

TEACHER'S INNOVATION IN CLASS MANAGEMENT TO INCREASE STUDENT LEARNING MOTIVATION IN PANDEMIC ERA

Rodhatul Jennah¹
Surawan²
Muhammad Yusuf³

¹Institut Agama Islam Negeri Palangka Raya, Indonesia, (E-mail: : rodah_67@yahoo.co.id)

²nstitut Agama Islam Negeri Palangka Raya, Indonesia, (E-mail: surawan@iain-palangkaraya.ac.id)

³Institut Agama Islam Negeri Palangka Raya, Indonesia (E-mail: muhammadyusuf36995@yahoo.com)

Abstract: *This article was compiled to describe the innovation of teachers in classroom management to increase the learning motivation of students of class VIII MTs Nurul Yaqin Kuala Kurun in the pandemic era. This article is motivated by a decrease in student learning motivation in the pandemic era. Because learning that was originally face-to-face is diverted by distance learning or online. The method used in this research is a descriptive qualitative method. The results showed that teachers as classroom managers must make innovations that can increase students' learning motivation during pandemic era: 1) Create active and fun learning, 2) Build good interpersonal relationships between teachers and students, 3) Hold quizzes, assessments and challenges that trigger the competitive nature of students. During this pandemic, teachers can innovate in the world of education, especially in managing classes that make students excited and motivated. Motivation is what students can follow and receive learning well.*

Keywords: *Innovation; Classroom Management; Learning Motivation; Covid-19 Pandemic*

Introduction

Education is one of the sectors affected by the Covid-19 pandemic. During the pandemic, schools are still required to carry out learning to students optimally. One of the learning problems that students often complain about is that students quickly feel bored and have not been able to understand the relationship between the knowledge being studied and the context of everyday life. This is because the learning activities carried out in the classroom are monotonous and learning is carried out remotely or online. When the teaching and learning process in class is carried out with the lecture method followed by doing practice questions, then this is what makes students feel bored quickly so that their learning motivation decreases (Syaparuddin, 2020: 31).

So far, the problem of classroom management is a major problem that is often faced by teachers, both beginners and experienced. This is because classroom management is a complex behavioral problem, and teachers use it to create and maintain classroom conditions so that students can achieve learning goals (Yakin, 2019: 12). Effective and efficient learning conditions can be achieved if the teacher can manage students and teaching facilities and can control them in a pleasant atmosphere, as well as good interpersonal relationships between teachers and

students, students are a prerequisite for successful classroom management, effective classroom management is an absolute prerequisite for the occurrence of an effective learning process (Kadir, 2014: 26).

The teacher and student are united, they are one in the soul, but they remain united as a solid “Dwi Tunggal” unit (Rahmat, 2015: 9). Therefore, teacher innovations are necessary for classroom management, because the original face-to-face learning was replaced with distance learning. The teacher’s role is very important in classroom management as a form of support for the implementation of Distance Learning. Innovation in learning is considered very important to increase students’ learning motivation

Based on the results of previous research conducted by (Nafisa Nor Saumi (2021), Teacher’s Role in Providing Learning Motivation for Elementary School Students During the Covid-19 Pandemic, Education Journal, Vol. 7, No. 1, the role of teachers in providing learning motivation to students have been carried out to the maximum. The role of teachers during the Covid-19 pandemic includes: 1) as learning managers, teachers can adjust student conditions, do not burden students, and are flexible in managing learning, 2) as mentors, teachers make visits to students’ homes to monitor learning progress, health, and mental condition of students, 3) as facilitators, teachers provide learning facilities using LKS books, BSE and using youtube, 4) as mediators, teachers use media in the form of audio-visual media from the internet, 5) as motivators, the teacher gives attention, encouragement and enthusiasm to students when making visits, and 6) as an evaluator, the teacher assesses the form of tasks that are carried out during visits.

