factors affecting the quality of teacher education, such as the inadequate quality of preparatory education, limited support for veteran teachers, limited accessible classroom resources, and minimal understanding of local culture.

In Indonesia, teacher procurement is university-based, while school-based experience is guaranteed by prospective teachers during field experience or PPL. Thus, the resulting teacher candidates have more theoretical experience than practical experience. This school-based idea has indeed developed in Indonesia, in the form of a desire to recompose the curriculum around 60% practice and 40% theory. Then, will undergraduate students at LPTK be directed to undergo professional education or academic education?

### **Beginning Teachers and Classroom Management**

Ernest L. Boyer, President of the Carnegie Foundation for Advancement of Teaching 10 members of the Panel on the Partition of beginning teacher presented a report on three crucial issue areas of expertise that novice teachers need to have, namely:

1. Knowledge of how to manage a class. This knowledge is not just about knowing what (know what) about classroom management, but what is more important is knowing how (know-how) about classroom management, in a sense, classroom management in action.
2. Knowledge in the subject area or mastery of teaching materials. The knowledge referred to here is not only related to the subject matter but also knowledge and mastery of learning methodologies, such as learning strategies, educational evaluation, self-development and curriculum innovation, basics of education, ethics of the teaching profession, etc.
3. Learning about the sociological background of the students he educates or teaches. The sociological background in question includes socio-economic conditions, religion, the culture the students come from, parents' occupations, etc.

Proficiency in this field of management, especially classroom management, is indeed very essential for teachers, as well as for prospective teachers. Squire, Huitt, and Segars (1983) argue that an effective teacher, a teacher who is able to create a vehicle for students to consistently demonstrate a high level of achievement, is required to have three areas of expertise, namely:

1. Planning, namely the creation of conditions of readiness for class activities. The intended planning includes learning program units, media and learning resources, and the organization of the learning environment.
2. Management, in the form of the teacher's ability to control student behavior. The larger the study group size, the more resources are used. The heavier the material or teaching materials, the more demanded classroom management skills from teachers.
3. Teaching, namely the teacher's ability to create conditions and guide students in learning. This initiative is deeply felt in the individualized learning process and the diverse sociological backgrounds of students.

### **Class Teacher Role**

The terminology of the class teacher here is not the opposite of the subject teacher, as we often say in the phrase class teacher system or subject matter teacher system. The class teacher referred to here is the

teacher who teaches in class, whether he teaches in the format of a class teacher system or a field of study guaru system. According to Doyle (1986), there are two main roles for the class teacher (classroom teacher's role), namely: creating order (establishing order) and facilitating the learning process (facilitating learning). The regularity referred to here includes matters directly or indirectly related to the learning process, such as:

1. Seating layout
2. Student discipline in the class
3. Interaction of students with each other
4. Interaction between students and teachers
5. Clock in and out for each subject session
6. Management of learning resources
7. Management of teaching materials
8. Procedures and systems that support the learning process
9. Learning environment

The urgency of the ability to facilitate student learning as above is in line with the spirit of the modern education paradigm, namely, the teacher's behavior must shift from a teacher as a dispenser to students to the teacher's function as a director or learning facilitator. The facilitative function played by the teacher implies that what is most important to the teacher is to provide the widest and most accurate means for students to learn. The creation of these vehicles can be material enrichment, providing teaching materials, providing a roadmap for students to access teaching resources and materials, stimulating students to learn, creating an atmosphere for "playing" in serious action, building students' self-confidence, exploring children's potential, etc. The point here is that the teacher must create conditions to make it easier for students to learn, not to make it easier for the teacher to teach.

### **Definition of Management**

The word management comes from the Latin, namely from the word *manus* which means hand, and *agere* means to do. Those words are combined into the verb *managere* which means to handle. A manager is translated into English in the form of a verb to manage, with the noun management, and manager to carry out management activities. Finally, management is translated into Indonesian into *manajemen* or *management* (Usman, 2004).

As described by Usman, that management according to Mary Parker, is the art to carry out a job through other people. This definition from Mary contains attention to the fact that managers achieve an organizational goal by organizing other people to do whatever is necessary in the job, not by carrying out the work by themselves. that's management

Sejathi explained that "the meaning of management is the management, implementation, management of the use of resources effectively to achieve the desired goals/objectives". That way, management/management is the organization or management so that something that is managed can run smoothly, effectively and efficiently. Meanwhile, the notion of management according to Terry is a process or framework, which involves guiding or directing a group of people towards organizational goals or real intentions. Management is both a science and an art. Art is skillful knowledge gained from experience, observation and study as well as the ability to use management knowledge.

