

CLASSROOM TEACHER'S MANAGEMENT IN THE LEARNING  
ACTIVITY OF STUDENT GRADE ONE AT SD  
MUHAMMADIYAH O3 TUMPANG MALANG

THESIS

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FACULTY OF TARBIYAH AND TEACHING TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

JANUARY 2019

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ACTIVITY OF STUDENT GRADE ONE AT SD  
MUHAMMADIYAH O3 TUMPANG MALANG

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LEARNING ACTIVITY OF STUDENT GRADE ONE AT SD  
MUHAMMADIYAH O3 TUMPANG MALANG**

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## DEDICATION

With the blessing Allah SWT and His mercies,

I am grateful and I want to thank to:

My parents, Mr. Suyuti and Mrs. Mutmainah, for everything you have done for me. I forever thank you.

My spesial lecturer who teach me the meaning of the world,

Hopefully his knowledges always lighten up knowledge

All of the teacher who sincerely educated me,

Thank you for priceless knowledge

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My friends Cholilatun Nabilah and Annisah Puspita in specially and the big family of PGMI E, who give me change to learn more and more, who give me beautiful memories through 4 years, I know how struggle life is because all of you.

And all the parties who supported me in this thesis finishing process,

Thank you for your time in helping me during the process.

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ٥)

إِنَّ مَعَ الْعُسْرِ يُسْرًا ٦)

For indeed, with hardship (will be) ease

Indeed, with hardship (will be) ease.

(al Insyiroh 5-6)





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To Whom It May Concern,  
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*Assalamualaikum, wr.wb*

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*Wassalamualaikum, wr.wb*

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**CERTIFICATE OF THESIS AUTHORSHIP**

I hereby declare that this thesis is originally written by Baitul Rochmah Elmaila Suyuti, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, November 11<sup>th</sup>, 2018

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## PREFACE

Bismillahirrohmanirrohim

All praises to Allah the most gracious and the most merciful, the lord in this universe. Thanks to Allah because all blessing and guidance, so writer is able to finish this thesis entitled “Classroom Management In Increasing First Grade Students’ Discipline In Sd Muhammadiyah O3 Tumpang Malang” as the final instruction on the Maulana Malik Ibrahim State Islamic University Malang

Sholawat and salam always be presented to our prophet Muhammad saw who has guidance us from the darkness to the lightness in this world and who can give the blessing for us in the hereafter. This thesis is written to submit as a part of requirement for obtaining bachelor degree in Islamic Primary Teacher Education Department, Tarbiyah and Teacher Training Faculty at Maulana Malik Ibrahim State Islamic University Malang would not have been completed without the contributions and support from many people.

Thus, I want express my deepest gratitude to my advisor Dr. H. Mulyono, MA who has give me this valuable guidance, inspiration and patience, which finally lead me to finish the process of this research. And I also want to express my sincerely thanks to:

