

# the most accurate

*by* Dwi Agus Dwi Agus Setiawan

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## The most accurate classroom management and assesment

A. D. A Setiawan, & A. A Putri

*Universitas Kanjuruhan Malang, Malang, Indonesia*

**ABSTRACT:** Teacher professional competence is part of the ability. Classroom management is part of teacher management in applying classroom learning. This study focuses on Management of Classroom Based Assessment Authentic Assessment In Curriculum 2013 Thematic Thematic Approach. This study aims to: (1) Describe the management of classroom management and assessment of learning outcomes based on Authentic Assessment. Subjects of class I to grade VI, grade I to class VI and Principal SDN Kebonsari 1 Malang. Data collection techniques used in this study are observation, in-depth interviews, documentation. The result of this research is that the competence of teacher profession in management of classroom management in class I to class VI (condition and competence of teacher in Teaching) 85% have good, in 85% learning facility arrangement (physical condition) is good, to create relationship of socio condition the good emotion in the 85% class is well established, and in organizational settings 75% of learners apply well organizational conditions settings. Implementation of Authentic Assessment-based classroom management that manage a classroom environment and conduct an assessment in the learning process students need to pay attention to three aspects of planning, implementation and evaluation during the learning process in the classroom so as to create a conducive and effective classroom management.

### 1. INTRODUCTION

The era of globalization of education is essential and decisive, especially quality education, because education is the door of all science and technology, to achieve the progress and success of an institution must dare to compete to display the hallmark of its superiority. Education is closely related to teaching and learning process. The process of teaching and learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals Education is an effort so that humans can develop their potential through learning process or other known means and Acknowledged by the community Mulyasa (2013: 20) states that the macro national education aims to form an autonomous educational organization so as

to innovate in education, while the micro aims to form people who believe and piety to God Almighty, ethical, To become an independent human being In an education there is an educator called teacher. The elementary school teacher is the spearhead of success in shaping the nation's next generation of quality, seems to have really high professional skills and attitudes, can work earnestly in educating students for quality. According to Usman (2006: 4) "competence is a thing that describes a person's qualifications or qualities, both qualitative and quantitative". This shows that the competencies that must be possessed by teachers in carrying out their professional tasks are intact and integrative competencies covering aspects of knowledge, skills and behavior. In other terms, educator or teacher. Danim (2013: 98) Management Classroom management

is an activity undertaken by teachers to their students in the classroom as an effort to organize all learning components to run conductively to achieve educational. This education should be instilled early on so that in the implementation of everyday life a child is able to condition his personality based on received education. In response to the educational goals, of course can not be separated from the curriculum of education. The curriculum is a container that will determine the direction of education. The success or failure of an education depends on the curriculum used. "The curriculum is a set of plans and arrangements regarding the content and lesson materials and ways used as guidelines for the implementation of teaching and learning activities". (Law No. 20 Year 2003 on National Education System). Implementation of Curriculum 2013 is a continuous step before that is Competency Based Curriculum (KBK 2004) and Education Unit Level Curriculum (KTSP 2006). In the curriculum of 2013, the applied learning is using scientific approach. Fadillah (2014: 175) states that "The scientific approach is the approach used in learning in the Curriculum 2013 which is done through a scientific process. The scientific process includes observing, questioning, experimenting, associating, and communicating. With learning that conducts the scientific process is expected students can achieve the competencies that must be achieved and the maximum student learning achievement. So in the thematic lessons the teacher is only a facilitator and the teacher should be able to create effective classroom conditions and enjoyable learning.

In addition, learners should have good skills in managing the class so as to create a conducive learning atmosphere. This is in line with Danim and Danim's (2013: 98) opinion that classroom management or classroom management is the planning, implementation and evaluation process undertaken by the

teacher, either individually or with or through others (eg with peers or students themselves). So the role of the learner is not only to create an effective and conducive learning atmosphere, but the learner's role must also be able to carry out the classroom management starting from the planning, implementation and evaluation process that will be implemented in the classroom. In harmony with Jihad's opinion (2008: 93-94) states that "classroom assessment is a teacher activity associated with decision-making about achieving competence or learning outcomes of learners after attending a particular learning process

Class assessment is done through planning steps, compilation of assessment tools, information gathering as well as some evidence showing the achievement of students' learning outcomes, processing, and use of information about learners' learning outcomes. Classroom assessments are conducted in a variety of ways, such as performance appraisals, attitude assessments, written and paper assessments, project appraisals, product assessments, assessments through work or portfolio work, and self-assessment. This is in accordance with the opinion of Musfah (Kemendikbud, 2013) states that authentic assessment (Authentic Assessment) is a significant measurement of the learning outcomes of learners for the sphere of attitude, skills, and knowledge.

