

ABSTRACT

Dewi, Angela Merici Yudiyanti Kusuma. 2012. Student Teachers' Classroom Management in *Micro Teaching Class*. Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Micro teaching is a teaching simulation which focuses on training for the accomplishment of a specific task. Therefore, the student teachers take responsibility of successfully teaching by employing many skills and techniques. One of the skills is classroom management. The ELESP student teachers are trained to be teachers. Thus, they have to be able to conduct the teaching well. In order to do so, they have to be able to manage the classroom since it plays an important role in the successful teaching.

The research was aimed to answer two questions: (1) What are the classroom management conducted by the ELESP student teachers? and (2) What are the classroom management problems that occur in the student teachers teaching practice? Therefore, this research studied Student Teachers' Classroom Management in Micro Teaching Class.

The subjects of the research were eight students of the ELESP of academic year of 2008/2009 who were taking Micro Teaching Class. The data were collected through four steps, first by using observation checklist, second by using observation note, third by using questionnaire, and the fourth was by using guiding questions for interview. The observation checklist was employed to gain data on the classroom managements conducted by the ELESP student teachers and as the main data. Observation note was employed in order to record the teaching performances. Questionnaire was employed to gain data based on the respondents' point of view. Then, guiding questions for interview was employed to validate the data.

The results of the research showed classroom management which was completed successfully was covenant management in managing the diversity which encompasses combining both female and male in a group, involving all students' participation, and taking part in the students' activity. In addition, content management and conduct management were also conducted by the ELESP student teachers. The student teachers conducted content management when they managed the space, material, conventional equipment, movement of people, and lesson. While student teachers conducted conduct management when they managed self behavior management: the student teachers showed friendly, used students' name in the learning process, and student teachers' voice was clear and students' behavior management: the student teachers gave compliments or reward to students. Meanwhile, there were several problems which occurred in the student teachers teaching practice related to content management and conduct management. The problems that occurred covering content management happened

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when the student teachers could not make contact with all students in big classes, manage the time which led into the failure to completing assignment, operate electronic equipment in less than three minutes which led into failure to preview media, and forget to check out audio visual and monitor the students and explain instruction clearly which led to student apathy and unclear assignment. Meanwhile, the problems covering conduct management happened when the student teachers could not build self-discipline which led into cheating and they could not correct inappropriate behavior causing talking out of turn and attention seeking.

Keywords: micro teaching, classroom management, content management, conduct management, covenant management



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Micro teaching merupakan simulasi pengajaran yang berpusat pada pelatihan untuk tercapainya tugas tertentu. Oleh karena itu, mahasiswa praktikan bertanggung jawab atas keberhasilan pengajaran dengan menerapkan teknik-teknik dan keterampilan-keterampilan yang mereka pelajari. Salah satu keterampilan tersebut adalah manajemen kelas. Karena mahasiswa micro teaching PBI merupakan mahasiswa yang dididik untuk menjadi guru, mereka harus mampu untuk menerapkan manajemen kelas karena hal tersebut memegang peranan penting terhadap kesuksesan pengajaran.

Penelitian ini bertujuan untuk menjawab dua permasalahan, yaitu (1) Manajemen kelas apa saja yang diterapkan oleh mahasiswa praktikan PBI? dan (2) Permasalahan apa saja yang muncul dalam manajemen kelas ketika mahasiswa praktikan PBI mengajar? Dengan demikian, penelitian ini meneliti tentang tentang bagaimana cara mahasiswa praktikan dalam menerapkan manajemen kelas.

Penelitian ini dilakukan terhadap delapan mahasiswa PBI tahun angkatan 2008/2009 yang sedang mengambil mata kuliah Micro Teaching. Ada empat tahapan dalam mengumpulkan data, yaitu observasi, catatan observasi, kuesioner, dan wawancara. Observasi digunakan untuk memperoleh data mengenai jenis manajemen kelas apa saja yang diterapkan oleh mahasiswa praktikan PBI dan sebagai data utama. Catatan observasi untuk mencatat seluruh kegiatan mengajar. Kuesioner untuk memperoleh data berdasarkan pendapat mahasiswa, sedangkan wawancara untuk mengklarifikasi hasil yang berbeda antara observasi dan kuesioner.

Hasil penelitian menunjukkan bahwa covenant management dalam manajemen keanekaragaman meliputi kombinasi antara pria dan wanita dalam satu kelompok, partisipasi seluruh siswa, dan keterlibatan didalam aktivitas siswa telah diterapkan dengan baik oleh praktikan. Selain itu, content management dan conduct management juga turut diterapkan oleh praktikan ketika mengajar. Content management diterapkan oleh praktikan ketika mereka melakukan manajemen ruang bahan ajar, peralatan konvensional, gerak siswa, dan pelajaran. Conduct management diterapkan oleh praktikan ketika mereka memajemen tingkah laku diri sendiri: praktikan bersikap ramah, menggunakan nama siswa dalam proses belajar, dan penggunaan suara yang jelas serta manajemen tingkah laku siswa: praktikan memberikan pujian kepada siswa. Sementara itu, ada beberapa masalah yang muncul dalam penerapan manajemen kelas. Masalah-masalah tersebut mencakup content management dan conduct management. Masalah dalam content management terjadi ketika praktikan tidak bisa menjangkau seluruh siswa di dalam kelas yang besar, manajemen waktu yang mengakibatkan tidak terselesaikannya tugas, mengoperasikan peralatan

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elektronik kurang dari tiga menit sehingga mengakibatkan kegagalan menampilkan media dan kealapan untuk mengecek audio visual, serta memantau siswa dan menjelaskan perintah secara jelas yang menimbulkan keacuhan siswa dan tugas yang tidak jelas. Sedangkan masalah conduct management terjadi ketika praktikan tidak bisa menciptakan disiplin pribadi siswa dimana hal ini mengakibatkan siswa mencontek, mengkoreksi tingkah laku yang kurang baik yang mengakibatkan siswa berbicara bukan pada waktunya dan mencari perhatian.

Kata kunci: micro teaching, classroom management, content management, conduct management, covenant management

