

The Implementation of Classroom Management Concept Towards Joyful Learning on Learning Activity

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Abstract: Joyful learning is really influencing the condition and situation of learning. Therefore, the teacher is demanded to be able to implement the concept that can create fun situation inside the classroom so that the student feel comfortable during teaching and learning activity. This research implemented a descriptive and qualitative method. While the objectives of joyful learning itself are encourage the learning ability of the student make the teaching learning process is fun and satisfy for the student and to give charity fully towards happiness, intelligent, competency, and success. A joyful learning process can be done by: first, by arranging a comfortable room design by fulfilling health, second, by a living and varied learning management that is implementing pattern and model of learning, a relevant media and learning sources and also teacher movements that can increase students' learning motivation. From the result and discussion, it can be concluded that most of students (67%) do not feel a fun learning situation, and the rest (33%) mention they are happy. It is the situation that should be handling immediately because learning should be fun, for that it needs another effort for creating joyful learning completely.

1 INTRODUCTION

The quality of learning depends on teachers' professionalism level. Therefore, a qualified teacher, a teacher able to create a qualified and encouraging learning ambience, is urgently needed. Teachers who are mastering lots of learning models will prevent students to feel bored or lose interest in learning. They, in the other hand, will create a kind of learning that is enthusiastic, joyful, and prompting students' achievement.

A joyful learning will be strongly influenced by the students' learning condition and ambience. Therefore, it requires the teachers to be creative and innovative in creating a joyful learning in a classroom so that students will be comfortable and enjoying the learning process itself. Teachers' attractive and innovative skill will enable them to create a joyful learning.

How the teacher is able to create such a joyful learning is influenced by knowledge of the joyful learning itself and skill of classroom management that teachers are able to change the atmosphere into a playful one. Thus, teachers have to implement a

learning method suitable with pupils' characteristics. Each class may have their own special learning methods which are different with the others.

Classroom management based on behavioral modification principles is a set of teacher activities applied to develop desired student behavior and reduce or eliminate undesirable behavior. Briefly, teachers help students learn appropriate behavior through the application of principles derived from the reinforcement theory.

Classroom management is the process of creating a positive socio-emotional climate in the classroom. This view has a statute that learning activities will develop optimally in a positive climate classroom, which is the atmosphere of good interpersonal relationships between teachers and students and students with students. To create such atmosphere, teachers play a key role. The role of teachers 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 used to develop good interpersonal relationships and a positive socio-emotional classroom climate.

It is a type of classroom management that departs from the assumption that the class is a social system with group process as its core. In this connection the basic presumption is that teaching takes place in relation to a group. Thus, classroom life as a group is seen as having a significant effect on learning activities, although learning is considered as an individual process. The role of teachers is to encourage the development and effectiveness of effective classroom systems. Therefore, classroom management is a set of teacher activities to cultivate and maintain effective classroom organization (Depdikbud, 1982).

The term joyful learning derives from the word "joyful" which means having fun while learning. Dave Meier states that joyful learning is a learning system that seeks to arouse interest, fully engage students, and create meaning, understanding, and value on students.

Joyful learning is a learning that has no pressure, both physically and psychological. Because, any kind of pressure will only dwarf the mind of the students, while any freedom of its form will be able to encourage the creation of a conducive learning climate. Joyful learning is making the class fun, avoiding it to become monotonous. Meanwhile, according to Yanu Armanto, joyful learning is an approach that can make students motivated to continue to find out and keep learning.

Accordingly, joyful learning is the approach used by teachers to make students more able to accept the material delivered which is due to a pleasant atmosphere and without tension in creating a sense of pleasure. The creation of a sense of joy in this matter is not a learning process that creates a noisy and festive atmosphere. Also, feeling fun or excited in classroom learning does not mean creating a melee atmosphere but arousing interest, fully engage students as well as creating meaning, understanding materials and values that students are happy with.

2 METHODS

The object of research is the application of Classroom Management concepts conducted by elementary school teachers in implementing Teaching and Learning Activities in Primary School in Bandung.

The method used in this research is qualitative descriptive research that describe and explain a problem as it is, so is the disclosure of a fact by collecting information relating to the object under study. Through qualitative descriptive research, the

researcher seeks to find facts and deep understanding of the reality from the perspective of the person who in this case is the primary school teacher. By using qualitative methods, the data obtained will be more complete, more in-depth, credible so that the research objectives will be achieved.

