ABSTRACT

Rakhmatul Fitri, S.Pd.I: *CLASSROOM MANAGEMENT IN SD ALAM MUHAMMADIYAH BANJARBARU*. Under the supervision of (I) Dra. Inna Muthmainnah, MA., Ph.D., and (II) Dr. Hj. Sessi Rewetty Rivilla, MMPd. Master's Thesis, at the Graduate School, Islamic Education Management Study Program, Antasari State Islamic University Banjarmasin, 2020.

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This research in accordance with the Law Number 20 of 2003 concerning the Functions and Goals of National Education, it is highly necessary to develop the potential of students to become faithful and devout human beings, have noble character, become creative, democratic and responsible citizens. In the learning process, classroom management is very important since performing good classroom management is an absolute prerequisite for an effective educational interaction process. Classroom management is the teacher's skill as a leader and manager in creating such a conducive classroom climate to achieve the success of teaching and learning activities. SD Alam Muhammadiyah Banjarbaru implements a learning model in an open space which is useful for training the cognitive, affective and psychomotor aspects of students. This study is focused on classroom management in SD Alam Muhammadiyah Banjarbaru. Classroom management referred to in this study is the management of learning system that focuses on the application of management functions, namely: learning plans in grades V and VI of SD Alam Muhammadiyah Banjarbaru, learning implementation in grades V and VI of SD Alam Muhammadiyah Banjarbaru, and learning evaluation in class V and VI of SD Alam Muhammadiyah Banjarbaru.

This study conducted a field research which was descriptive qualitative in nature. The data were obtained through interviews, observation and documentation, using informant and documents data sources. Besides, the checking of data validity was conducted through the triangulation technique of sources and methods.

The results of this study confirmed that classroom management in SD Alam Muhammadiyah Banjarbaru has been implemented in accordance with the functions of classroom management as follows: (1) Learning plans carried out by the teachers of class VA, VB, and VI that is prepare the form: the education calender, time allocation, annual programs, semester programs, syllabus, and preparation of Lesson Plans (RPP); (2) The learning implementation by the teachers of class VA, VB, and VI has been conducted using the skills of opening and closing the lesson, classroom management skill, explaining skill, questioning skill, reinforcement skill, variation skill, small group discussion guiding skill, and small group and individual teaching skill;

(3) The learning evaluation is carried out by the teachers of class VA, VB, and VI is in the form of a written formative test. From which the scores of the test results can be used as a reference to know whether the teaching and learning process is good enough or still needs improvement particularly in methods, media, and teacher skills when explaining the materials until the expected learning objectives are well-achieved.