

**Effective Classroom Management During the Limited Face-to-Face Learning Period in Junior High School Medan****Rizky Agassy Sihombing<sup>1\*</sup>, Muslim<sup>2</sup>, Taufik Rahman<sup>3</sup>**<sup>1</sup>Universitas Pendidikan Indonesia<sup>2</sup>Universitas Pendidikan Indonesia<sup>3</sup>Universitas Pendidikan IndonesiaCorresponding author: [rizkyagassy@upi.edu](mailto:rizkyagassy@upi.edu)

**Abstract:** This research addresses the challenges posed by the Covid-19 pandemic to education, particularly the limitations of online learning and the subsequent implementation of limited face-to-face learning. Recognizing the significant impact of these challenges on both teachers and students, the study aims to explore factors influencing the efficiency of classroom management during limited face-to-face learning. Focusing on 8th-grade students at SMP Negeri 2 Percut Sei Tuan, the research utilizes a quantitative approach, employing a Likert scale questionnaire distributed to 15 students via Google Form. The key findings reveal a deficiency in creating a conducive learning climate (32% - Not good), with challenges stemming from limited physical interaction, technological barriers, and difficulties in maintaining student engagement. However, organizing the study room received positive responses (67.5% - Good), indicating effective physical layout and orderliness contributing to a conducive learning atmosphere. On the other hand, managing the interaction of teaching and learning activities scored lower (30% - Not good), highlighting challenges related to varied teaching methods, learning media, and active student participation. In conclusion, the research underscores the necessity for improvements in the classroom management process within the limited face-to-face learning context. The findings provide valuable insights for enhancing teaching strategies, fostering a more conducive learning environment, and ultimately contributing to the successful attainment of learning objectives within the constraints of limited face-to-face interactions. The study's implications extend to educators, researchers, and policymakers seeking to optimize the learning experience in the unique circumstances brought about by the pandemic.

**Keywords:** *Limited face-to-face; Classroom management; Learning***I. INTRODUCTION**

As we all know, the end of the Covid-19 pandemic hit the world, particularly Indonesia, in 2019. That it has a significant impact on the field of education. Since the Covid-19 pandemic broke out in Indonesia more than two years ago, the government has taken alternate actions in teaching and learning activities, including the implementation of an online learning process to limit the risk of Covid-19 transmission. In practice, however, online learning results in less than optimal teaching and learning activities for both teachers and students.

The most significant drawback of online learning, as perceived by teachers, is the inability to control and maintain a conducive learning environment due to limitations within the virtual space (Basar et al., 2021). The lack of interaction among students and between students and teachers results in difficulties in concentration, a decline in motivation, leading to diminished learning outcomes, and causing stress among students in the learning process (Selvaraj et al., 2021).

Along with the reduction in community activity limits, the government applied a new application in the teaching and learning process, namely limited face-to-face learning activities, to maximize the world of education. Limited face-to-face learning is a teaching and learning activity in which students and educators interact face-to-face on a limited basis while adhering to rigorous health guidelines. The maximum number of pupils is 50%, school activities follow the 5M health protocol, and the length of study hours is regulated by the education unit (Abwandi et al., 2022).

Despite the fact that the class is in a confined learning context, it must be managed effectively. A teacher must be able to effectively supervise a class. Teachers must be able to establish a pleasant learning environment, suitable study rooms, and manage the interaction of teaching and learning activities. Teachers influence, direct, motivate, and guide pupils to reach desired goals in order to increase learning efficacy (Mubarok, 2022). Through classroom management, a teacher must be able to instill in students a sense of individual learning. In times of limited face-to-face learning, implementing effective classroom management is crucial for several reasons (Centre for Education Statistics and Evaluation, 2020; Setiyowati, 2017; Gultom & Saun, 2016). It optimizes learning opportunities by ensuring focused interactions, promotes individualized learning tailored to students' needs, minimizes disruptions for efficient use of time, establishes a positive learning environment to address challenges, and enhances teacher-student relationships, positively impacting student motivation and participation, as well as varying levels of interest in the concepts being taught (Manurung et al., 2021; Panggabean et al., 2023). Overall, the urgency of implementing classroom management during limited face-to-face learning lies in its ability to maximize instructional time, foster personalized learning, create a conducive atmosphere, and strengthen teacher-student connections for an effective educational experience.