Unicef say that Joyful learning has emerged as a powerful concept to change the way we manage schools and classrooms. Central to the success of the programme is teacher empowerment. Teachers use songs and games as well as a variety of locally available materials, such as leaves, stones and trees, as teaching tools. A joyful classroom is an active, bright and cheerful place.

3 RESULTS AND DISCUSSION

From the Classroom Management variable, with the number of respondents as many as 50 people came from 10 schools. Through the total score of responses to 10 proposed statements about the implementation of the concept of Classroom Management variable, it can be seen that some of the variables have understood the concept of classroom management (64%) and only a few have applied the concept of Classroom Management. From the phenomenon, it can be interpreted that some other (34%) teachers have not implemented and have not applied the concept of classroom management in learning activities.

3.1 Joyful Learning Aspect

As for the variable of Joyful Learning, it is conducted to elementary students in low and high class, with the number of respondents as many as 100 students coming from 3 schools.

Based on the answers to 10 proposed statements about the variables of Joyful Learning, it can be seen that the variable of concept implementation is already happy (43.3%), some just feeling happy sometimes (48.3%) and a small part of them (8,4%) feel uncomfortable. From the phenomenon it can be interpreted that most have been happy and there are still some perceived by students as not joyful enough.

In detail the respondent's answers about the items questions relating to joyful that 45 students (45%) said that the teachers like to ask them singing, 9 students said no, and 46 students said sometimes. It can be interpreted that the teachers do not always

invite students to have fun by doing singing activities.

Table 1: Teachers like to tell stories.

Questions	Answers		
	Yes	No	Sometimes
Teachers like to tell stories	57	3	40

Table 1 describes how most of students (57 students) answered that their teachers like to tell stories. It can be assumed that students find it enjoyable to listen to stories. By singing teachers provide a fun experience for children, it is in accordance with Wei et al (2011) research that Joyful Learning provides a learning experience that makes learners feel pleasure in the learning process.

Table 2: Teachers like to make students laugh.

Question	Answers		
	Yes	No	Sometimes
Teachers like to make students laugh	18	3	79

Table 2 shows that about 79 students answered that sometimes teachers make them laugh. Moreover, teachers conduct the learning process in a serious manner. Laughter is interpreted as a pleasure so that teachers should be able to create a child to laugh freely because when the fun stops, learning often stops too (Willis, 2007).

Table 3: Teachers are friendly.

Question	Answers		
	Yes	No	Sometimes
Teachers are friendly	9	3	88

Table 3 shows that 88 students feel the teacher to be sometimes friendly, 9 students answered that teachers are friendly and the rest answered that the teachers are not friendly at all. Psychological studies conducted by Christianson (1992) provide clinical evidence of stress, boredom, emotion, low motivation, and anxiety can be done individually, and more in combination, lessons learned.

Table 4: Teachers often give reward.

Questions	Answers		
	Yes	No	Sometimes
Teachers often give reward	-	73	27

Table 4 with the question of whether the teachers likes to give rewards, the students answered sometimes as many as 27 (27%) and 73 students (73%) said no. It means that teachers almost never give rewards, something that should be done even only with a small reward. According to Vygotsky (1994) through play, all aspects of child development can be improved. Students are seen more zeal in applying the learning activities as learning activities can be done while playing.

Table 5: Students are sad when teachers do not come.

Question	Answers		
	Yes	No	Sometimes
Students are sad when teachers do not come	-	24	76

Table 5 illustrates elementary students only occasionally feel sad or disappointed when teachers are absent with them, i.e. 76 people or 76%. Even 24 students or 24% of them said they did not feel sad or disappointed. This illustrates the emotional relationship between teacher and student is almost non-existent, so the students do not feel lost if the teachers are not attending the class. Teachers should be able to teach their students to explore. Exploration by Wolk (2001) can crawl into students who can be a place of curiosity, inspire them to ask questions, and help them find joy in learning.

Table 6: Students are happy being in the classroom.

Questions	Answers		
	Yes	No	Sometimes
Students are happy being in the classroom	76	1	23

Table 6 shows that 76 people said that they are happy being in classroom. While a 23 students state that they are hesitate to feel the atmosphere of a joyful class. Roulston (2010) said that teachers should be able to use the strategies learned from the education they get to provide a learning experience that is enjoyable for students.

Ariawan et al (2017) say that the joyful learning might be one of the strategies that a teacher can choose in raising the students' learning motivation.