## 2. METHOD

This research is a type of descriptive qualitative research. The location of research conducted by researchers is in SDN Kebonsari 1 Malang which is located at Jl. Satsui Tubun No. 178 Malang Tel. Research subjects are classroom teachers, students and principals in SDN Kebonsari 1 Malang. Data collection procedure in this research is interview, observation, documentation. This research instrument uses field note technique. Data analysis technique is done is qualitative data analysis. Qualitative data is data that is

descriptive, description, information, and are not words in the form of numbers. Researchers use a source triangulation technique that agrees with Sugiyono (2011: 373) that triangulation with the source is done by checking the data that has been obtained through several sources. The stages of research implementation are the pre-field stage, field work stage and data analysis phase

### 3. RESULT AND DISCUSSION

Overall, the results of the management of classroom management class I - VI SDN Kebonsari 01 Malang Malang on the aspect of competence Teacher professionalism in Classroom management is an activity undertaken by teachers to their students in the classroom as an effort to organize all learning components in order to run with conducive To achieve the educational objectives The results of the assessment analysis of classroom management management from class I to VI of the indicator (1) Set the emotional conditions of class I to class VI ranging from student behavior, discipline in the classroom side, Class, class learning dynamics, passionate learning in the classroom is very good and conditional, (2) Setting classroom learning facilities from class I to class VI condition of classroom ventilation, classroom lighting, sit comfort, side placement, Already showing condition Good discipline and democracy. (3) The sociomaterial condition of teachers from grades I to VI is the type of leadership of the teacher's attitude in the classroom, the voice of the teacher in the classroom, the development of teacher relationships always reminds the first-grade students to communicate well with their polite and courteous friends and teachers already democratic and disciplined in the classroom. (4) The organizational condition of class I to class VI which includes the turn of the lesson, the teacher can not attend. Problems among students in the classroom, flag

ceremony activities, all teachers have provided information to the school and entrusted to the teacher and the condition of the teacher has been disciplined and democratic in the organizational conditions and the teacher has made the problem students in the class and advised him in a good way, the teacher always keep an eye on and observe the gestures of the students during the flag ceremony, so that discipline of the students and teachers can be seen. While the assessment of learning outcomes based on Authentic Assessment in class I up to grade VI in SDN Kebonsari 1 Malang showed good results from the affective and psychomotoric aspects, the teacher was able to observe during the class, the teacher asked questions directly to check the students' personal records, Of cognitive student teachers have been able to create varied types of questions from multiple choice essays, short descriptions and multiple choice. While classroom management with assessment based on Authentic Assessment in class I to class VI in SDN Kebonsari 1 Malang from planning, implementation, assessment.

### DISCUSSION

#### 1.1. CLASS MANAGEMENT I-VI

Based on the results of research that the learner of class I to class VI in SDN Kebonsari 1 Malang in managing a classroom environment is a learner's skill in creating an effective learning atmosphere. This is in line with the opinion of Wiyani (2013: 59) which states that classroom management is a skill teacher as a leader and manager in creating a conducive classroom climate for the success of teaching and learning activities. In people's settings (the emotional state) a learner has his or her own efforts to create a conducive learning environment. In line with the opinion of Lecturer Team of Education Administration of Education Universitas Indonesia (2012: 108) stating that the arrangement of people or students is how to organize and accelerate students



in classes that suit their potential and intellectual and emotional development. In the setting of learning facilities in the classroom every learner from class I to class VI looks at things that support the learning process in the classroom such as ventilation, lighting, sit-down comfort, student sitting placement, and storage arrangement of goods. Each classroom in class I to class VI has good ventilation and lighting. Each learner pays attention <sup>3</sup> ventilation and lighting in the classroom so that students are comfortable in the learning process. In line with the opinion of Lecturer Team of Education Administration of Education Uversitas Indonesia (2012: 112) which explains that temperature, ventilation and lighting are important asset for the creation of comfortable learning atmosphere. Therefore, ventilation and lighting should be sufficient to ensure the health of students during the learning process in the classroom. Setting the socio-emotional conditions in the classroom is one of the learner's responsibilities in managing the classroom that includes the teacher's leadership type in the classroom. Teacher, teacher voice and good rapport (raport). In the setting of the socio-emotional conditions of each class I to class VI students have their own efforts in conditioning the situation in the classroom. One way is to use the type of democratic leadership applied in the classroom while teaching. In line with the opinion of Lecturer Team of Education Administration of Education Uversitas Indonesia (2012: 113) which explains that teacher role and teacher leadership type will color emotional atmosphere of student in class. The type of leadership used by each learner will have an impact on the student. A learner should be able to organize the conditions in the classroom. In line with <sup>17</sup>Wiyani's opinion (2013: 87) during the teaching and learning activities took place in the classroom, the teacher as a manager acts as an <sup>18</sup>anizer that organizes and monitors teaching and

learning activities from the beginning to the end of the activity. So in organizational conditions that include changing hours of lessons, teachers are unable to attend the class, the problems between students and flag ceremonial activities conducted by each learner in class I to class VI varies greatly.

## 1.2. AUTHENTIC ASSESSMENT CLASS I- VI

### A. <sup>7</sup>FFECTIVE

Based on the results of the study, it is known that the learner in class I to class VI assess the attitude competence through observation techniques. The results also show that in the assessment of the competence of religious attitudes and social attitudes, the instrument used is the rating scale with the criteria of attitudes assessed that are not seen, start to look, begin to grow, and entrenched. The scores for each of these criteria are 1 = not yet seen, 2 = start to look, 3 = start developing, and 4 = entrenched. The results are in accordance with the opinion Abdullah (2016: 137) which explains that behavioral observation can be used using checklists and rating scale, which contain certain behaviors expected to arise from the learner in general, or under certain circumstances. In addition to observation, learners in class I to class VI in conducting an attitude assessment also use the question directly or interview to the students concerned.