In the context of successful learning, it is supported by the ability of skilled teachers to properly carry out learning process activities and students to remain active. The teacher's ability to manage the class is critical. That the teacher's function as a student learning

facilitator is prioritized, because students must re-adapt the implementation of limited face-to-face learning (PTMT), which is the most recent policy regarding the learning process throughout this Covid-19 epidemic (Wati et al., 2021). The creativity of educators is very influential in achieving learning goals (Sihombing et al., 2022; Simatupang et al., 2023).

Classroom management is a form of teacher effort in managing and packaging learning so that learning is structured, systematic, fun so that it can optimize students' potential (Sutisna & Indraswati 2021). Classroom management activities include: maintaining class order, maximizing student freedom in the context of learning, planning lessons, developing positive student behavior, developing interpersonal relationships and creating a positive socio- emotional climate in every learning (Astuti, 2019).

When implementing classroom management when face-to-face learning is limited, challenges and impediments must be overcome by both teachers and students, such as the process of adapting learning by students with new habits, namely the application of health protocols, of course this will have an impact on the existing classroom management process (Octavia et al., 2021), then in times of limited face-to-face learning, both teachers and students face challenges, including adapting to new online learning habits, implementing health protocols, dealing with reduced social interaction, overcoming technological barriers, maintaining student engagement, assessing progress in a virtual setting, addressing emotional well-being, balancing workloads, involving parents more, and managing classrooms effectively online (Sugiarto, 2022; Prasetyo, 2022; Dayagbil et al., 2021) . Successful navigation of these challenges demands collaborative efforts, adaptability, and innovative solutions from both educators and students for a productive learning experience.

The classroom management strategies that have been carried out are assessed by the teachers as very helpful in creating an interesting and challenging learning atmosphere for students. So that it becomes a trigger for teachers to continue to innovate in developing better classroom management (Abdulah et al., 2022). The creativity that the teacher must develop is the power (creativity) that first arises and stimulates students towards restating, reviewing, rethinking, and rediscovery, which gradually but surely leads to new discoveries and the emergence of new problem. Classroom management strategies, as evaluated by teachers, are deemed highly beneficial in establishing an engaging and challenging learning environment for students. The extent to which classroom management can assist teachers is multifaceted. It not only contributes to maintaining order and fostering student engagement but also plays a role in influencing teacher creativity (Yulianengsih, 2023). Effective classroom management allows teachers the freedom to innovate in their teaching methods, creating a space where

they can experiment with diverse approaches, incorporate creative elements, and tailor their methods to better meet the needs of their students (Einsenman et al., 2015). Overall, successful classroom management is integral not only to student learning but also to unlocking and enhancing teachers' creativity and effectiveness in the educational process.

The limitation of the number/capacity of pupils in the classroom when learning is an example of a limited face-to-face learning impediment that we can perceive. Some schools have implemented an odd/even system in the classroom learning process. It is carried out as recommended by the government, which is a maximum of 50% capacity per class so that in one group there are two groups. The odd/even system is considered one of the alternative solutions for learning that is currently being carried out (Rofiyah, 2022).

The exploration of effective classroom management during the limited face-to-face learning period in Junior High School Medan adds a distinctive contribution to existing literature, offering insights tailored to the specific challenges of this educational context. By aligning with similar research, this study enhances the understanding of shared patterns, contrasts, and effective strategies, fostering a more comprehensive knowledge base for educators and researchers engaged in addressing the complexities of managing classrooms within constrained in-person learning environments.

Due to the critical role of classroom management in facilitating the limited face-to-face learning process, teachers must adeptly handle the classroom environment during the implementation of Limited Face-to-Face Learning (PTMT), directly influencing students' learning success. In light of this, the researchers embark on a study titled "Effective Classroom Management during the Limited Face-to-Face Learning Period in Junior High School Medan" with the primary purpose of investigating various factors influence the efficiency of classroom management during limited face-to-face learning (PTMT) during the Covid-19 epidemic. The additional purpose of the research is likely to explore the challenges faced by both teachers and students during the limited face-to-face learning period in Junior High School Medan, and to provide valuable insights and recommendations for improving classroom management strategies tailored to this unique educational setting.