Table 7: Teachers often assign difficult tasks.

Questions	Answers		
	Yes	No	Sometimes
Teachers often assign difficult tasks	45	9	46

Table 7 with the question of whether teachers often give difficult tasks, about 45% or 45 students answered yes and 46 students responded sometimes. This illustrates that the teacher gives the task in sufficient portion. Triastuti et al (2013) stated that the percentage of active students in the implementation of learning based on Joyfull Learning is higher than the percentage of students' activities on expository learning, and teacher activity in managing learning based on Joyfull Learning achieves excellent criteria.

Table 8: Teachers usually get angry when students do not finish assignments.

Questions	Answers		
	Yes	No	Sometimes
Teachers usually get angry when students do not finish assignments	66	3	31

Table 8 with the question of whether the teacher usually get angry if the students do not do the assignment shows that most of them justify with the answer "yes" as many as 66 students or 66%, and only a few said no, that is 31% or 31 people. This illustrates that the atmosphere of learning process is more authorized, and less persuasive approach that provides comfort to students. Wolk (2001) joyfull learning can provide students with experience in a way, students seek fun while studying, rewarding, encouraging students to do many things, exhibiting student work, playing while learning, comfortable classrooms, and occasional play in outside.

Hasan et al (2015) say that joyful learning shows that it is able to improve the students' capability to achieve the desired learning objective more effectively and efficiently.

Table 9: Teachers often give suggestions as for the students to be more respectful to parents through stories/tales.

Questions	Answers		
	Yes	No	Sometimes
Teachers often give suggestions as for the students to be more respectful to parents through stories/tales.	50	-	50

Table 9 illustrates that some 50 students (50%) answered that teachers do not always take advantage of story-telling time by giving advice to respect for parents, while the rest of the students answered that teachers always provide a moral message to students to honor their parents. Chopra et al (2013) say that

as educators, teacher have the responsibility to educate and inspire the whole child - mind, heart, and soul and put more joy into students' experience of going to school and get more joy out of working inside one, joyful learning can flourish in school if teacher give joy a chance.

Enjoyable learning should be supported by security the environment, the relevance of teaching materials and the assurance that learning in a manner emotional will have a positive impact. Joyful Learning learning model can spur students to build your own concept through the task the teacher gave at the beginning learning.

Overall, the learning atmosphere established within the classroom has not been entirely enjoyable and does not make students feel at home or motivated to learn. There are some things that are not in accordance with the concept of joyful learning in teachers; for example, there are teachers who focus more on the classroom as a place of learning, and provide few opportunities for playing, there are still teachers who are reluctant in giving rewards or praises, and encourage students to achieve high achievement. This shows that the teacher's understanding of the concept of joyful learning is still very low.

From the results of research and discussion about the application of the concept of Classroom Management implemented by elementary school teachers and learning atmosphere perceived by students, it is concluded that only some teachers have tried to apply the concept of Classroom Management in accordance with the classroom management principles, in order to create a supportive learning atmosphere. However, there are still some teachers who do not pay attention to the principles of classroom management which resulted in the inappropriate learning atmosphere.

Based on the data found, there are still teachers who have not fully understood the concept of classroom management, so they could not apply the concept of Classroom Management as a whole. it is probably because some teachers are more concentrated on other things that require a lot of attention, al: (1) learning material, (2) learning model, (3) curriculum, (4) RPP, (5) learning media and other administrative activities which consumes teacher's mind and energy.

4 CONCLUSIONS

From the results of research and discussion, it can be concluded that there are still many students who do not feel happy in learning activities, some 43% other enjoy the learning activities. This is a condition that

must be fixed immediately. To achieve a fun learning condition, the need for extra effort is an absolute requirement so a supportive and fun learning environment can be created.

A consolidation effort needs to be made on the understanding and mastering Classroom Management concepts for teachers. It can be done through several ways, and those are; (1) socialization and consolidation of the concept, (2) workshops which is related to the principles of Classroom Management.

As consolidating the understanding of classroom management concept, in creating a fun learning environment, teachers get a briefing in the form of guidance or specific programs that can improve teachers' understanding and skills in creating a fun learning environment.

Improving the quality of teachers personally and professionally should be done continuously by involving various parties. one that can be done is by providing education and training on the pedagogic competence of teachers in learning as well as the introduction of new methods more contemporary which requires teachers more creative.

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