Based on the results of previous research conducted by Hasanah (2019), THE ROLE OF TEACHERS IN INCREASING STUDENT LEARNING MOTIVATION DURING THE COVID-19 PANDEMIC, PAEDAGOGY: Journal of Educational Science and Psychology, Vol. 1, No. 1, that teachers as class managers can make several efforts that can increase students’ learning motivation during the current pandemic, including 1) attracting students’ interest with online classes managed by teachers by utilizing aids and facilities as efficiently as possible; 2) make the class more social by paying attention and providing space for students to interact with their classmates; 3) provide quizzes, assessments, and challenges that trigger the competitive nature of students; and 4) allowing students to participate so that they feel needed and their aspirations are heard in online classes.

Based on the results of previous research conducted by Fadlillah (2021), Strategies for Turning on Early Childhood Learning Motivation, Obsession Journal: Journal of Early Childhood Education, Vol. 5, No. 1, the teacher’s strategy to revive student learning motivation in the Study From Home policy during the Covid-19 outbreak by publishing the results of student work has proven to be able to motivate students to carry out Study From Home. Some of the obstacles encountered by the teacher in implementing the publication method were related to aspects of the parents of students, learning facilities, and teacher creativity.

The application of the publication of the results of student work provides benefits in the form of growing student learning motivation, training student discipline, and helping to increase the closeness between parents and children. Although this method is fairly simple, the results of this study indicate that this method is quite effective in growing students’ learning motivation. In its application, teacher consistency is needed in implementing it, so that the results obtained can be maximized. In addition, cooperation from parents is also needed so that the implementation of Study From Home can run optimally as expected.

Seeing the problems above, the researchers are interested in examining how teacher innovation in classroom management can increase student learning motivation during the

pandemic. The purpose of this study was to describe the various innovations made by teachers to increase students' learning motivation during the pandemic.

Literature Review

Teacher Inovation

According to Everett M. Rogers (1983) innovation is an idea, idea, object, and practice that is based on and accepted as something new by a certain person or group to be applied and adopted (Makkulawu, 2013: 47).

Meanwhile, according to UU No. 19 Tahun 2002, the definition of innovation is a research, development, and engineering activity carried out for the development of the practical application of new scientific values and contexts, or new ways to apply existing science and technology into products or production processes. Sujata, 2019: 15-16).

The researcher concludes that teacher innovation is a teacher's effort to make an update on something that already exists, but innovation is not just making a new idea and a useful update, but can be applied and has a big impact. the innovation here does not appear suddenly, but innovation appears along with the emergence of problems, in this case, creativity is also very necessary to solve these problems.

Class Management

Class management consists of two words, namely management and class. Another term for management is management. Management is a word that comes from English, namely Management which means management, governance, management. Management is the implementation or management so that something that is managed can run well, effectively, and efficiently (Maheasy, 2018: 57).

According to John I. Bolla (1985) quoted by Didi Supriadie, classroom management is the teacher's skills to create and maintain optimal learning conditions, and skills to restore optimal learning conditions if there are disturbances in the learning process, both minor and temporary. as well as ongoing disturbances (Supriadie, 2013: 162).

According to Usman (2003: 34), classroom management has two objectives, namely general goals and special goals. The general objective of classroom management is to provide and use learning facilities for various teaching and learning activities to achieve good results. While the specific goal is to develop the ability of students to use learning tools, to provide conditions that allow students to work and learn, and to help students to obtain the expected results.

The purpose of classroom management is essentially contained in the goals of education. In general, the purpose of classroom management is to provide facilities for various student learning activities so that student subjects avoid disturbing problems such as students who are sleepy, reluctant to do assignments, being late for class, asking strange questions, and so on.

According to Djamarah and Aswan, the principles of classroom management include the following (Widiasmoro, 2018: 19):

1. Enthusiastic

Teachers must show an enthusiastic attitude when teaching, especially when interacting with students. The warmth and enthusiasm of students who are noticed by the teacher will bring success in classroom management.