Another case according to Stoner & Freeman, management is a process of planning, organizing, leadership, and controlling the efforts of members of the organization and using all organizational resources to achieve the goals set.

Thus, management is an activity to create and maintain optimal conditions for the learning process to occur, including the arrangement of people (students) and facilities, which are carried out starting from the occurrence of learning activities in the classroom until the end of learning in the classroom.

### **Definition of Class**

The general understanding of class is that a group of students at the same time receives the same lesson from the same teacher. Meanwhile, class according to the general understanding can be distinguished from two views, namely the view from the physical aspect and the view from the student's point of view. Nawawi views the class from two angles, (a) Class in the narrow sense, that is, a room bounded by four walls, where a number of students gather to participate in the teaching and learning process. Classes in this sense contain a static nature because they merely designate the grouping of students according to their level of development, based on, among other things, their respective chronological age limits. (b) Class in a broad sense, namely a small community that is part of the school community, which as a unit is organized into a work unit that dynamically organizes creative teaching and learning activities to achieve a goal.

Meanwhile, according to Hamalik "class is a group of people who carry out learning activities together who receive instruction from the teacher". Meanwhile, according to Ahmad (1995:1) "class is a study room and or study group". Sulaeman (2009) interprets that class in a general sense shows the understanding of a group of students who are at the same time receiving the same lesson and from the same teacher. Classes in a broad sense are part of a small community, part of which is a school community, part of which is a unit in the organization, becomes a work unit, dynamically organizes activities.

### **Definition of Classroom Management**

The definition of classroom management from several experts, including Weber WA (1988), defines classroom management as a complex of teaching behavior of teacher efficient instruction "which implies that all efforts are directed at creating an effective and enjoyable learning atmosphere and motivating students to learn well.

Based on the view of a certain operational approach (Abstracted from Wiford A. Weber, 1986) classroom management is a set of teacher activities to create and maintain order in the classroom atmosphere through the use of discipline (authoritarian approach), which consists of devices, namely (1) A set of teacher activities to create and maintain order in the classroom atmosphere through intimidation (intimidation approach). (2) A set of teacher activities to maximize student freedom (permissive approach). (3) A set of teacher activities to create a classroom atmosphere by following the instructions/recipes that have been presented (cookbook approach). (4) A set of teacher activities to create an effective classroom atmosphere through quality and well-executed learning plans (instructional approach). (5) A set of teacher activities to develop the desired student behavior by reducing unwanted behavior (behavior change approach). (6) A set of teacher activities to develop good interpersonal relationships and a positive socio-emotional classroom climate (the socio-emotional climate creation approach). (7) A set of teacher activities to grow and maintain an effective class organization (social system approach) Arikunto, (2004).

In addition to the definitions above, the definition of classroom management or classroom management is taken from the National Education information that there are five definitions of classroom management as follows.

1. Classroom management that is authoritative, namely a set of teacher activities to create and maintain order in the classroom atmosphere, discipline is prioritized.
2. Permissive classroom management, namely this view emphasizes that the teacher's task is to maximize the realization of student freedom. In this case the teacher helps students to feel free to do what they want to do. Doing otherwise means that the teacher hinders or impedes the child's natural development.
3. Classroom management based on the principles of behavior modification, namely a set of teacher activities to develop desired student behavior and reduce or eliminate unwanted behavior. In short, the teacher assists students in learning appropriate behavior through the application of principles taken from reinforcement theory.
4. Classroom management as a process of creating a positive socio-emotional climate in the classroom. This view has a basic premise that learning activities will develop optimally in a classroom with a positive climate, namely an atmosphere of good interpersonal relations between teachers and students and students and students. To create an atmosphere like this the teacher plays a key role. The teacher's role is to develop a positive socio-emotional classroom climate through the growth of healthy interpersonal

relationships. Thus, classroom management is a set of teacher activities to develop good interpersonal relationships and a positive socio-emotional classroom climate.

5. Class management departs from the notion that class is a social system with a group process as its core. In this connection the basic assumption is used that teaching takes place in relation to a group. Thus, class life as a group is seen as having a very significant influence on learning activities, even though learning is considered an individual process. The role of the teacher is to encourage the development and achievement of an effective classroom system. Thus, classroom management is a set of teacher activities to grow and maintain an effective classroom organization.