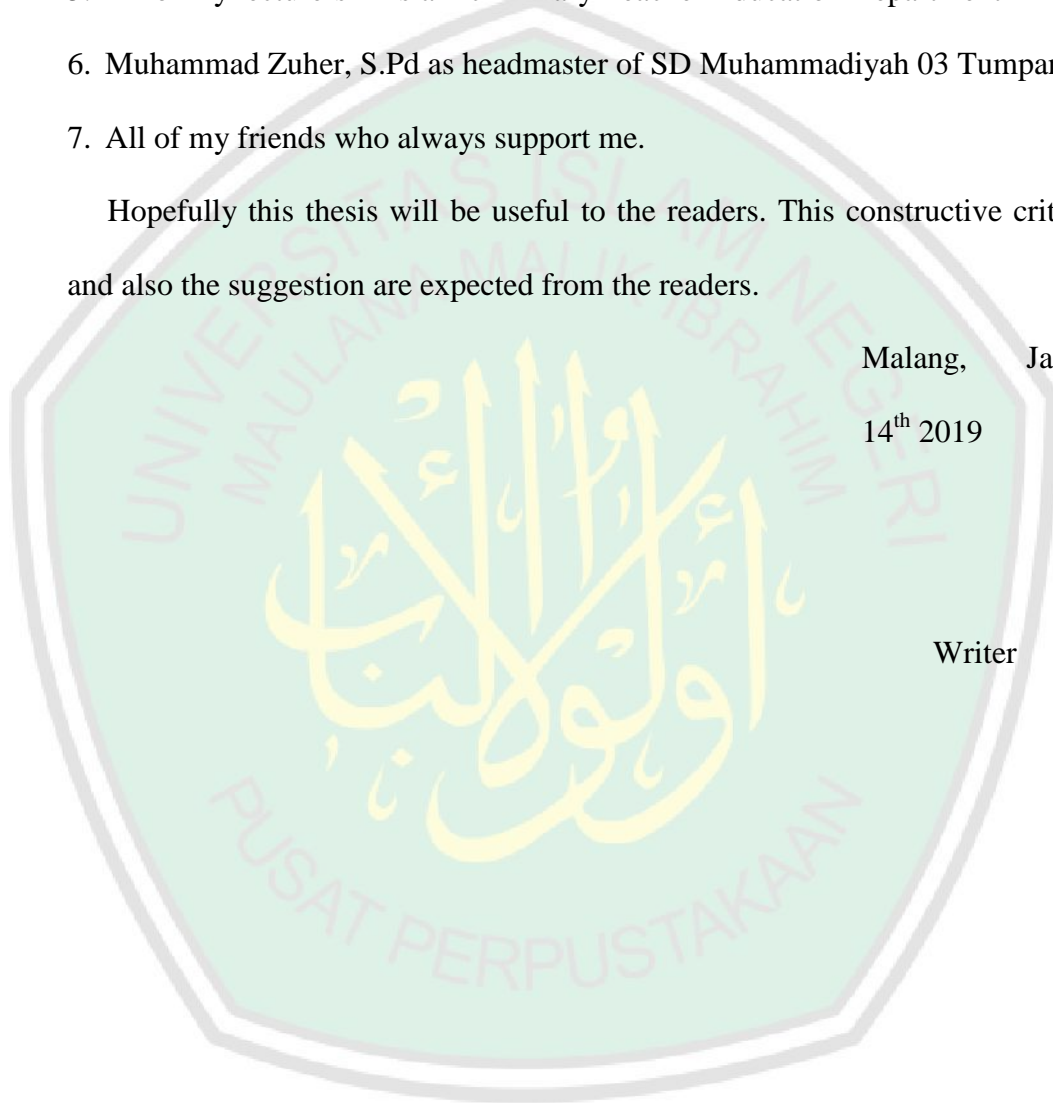
1. My beloved parents, who always pray for me and who endless love me
2. Prof. Dr. H. Abdul Haris, M.Ag as the rector of Maulana Malik Ibrahim State Islamic University Malang

3. Dr. H. Agus Maimun, M.Pd as the dean of Tarbiyah and Teacher Training Faculty
4. Dr. H. Mulyono, MA as my thesis advisor
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Hopefully this thesis will be useful to the readers. This constructive criticism and also the suggestion are expected from the readers.