2. Challenge

The use of challenging words, actions, or ways of learning will increase students' enthusiasm for learning.

3. Varies

The teacher's ability to apply a skill to make variations in teaching is also one of the ways that can be used to achieve effective classroom management and avoid boredom.

4. Flexibility

Teachers who are flexible and do not hesitate in applying learning strategies are also one of the principles of good learning management.

5. Emphasis on the Positive

Positive reinforcement takes precedence over negative reinforcement.

6. Cultivating Self Discipline

The ultimate goal of classroom management is for students to develop themselves.

The researcher concludes classroom management is a series of activities carried out to create and maintain conducive classroom conditions so that the learning process is effective, efficient, and that the potential of students can be developed properly.

Motivation to Learn

Motivation comes from the Latin, *movere* which means encouragement or driving force. Many experts have expressed their opinions regarding this understanding of motivation, but from that opinion, all the essence is the same, namely as a driving force that changes the energy within a person into the form of real activities to achieve certain goals (Arianti, 2018: 124).

According to Mc. Donald's motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal (Sardiman, 2011: 73). According to Huitt, W. (2001) says motivation is an internal condition or status (sometimes interpreted as a need, desire, or desire) that directs a person's behavior to actively act to achieve a goal.

As for what is meant by learning motivation is something that gives rise to encouragement or driving force, enthusiasm for learning (Islamuddin, 2012: 259). According to Sardiman (2018: 75), learning motivation is the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities, so that the goals desired by the learning subject can be achieved.

According to Syaiful Bahri Djamarah (2011: 149-151), motivation is seen from two points of view, namely intrinsic motivation and extrinsic motivation:

1. Intrinsic motivation is the motives that become active or functioning do not need to be stimulated from the outside because every individual day there is an urge to do something.
2. Extrinsic motivations are active motives and function because of external stimuli.

Some of the functions of motivation in learning are (Suprijono, 2009: 163-164):

1. Encourage students to do.
2. Determining the direction of learning activities, namely towards the learning objectives to be achieved.
3. Selecting learning activities

The researcher concludes that learning motivation is a psychological condition that encourages students to study seriously, which will form a systematic, concentrated, and attentive way of student learning and can select their activities.

Covid-19 Pandemic

The Covid-19 pandemic according to the KBBI is interpreted as an epidemic that spreads simultaneously everywhere covering a wide geographic area (Saminan, 2021: 98). In the most classic sense, when an epidemic spreads to several countries or regions of the world. Disease outbreaks that fall into the pandemic category are infectious diseases and have a continuous line

of infection. A pandemic is generally classified as an epidemic in which the disease spreads rapidly from one area to another.

Researchers conclude that the Covid-19 pandemic is an outbreak of a disease or a contagious virus. This is what makes human activities hampered, one of which greatly impacts the learning process in schools.

Method

The method used in this study is a descriptive qualitative method, with the hope that could describe the various innovations made by the teacher. This research is focused on the eighth-grade students of MTs Nurul Yaqin Kuala Kurun. The reason the researchers researched this school was because of the researchers' interest in the innovations made by teachers in learning during the pandemic. Data collection techniques in this study researchers used several techniques, namely observation, interviews, and documentation.

Result and Discussion

The results of the study indicate that teachers as class managers must make innovations that can increase students' learning motivation during the pandemic. The teacher is a human element in education and an ideal human figure, the teacher also occupies a position and plays an important role in education.

Innovation in learning is very important to achieve the goal, by using an active, effective, and efficient learning model. Ideas, ideas, actions that are considered new in a particular field, to solve existing problems. Classroom management is one of the important factors to achieve effective learning. Classroom management makes students motivated in their learning, therefore teacher innovation is needed in classroom management. Therefore, the teacher is the key to success in the world of education for every student.