### **Classroom Management Objectives**

Classroom management objectives are already contained in general educational goals. The purpose of classroom management is to provide facilities for various student learning activities in the social, emotional, and intellectual environment in the classroom. The facilities provided enable students to study and work, create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual and emotional development, and attitudes and appreciation for students.

Suharsimi Arikunto, (2004) argues that the purpose of classroom management is so that every child in the class can work in an orderly manner so that teaching objectives can be achieved effectively and efficiently.

### **Conclusion**

1. The success of an educational institution will be highly determined by leadership. An educational leader must work based on the entrusted responsibility and not from unlimited power or opportunism. All the behaviors of an educational leader will color the institution they lead.
2. In education, quality service cannot be static. The perception of customers as stakeholders will continuously evolve alongside the ongoing relationship between the human resources providing the service and the customers as stakeholders who need the service. Thus, this interaction represents "moments of truth" in education quality management, and the perception of quality will dynamically develop.
3. An educational leader, in managing education amidst the competition of the ASEAN free market, should now realize that the application of management knowledge is no longer driven by worldly motivations but has shifted towards spiritual motivations.
4. Management is a set of activities to create and maintain an optimal condition for the learning process. It includes the arrangement of individuals (students) and facilities, starting from the beginning of the learning activities in the classroom until the end of the learning process.
5. A general understanding of a classroom is a group of students receiving the same lessons from the same teacher at the same time. The concept of a classroom can be distinguished from two perspectives: the physical perspective and the student perspective. Nawawi views the classroom from two angles: (a) The classroom in a narrow sense refers to a room enclosed by four walls, where a group of students gathers to participate in the teaching and learning process. This perspective implies static characteristics, as it merely designates the grouping of students based on their developmental level, including their chronological age. (b) The classroom in a broader sense refers to a small community that is part of the school community, organized as a dynamic unit that conducts creative teaching and learning activities to achieve specific goals.
6. Classroom management is a set of teacher activities to create and maintain order in the classroom through discipline (authoritative approach), which consists of various components: (1) A set of teacher activities to create and maintain order in the classroom through intimidation (intimidating approach). (2) A set of teacher activities to maximize student freedom (permissive approach). (3) A set of teacher activities to create a classroom environment by following prescribed instructions (cookbook approach). (4) A set of teacher activities to create an effective classroom environment through quality lesson planning and implementation (instructional approach). (5) A set of teacher activities to develop desired student behaviors by reducing undesirable behaviors (behavioral modification approach). (6) A set of teacher activities to develop positive interpersonal relationships and a positive socio-emotional climate in the classroom (creating socio-emotional climate approach). (7) A set of teacher activities to foster and maintain an effective classroom organization (social system approach) according to Arikunto (2004).

In addition to the above definitions, the definition of classroom management, or classroom administration, taken from National Education information, provides five definitions as follows:

1. Authoritative classroom management, involves a set of teacher activities to create and maintain order in the classroom, emphasizing discipline as a priority.
2. Permissive classroom management, where the view emphasizes that the teacher's task is to maximize student freedom. In this approach, the teacher helps students feel free to do what they want. Acting otherwise would hinder or interfere with the natural development of the child.
3. Behavioral modification-based classroom management, involves a set of teacher activities to develop desired student behaviors and reduce or eliminate undesirable behaviors. In short, the teacher helps students learn appropriate behavior through the application of principles derived from reinforcement theory.
4. Classroom management as the process of creating a positive socio-emotional climate within the classroom. This view presupposes that effective learning will occur in a positive climate, which is characterized by good interpersonal relationships between the teacher and students and among students. In establishing such an environment, the teacher plays a key role in developing a positive socio-emotional climate.
5. Classroom management based on the assumption that the classroom is a social system with group processes as its core. In this context, teaching is considered to take place in relation to a group. Thus, the life of the classroom as a group is considered to have a significant influence on learning activities, although learning is considered an individual process. The teacher's role is to encourage the development and achievement of an effective classroom system. Therefore, classroom management involves a set of teacher activities to foster and maintain an effective classroom organization.

The goal of classroom management is to ensure that every child in the classroom can work in an orderly manner, thereby achieving teaching objectives effectively and efficiently.

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