### B. COGNITIVE

In the results of the study, each learner in class I to class VI uses written tests and oral tests to conduct students' cognitive assessment. Written test is done when performing daily test, UTS or UAS, while the oral test is done question and answer directly at the time of learning process to know seberapa far understanding of student to material which have been submitted. The form of written test used is a multiple choice, a

questionnaire test and a description. In line with the opinion of Abdullah (2016: 175) which explains that several types of test instruments commonly used in written tests include multiple choice, true-false test, matchmaking questions, short or complementary test questions, and test questions Description. In using the form of writing test instrument must be adjusted to the material, the theme / subtema characters, the language used should be easily understood by the students and the formulation of questions or questions should be clear and assertive.

### C. **PSYCHOMOTORS**

Based on the results of the research, the skill assessment using project assessment techniques is done by the teacher by preparing the instrument that will be used to assess and determine the scale as the target to be achieved. The project assessment technique is carried out from the beginning to the end of the finished project. This is similar to Jihad and Haris (2009: 110) which explains that project appraisal starts from planning, process of work, until the end of the project. In addition, the implementation of product assessment is not much different from doing project assessment. Learners in class I to class VI do product assessment based on the ability of the manufacturing process and the quality of a product produced. This is similar to Jihad and Haris (2009: 110) which explains that the assessment of the product is an assessment of the manufacturing process and the quality of a product. So that the learners in class I to class VI in the assessment include assessment of the ability of students to make products technology and art. In conducting the assessment of the learner portfolio in grades I to class VI performs regular and ongoing assessments based on the collection of work or tasks of students within a certain period. It agrees with Jihad and Haris (2009: 112) which

explains that portfolio valuations basically assess individual student work at a period for a subject. In addition, learners in class I to class VI prepare the instrument and assessment scale to be used in the assessment.

### 1.3. CLASS MANAGEMENT BASED ON AUTHENTIC ASSESSMENT CLASS I-VI

Implementation of the management class with Authentic-based assessment (Authentic Assessment) in class I SDN Kebonsari 1 Malang performed by each learner in the class I to class VI is not much different from what is done in general. Classroom management is done by planning, implementing and evaluating the learning process in the classroom. In planning every learner in class I to class VI in SDN Kebonsari 1 Malang prepare an RPP (Learning Implementation Plan), media and other learning tools to support the learning process in the classroom. In line with the opinion of Majid (2006: 17), which explains that the learning plan is a process of preparation of the subject matter, the use of a medium of instruction, and the use of approaches and methods of teaching and assessment in a time allocation will be carried out at certain times in order to achieve a predetermined goal. In classroom management based on Authentic Assessment in class I to class VI a learner should really pay attention to classroom arrangement so that the learning process progressed conducive. This is in line with the opinion of Wiyani (2013: 59) which states that classroom management is a skill teacher as a leader and manager in creating a conducive classroom climate for the success of teaching and learning activities. In the evaluation of the learning process, each learner in the class I to class VI using the assessment in accordance with curriculum guidelines in 2013 that using the authentic assessment covering three

aspects (16) the assessment that is the attitude, knowledge and skills. In line with the opinion of Kemendikbud (2013: 240) which explains that in the curriculum 2013 the authentic assessment applied covers all aspects of attitude, knowledge and skills. Significant measurements of learners' learning outcomes for the sphere of attitude, skills and knowledge.

## CONCLUSION

Classroom management in class I to class VI in SDN Kebonsari 1 Malang almost all not much different in managing classroom environmental conditions. Each learner has a special step in managing a classroom environment from regulating emotional states, organizing learning facilities, managing socio-emotional conditions and organizational conditions. Assessment of learning outcomes with Authentic Assessment based on class I to class VI in SDN Kebonsari 1 Malang adjusted to the applicable curriculum that is Curriculum 2013. Assessment of learning outcomes undertaken by the learners or guardians in class I to class VI includes assessment of the realm Affective (attitude assessment), cognitive (knowledge), psychomotor (skills). Conducting an assessment of student learning outcomes based on Authentic Assessment has the characteristics of each of each aspect to be assessed. A learner should have a guide that will be used in the assessment. So that aspects will be assessed not out of a guideline contained in the Curriculum applicable especially in the Curriculum 2013.

## SUGGESTION

Classroom management with Authentic Assessment based assessment in

grade I to class VI in SDN Kebonsari 1 Malang that managing a classroom environment and doing an assessment in student learning process during learning is not easy for a learner. Each learner should have an effective step in regulating the classroom environment and assessing during the classroom learning process. So in regulating the classroom environment conditions a learner should always observe and conduct a good assessment of the attitude, cognitive and student skills during the process of learning in the classroom. In addition, a learner should prepare an instrument that will be used in the assessment and there are aspects that will be assessed and not out of the current guidebook in the assessment.

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