## **II. RESEARCH METHOD**

### **Research Approach**

This research is a non-implementative research type, namely the analytical method. The analytical method involves the skill of examining objects, individuals, or actions in a thorough and insightful manner to draw conclusions. This may involve the application of

scientific investigation to scrutinize a subject. It is occasionally denoted as analytical techniques, approach, skill, and so forth (Rigal-Aragón, 2020). The research strategy is a case study in Class VIII SMP Negeri 2 Percut Sei Tuan. This study uses a quantitative approach to describe and analyze student responses to effective management class during limited face-to-face learning.

The selection of a quantitative approach for this study is driven by the need for a systematic and numerical analysis of student responses to effective management classes during limited face-to-face learning. Quantitative methods, including surveys and statistical analyses, are chosen to gather numerical data on a broad scale. This approach offers a comprehensive insight into student perceptions, allowing for the identification of patterns and statistical relationships. The decision to opt for a quantitative methodology is grounded in the aim to provide an objective and widely applicable understanding of the impact of classroom management strategies in the context of limited face-to-face learning (Creswell & Creswell, 2017; Fraenkel et al., 2018).

The focus of this study is to determine the effectiveness of classroom management during face-to-face learning at SMP Negeri 2 Percut Sei Tuan. In revealing the substance of research in this focus, in-depth observations are needed and carried out in natural conditions (natural settings). Based on the objective of this research focus is to find out the extent to which teachers can create an appropriate learning climate for students during limited face-to-face learning, to determine the teacher's ability to manage the study room (classroom) properly so as to create a comfortable atmosphere for students, and find out how the teacher manages the interaction of teaching and learning activities that are good for students.

The study used an instrument in the form of a questionnaire that would be given to students directly and provided four answer choices based on a Likert scale. The research questionnaire was prepared using a study literature and then obtained indicators or sub-indicators and then arranged into a grille of research instruments. Each indicator is translated into a statement that is negative and positive. The instrument had been validated by one expert.

### **Population, Samples, and Sampling**

According to Sugiyono (2017) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics. The population of this study were 8th grade students of SMP Negeri 2 Percut Sei Tuan, while the sample of this study were 15 students of grades VIII-1 SMP Negeri 2 Percut Sei Tuan which consisted of 7 boys and 8 girls, with an average age of 13 years.

The sampling technique in this study used a simple random sampling technique. Simple random is a type of probability sampling in which the researcher randomly selects a subset of participants from a population. Every member of the population has an equal chance of being selected. Data is then collected from the largest possible percentage of this random subset. So the number of samples used in this study were 15 students of class VIII SMP Negeri 2 Percut Sei Tuan. Data Collection Techniques

This study uses three data collection techniques that are in accordance with the form of a quantitative approach and the data sources used are the observation, questionnaire method and the interview method.

### **1. Observation Guidelines**

Observation guidelines are the process of examining documents that can provide precise and accurate information, so guidelines or guidelines are needed that will direct the examiner to aspects that need to be carried out systematically. Observation guidelines are carried out by going directly to the field whose purpose is to collect data by asking themselves to the object being studied.

### **2. Questionnaire Guidelines**

Suharsimi (2017) said that a closed questionnaire is a questionnaire that is presented in such a way that the respondent only needs to put a tick (√) in the appropriate column or place. An open questionnaire is a questionnaire that is presented in such a way that the respondent can provide information according to his wishes and circumstances. Mixed questionnaire is a combination of open and closed questionnaires. The questionnaire or questionnaire used in this study was a closed questionnaire and was given online via Google Form to students.

The questionnaire was used to reveal data on the effectiveness of classroom management during limited face-to-face learning (PTMT) during the Covid-19 pandemic by measuring the Likert scale with 4 alternative answers 4 (Always), 3 (Often), 2 (Rarely) and 1 (Never). A Likert scale with a 4-Point Scale is essentially a compelled Likert scale. It is termed as such because users are compelled to express an opinion, eliminating a neutral or middle-ground option (Pimentel, 2010).

### **3. Interview Guidelines**

Interview techniques are now used in several fields, through face-to-face verbal exchanges, group exchanges and telephone or internet surveys. Interviews rely on interactive methods in which mutual learning occurs between those involved in the interview process. In

this sense, interviewing is an active research process in which interviews or “contextually tied and co-created stories” are produced by the interviewer and the interviewee (Young *et al.*, 2018). The interview guide used was structured using open-ended questions. Interview guidelines were used in the preliminary research. Guidelines are used to obtain directed information from sources according to research needs regarding management class during the limited face-to-face learning.