Based on the results of observations made by researchers to find data about the innovations made by teachers in classroom management to increase student learning motivation. Researchers obtained data that active and fun classroom management can increase students' learning motivation. There is reciprocity between teachers and students in learning,

The following are the results of the researcher's interview with one of the teachers at the school, including the obstacles experienced in learning: learning and innovations that teachers do:

"During this online learning, many students or their guardians complained that there were too many assignments, or had been given assignments but had not been explained by the teacher. Well, I try not to. I give the material first (explained), then the assignment, according to what has been explained. If anyone is still confused or having difficulties, I offer consultation/ask times outside of learning hours."

Constraints experienced during learning:

1. Network access, during the pandemic network access problems, is also very vulnerable to occur, often constrained in a bad network. Therefore, always remind to be able to position the presence of students so that when learning takes place students can comfortably access the online class because learning is done via zoom.
2. Student participation, sometimes only very few students take part in learning via zoom. For various reasons, some are lazy, some choose toys, some say they have listened to a friend's cellphone even though they are playing the game by themselves.

3. Student interaction must be provoked continuously. The teacher cannot be silent or surrender. But indeed we have to be active, encouraging students to be active in learning, whether it's using quizzes, questions and answers, randomly assigned, games, etc.
4. Students are embarrassed to ask, it's not a new problem, it seems because students have always liked this. Many students want to ask questions but are embarrassed to say them in front of their friends, or in a class forum. Therefore, we must understand. What do we facilitate? That is by giving time outside of class hours, to ask privately through the teacher, both about material that has not been understood or about assignments.

Innovations of Learning

Some of the innovations made by the teacher to increase student learning motivation are as follows:

1. Creating active and fun learning.

Teachers need to create a pleasant classroom atmosphere so that students do not feel burdened. However, it would be even better if the teacher also delivered the material with interactive learning methods based on specialization, because each student has different interests, talents, and abilities.

In essence, effective and fun learning is a learning and teaching process that is not only focused on good results but how the learning process can provide a good and correct understanding. Effective learning also helps to instill a democratic attitude in students.

According to Bobbi DePorter, stated that fun learning strategies are strategies used to create an effective learning environment, implement curriculum, deliver materials, facilitate the learning process which results in improved student learning achievement (Darmasyah, 2011: 45).

Teachers need to create a pleasant classroom atmosphere so that students do not feel burdened. However, it is even better that the teacher also conveys material with interactive learning methods based on specialization, because each student has different interests, talents, and abilities. This difference is something that does not need to be contradicted (Mumun Mulyati, 2019: 283).

2. Build good interpersonal relationships between teachers and students.

According to Rohmi (2012), interpersonal relationships are a relationship between oneself and another person or a relationship between an individual and another individual because of their interest, similarity, and reciprocity with one another.

An interpersonal relationship is a condition in which a person communicates with other people, but the most important thing here is not only conveying what is meant to be conveyed but also determining the level of interpersonal relationships, therefore the interpersonal relationships between teachers and students need to be implemented.

Then, regarding effective teacher communication patterns in learning are learning patterns in which two-way interactions occur between teachers and students. Effective communication is characterized by good interpersonal relationships. Every time the teacher communicates, it is not just conveying the content of the message but also building an interpersonal relationship. Because good interpersonal relationships between teachers and students and students and students are a requirement for successful classroom management (Aliet Noorhayati, Sutisno, 2019: 97).

According to Jalaluddin (2008: 13), effective communication is characterized by understanding, can lead to happiness, influence attitudes, improve good social relations, and ultimately lead to action.

3. Conduct quizzes, assessments, and challenges that fuel the competitive nature of students

Humans like challenges because it is one thing that can motivate people to improve their work. The existence of a quiz that is proposed to students can provoke students' cognition, especially if by asking the quiz there is a reward that is obtained by students. This is what makes learning work well.

Many students when learning is oriented to good grades, it is also what triggers a person to study harder. For some students, high grades can be a strong impetus for them to study. Therefore, the assessment must be carried out immediately according to the ability and condition of the student (Sanjaya, 2011: 31).