### **Data Analysis Technique Descriptive Analysis**

This analysis is explanation using a table. The data were grouped and analyzed based on the answers to the questionnaires obtained from the respondents’ samples using data tabulation. In this analysis will be explained how the actual condition of each variable. The process of this analysis is as follows:

#### **1. Data Verification**

That is re-checking the questionnaire that has been filled out by the respondent to ensure whether all statements have been completely answered by the respondent.

#### **2. Measurement Scale**

The measurement scale used is the Likert scale, which is used to measure creating a right learning, organizing study room, managing the interaction of teaching and learning from a student during limited face-to-face learning. The scale used is 4 (Always), 3 (Often), 2 (Rarely) and 1 (Never).

#### **3. Variables in Research**

The independent variables in this study are creating a right learning (X1), organizing study room (X2), and managing the interaction of teaching and learning (X3) while the dependent variable is the effective classroom management during the limited face-to-face learning (Y).

#### **4. Calculating Respondent’s Answer Value**

The number of respondents is 15 people with the largest measurement scale is 4 and the smallest measurement scale is 1, so that the cumulative number is  $15 \times 4 = 60$  with the smallest cumulative number  $15 \times 1 = 15$ . The largest percentage value is  $(60:60) \times 100\% = 100\%$ . While the smallest percentage value is  $(15:100) \times 100\% = 15\%$ . The range value is  $100\% - 15\% = 85\%$ . If the range value is divided by 4 measurement scales, it will get a presentation interval value of 21.25%. With the description of the percentage as follows:

- Minimum score =  $1 \times 15\% = 15\%$
- Maximum score =  $(60:60) \times 100\% = 100\%$

- Range = 100% – 15% = 85%

So that the classification of the percentage assessment is obtained as follows, in Table 1.

Table 1. Score Interpretation Category

Score Percentage	Qualification
>81,25%-100%	Very good
>62,50-81,25%	Good
>43,75%-62,50%	Enough
25%-43,75%	Not good

(Fitria & Ariva, 2018)

The hypothesis chart of this study as shown in Figure 2.

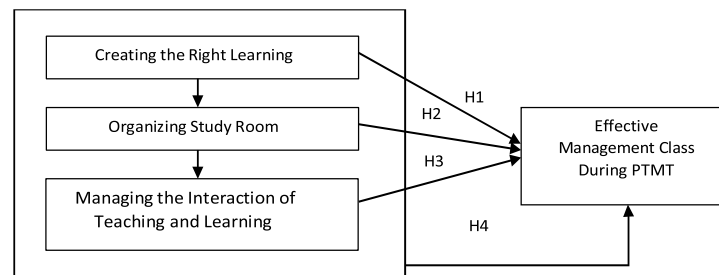


Figure 2. Hypotheses Chart

### Classroom Management and The Indicators

Effective classroom management refers to the set of strategies, techniques, and practices employed by teachers to create and maintain an environment conducive to learning (Hans & Hans, 2017), where students can actively engage in educational activities. It involves the establishment of a positive and organized atmosphere that fosters student participation, minimizes disruptions, and enhances overall learning outcomes (Nagler, 2016).

Effective classroom management involves promoting positive student behavior, active engagement, and clear expectations for both behavior and academic performance. It also emphasizes efficient time management, open communication, and the establishment of consistent routines to create a secure learning environment (George et al., 2017). Additionally, it fosters inclusivity, adaptability, and effective conflict resolution, while employing positive reinforcement and constructive feedback to encourage desired behaviors and contribute to a supportive learning atmosphere (Gunersel et al., 2023).

#### 1. Creating the Right Learning Climate:

Creating the right learning climate is pivotal for cultivating an environment that nurtures positive student experiences. This entails not only the physical setting of the classroom but also the emotional and social dynamics that significantly impact students' engagement and motivation. By fostering a positive and conducive atmosphere, teachers aim to instill a sense of belonging among students, encouraging them to actively participate in the



learning process (Monteiro et al., 2021; Brophy, 2006). This approach recognizes the interconnectedness of emotional and social factors with students' attitudes toward learning, ultimately contributing to a more enriching and effective educational experience.

## 2. Organizing Study Room:

Organizing the study room is a strategic aspect of classroom management that focuses on the physical design and arrangement of the learning environment to enhance the overall learning experience. This involves thoughtfully planning the placement of desks, learning materials, and resources to create a space that optimizes learning opportunities (Nyabando, 2019; Marzano et al., 2003). The goal is to establish a classroom layout that not only facilitates a smooth flow of activities but also minimizes distractions.

## 3. Managing the Interaction of Teaching and Learning:

Managing the interaction of teaching and learning is a crucial aspect of effective classroom management that focuses on creating an environment conducive to dynamic and engaging instructional activities. This dimension involves the intentional guidance and facilitation of communication between the teacher and students throughout the learning process. Teachers employ various strategies to encourage active participation, posing effective questions and fostering a dynamic exchange of ideas (Rands & Gansemer-Topf, 2017; Wong & Wong, 2009).

## III. RESULTS

After analyzing the data and research, the results obtained for class management on the subject are as follows:

Table 2. Score Interval

Score Interval	Answer	Explanation
100 % - 80%	Very often	Very Good
61% - 79%	Often	Good
44% - 60%	Rarely	Enough
29% - 43%	Never	Not good

The results of the research by distributing questionnaires were carried out on March 2, 2020 to class VIII students at SMP Negeri 2 Percut Sei Tuan. The following results of the questionnaire data analysis that have been given to students as many as 20 questions can be seen in Table 3.

Table 3. Results of Student Questionnaire Data Analysis

Aspect	Percentage	Category
I. Creating the Right Learning Climate	32%	Not good
II. Organizing Study Room	67,5%	Good

III. Managing the Interaction of Teaching and Learning Activities	30%	Not good
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Certainly, here are explanations for aspects I, II, and III based on the provided percentage categories:

**I. Creating the Right Learning Climate (32% - Not good):**

The aspect of “Creating the Right Learning Climate” received a percentage of 32%, falling into the category of “Not good.” This suggests that a relatively low proportion of students perceive the learning climate in the classroom as effective in fostering a positive and conducive environment. Possible issues may include challenges in establishing a supportive atmosphere that encourages active engagement and motivation.

**II. Organizing Study Room (67.5% - Good):**

The aspect of “Organizing Study Room” achieved a high percentage of 67.5%, categorizing it as “Good.” This indicates that a significant majority of students find the organization and arrangement of the study room effective. The positive response suggests that the physical layout and orderliness of the study space contribute positively to the learning environment, facilitating a conducive atmosphere for effective study.

**III. Managing the Interaction of Teaching and Learning Activities (30% - Not good):**

The aspect of “Managing the Interaction of Teaching and Learning Activities” received a percentage of 30%, placing it in the category of “Not good.” This implies that a relatively low percentage of students perceive the management of interactions during teaching and learning activities as effective. Challenges in facilitating dynamic exchanges, encouraging participation, or fostering a communicative atmosphere may contribute to this lower evaluation.

**IV. DISCUSSION**

According to the questionnaire data, various factors influence the efficiency of classroom management during limited face-to-face learning (PTMT) during the Covid-19 epidemic. According to Table 2, the first factor, namely creating the optimal learning climate, has a proportion of 32%, which is in the poor category. Teachers may face challenges in creating an optimal learning environment during restricted face-to-face learning due to factors such as limited physical interaction, technological barriers, the need to adapt teaching strategies, difficulty in maintaining student engagement, ensuring inclusivity, addressing emotional well-being, managing virtual classrooms, and assessing student progress effectively (Hollister et al., 2022; Johnson et al., 2016). These challenges underscore the

importance of teacher adaptability and innovation to navigate the unique demands of restricted face-to-face learning environments. This demonstrates that teachers encounter challenges in creating an optimal learning environment for pupils during the restricted face-to-face learning procedure.

This also certainly has an impact on the learning process for students, where of course teachers and students still have to adapt to different learning conditions from face-to-face learning that was previously accomplished. Based on Octavia et al., 2021 there are several causes behind the learning climate during PTMT is still not good, based on student responses to the questionnaire it is known that there are still deficiencies in the indicators of practicing classroom management skills, namely according to students during class lessons, students cannot hear the teacher's explanation clearly because the voice is too low, and teachers still often leave the classroom when students are working in groups, so the class atmosphere becomes noisy.