In this research, the documentation that researchers can describe is the result of observation notes and also the results of recorded interviews that researchers conducted with the teacher in question.

Conclusion

During a pandemic like this, it proves the professionalism of teachers that they can make various innovations in the world of education, especially in managing classes that make students excited and motivated. Motivation is what makes students able to follow and receive learning well.

References

- Aliet Noorhayati Sutisno, L. M. (2019). Pengantar Didaktik Edisi Revisi. Yogyakarta : K-Media.
- Arianti. (2018). Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa. Didaktika Jurnal Kependidikan, Vol. 12, No. 2, 117-134.
- Darmasyah. (2011). Strategi Pembelajaran Menyenangkan Dengan Humor. Jakarta: Bumi Aksara.
- Didi Supriadi, d. D. (2013). Komunikasi Pembelajaran. Bandung: PT Remaja Rosdakarya.
- Djamarah, S. B. (2011). Psikologi Belajar. Jakarta: Rineka Cipta.
- Fadlilah, A. N. (2021). Strategi Menghidupkan Motivasi Belajar Anak Usia Dini. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini. Vol. 5, No. 1, 373-384.
- Hasanah, R. d. (2021). PERAN GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA SELAMA PANDEMI COVID-19. PAEDAGOGY: Jurnal Ilmu Pendidikan dan Psikologi, Vol. 1, No. 1, 60-69.
- Islamuddin, H. (2012). Psikologi Pendidikan. Yogyakarta: Pustaka Belajar.
- Kadir, S. F. (2014). KETERAMPILAN MENGELOLA KELAS DAN IMPLEMENTASINYA DALAM PROSES PEMBELAJARAN. Jurnal Al-Ta'dib, Vol. 7, No. 2, 16-36.
- Mahmudah. (2018). Pengelolaan Kelas: Upaya Mengukur Keberhasilan Proses Pembelajaran. Jurnal Kependidikan, Vol. 6, No. 1, 53-70.
- Makkulawu, A. R. (2013). PROSES PERCEPATAN DIFUSI INOVASI PRODUK SUSU. Jurnal Teknik Industri, 46-53.
- Nafisah Nor Saumi, M. E. (2021). Peran Guru Dalam Memberikan Motivasi Belajar Siswa Sekolah Dasar Pada Masa Pandemi Covid-19. Jurnal Educatio, Vol. 7, No. 1, 149-155.
- Rohmat, R. (2015). Supervisi Akademik Dalam Meningkatkan Kompetensi Guru di Lembaga Pendidikan Islam. Tafhim Al-'Ilmi, Vol. 7, No. 1, 171-193.
- Saminan. (2021). Etika batuk pada masa pandemic COVID -19. Jurnal Kedokteran Syiah Kuala, Vol. 21, No. 1, 96-100.
- Sanjaya, W. (2011). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Prenada Media.

- Sardiman. (2011). *Interalmi & Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Sujatna. (2019). INOVASI PENGEMBANGAN MANAJEMEN KINERJA PERPUSTAKAAN. *MADIKA: Media Informasi dan Komunikasi Diklat Kepustakawanan*, Vol. 5, No. 2, 13-21.
- Suprijono, A. (2009). *Cooperative Learning Teori & Aplikasi PAIKEM*. Yogyakarta: Pustaka Belajar.
- Syaparuddin, M. d. (2020). STRATEGI PEMBELAJARAN AKTIF DALAM MENINGKATKAN MOTIVASI BELAJAR Pkn PESERTA DIDIK. *Jurnal Pendidikan Guru Sekolah Dasar*, Vol. 1, No. 1, 30-41.
- Widiasmoro, E. (2018). *Cerdas Pengelolaan Kelas*. Yogyakarta: DIVA Press.
- Yakin, A. A. (2019). MANAJEMEN KELAS DI ERA INDUSTRI 4.0. *Journal Peqguruang: Conference Seri*, Vol. 1, No. 1, 11-15.