As a result, it is vital for the teacher's role to maximize the classroom management process in terms of generating the correct learning climate so that the learning process can operate efficiently during limited face-to-face activities. Efficiency in classroom management is crucial during limited face-to-face activities as it optimizes instructional time, maximizes student engagement, minimizes disruptions, fosters a positive learning climate, facilitates individualized learning, reduces stress for both teachers and students, and ultimately enhances overall learning outcomes (Darling-Hammond & Cook-Harvey, 2018; Oliver & Reschly, 2007). According to Wati et al., (2021), effective classroom management in learning requires teachers to manage and utilize limited time in delivering material so that students grasp as desired.

The next aspect, namely arranging the study room, can be seen in table 2 that the percentage value of arranging the study room during limited face-to-face learning is 67.5%, which is in the good category, as evidenced by the students' responses to the questionnaire questions. The implementation of classroom management in the aspect of arranging the study room is rated as good, including: the arrangement of student seating, the use and arrangement of educational media, specifically the placement of pictures/posters/educational media in the classroom that are easily seen by students, and the provision of health protocol tools, specifically in the classroom. Masks and hand sanitizer are available in class. Arranging the study room is crucial for student engagement as it minimizes distractions, enhances concentration, encourages productivity, promotes effective time management, and creates a positive and motivating learning atmosphere (Dornyei & Muir, 2019; Goss & Sonnemann,

2017). A well-organized study space supports individual learning styles, reduces stress and anxiety, and facilitates goal-oriented learning, contributing to a conducive environment for effective and focused academic pursuits. According to Sistiari et al., (2020), limited face-to-face learning is face-to-face learning that is carried out by implementing the Covid-19 prevention process and paying attention to the preparations made by schools prior to the start of limited face-to-face learning, ensuring that face-to-face learning is limited. take place in a safe manner.

The final part is controlling the interaction of table 2's teaching and learning activities. According to the findings of the study of student response questionnaire data, controlling the interaction of learning activities during face-to-face learning is restricted to 30%, which falls into the poor category. There are several reasons why the management of the interaction of teaching and learning activities during PTMT is still not good; based on student responses to the questionnaire, it is clear that there are still flaws, namely the use of learning media and teacher teaching methods that are still less varied, causing students to become bored while participating in learning. Another disadvantage is that the teacher speaks more during the learning process, while I and the other students simply sit and listen without being allowed to participate in a discussion. As is well known, the importance of using teacher learning media to achieve learning objectives so that they can explain learning materials in a systematic order and assist in presenting interesting material to improve learning quality and increase students' motivation and interest in learning (Nurrita, 2018). As a result, teachers must enhance their management of the interaction between teaching and learning activities, one of which is the use of diverse learning methods and media.

Based on the findings of the study, it is possible to conclude that the effectiveness of classroom management during face-to-face learning is limited during the Covid-19 pandemic in class VIII SMP Negeri 2 Percut Sei Tuan in the aspect of managing the study room has been carried out well, but for the overall implementation class management has not been carried out optimally, as seen from the aspect of creating the right environment.

Therefore, in order to create a beneficial learning environment for teachers and students for the learning objectives to be attained, it is required for improvements in the classroom management process that could be carried out by teachers within the limited face-to-face learning process. The goal is to create a more beneficial learning environment for both teachers and students, ultimately contributing to the successful attainment of learning objectives within the constraints of limited face-to-face interactions. The research may seek

to provide specific insights, strategies, or recommendations for enhancing classroom management practices to optimize the learning experience in this unique educational context. This is consistent with the assertion provided by Abwandi et al., (2022) that the pattern of limited face-to-face learning (PTMT) is implemented widely in order to maintain ongoing, multi-directional interaction between teachers and students. In order to effectively and successfully accomplish learning objectives, limited face-to-face learning (PTMT) is carried out while still utilizing constructivist theory and learning principles. Conducting an evaluation is required to assist the achievement of the limited face-to-face learning objectives (PTMT).

## V. CONCLUSION

Based on the results of the research obtained, it can be concluded that the effectiveness of class management in face-to-face limited learning (PTMT) during the Covid-19 pandemic in class VIII SMP Negeri 2 Percut Sei Tuan in the aspect of managing the learning space has been carried out well, but for the overall implementation of classroom management implementation has not been carried out optimally, it can be seen from the implementation of aspects of creating the right learning climate and managing the interaction of learning activities in face-to-face limited learning which is still not good. Therefore, it is necessary to improve the classroom management process that can be carried out by teachers during the PTMT learning process in order to create a comfortable learning process for teachers and students to achieve the learning objectives to be achieved.

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