Malang, January  
14<sup>th</sup> 2019

Writer



## TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilizes in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

### A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	d	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = î

Vocal (u) Length = û

### C. Diphtong Vocal

أو = aw

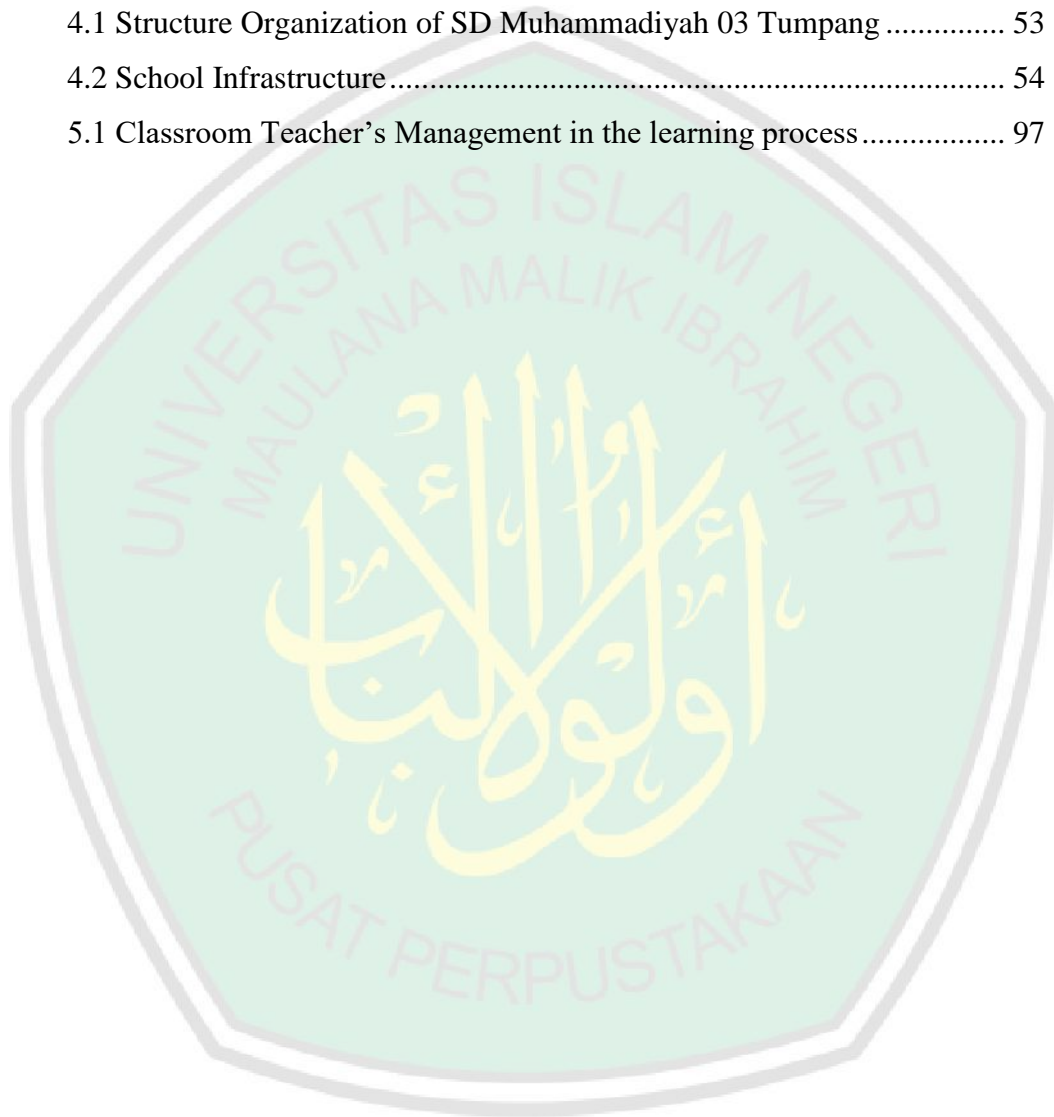
أي = ay

أو = û

إي = î

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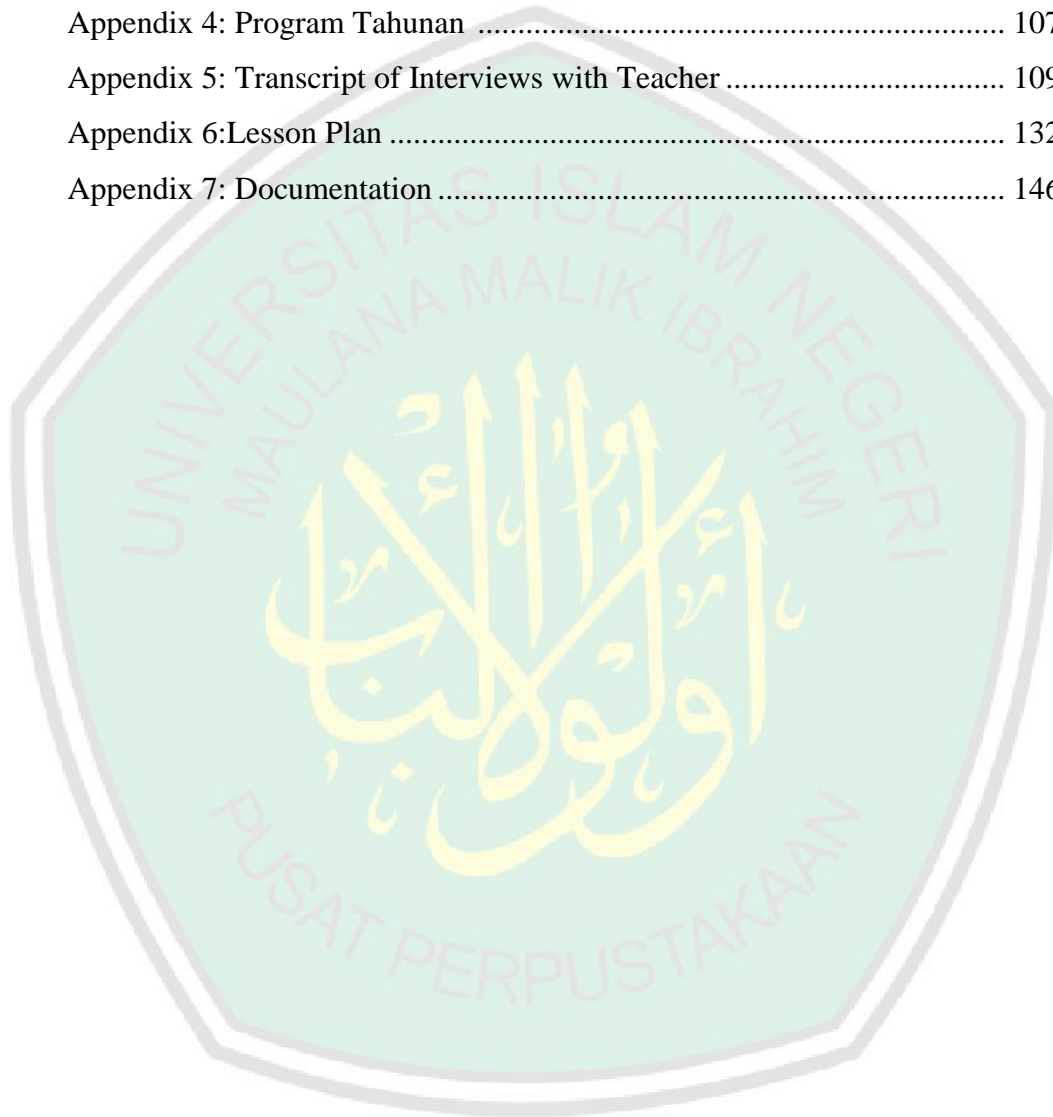
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## ABSTRAK

Suyuti, Baitul Rochmah Elmaila. 2018. Classroom Teacher's Management in The Learning Activity of Student Grade One at SD Muhammadiyah 03 Tumpang Malang. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu Tarbiyah Dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Mulyono. MA.

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**Kata Kunci:** Manajemen Guru Kelas, Aktifitas Belajar Siswa

Keberhasilan proses pembelajaran di kelas tidak terlepas dari manajemen kelas yang baik. Manajemen kelas dapat menciptakan suasana belajar yang bergairah, memotivasi peserta didik dan menghindari adanya hambatan dalam proses pembelajaran. Salah satu kegiatan yang tak kalah penting dalam manajemen kelas adalah membina kedisiplinan peserta didik. Dengan kedisiplinan, peserta didik bersedia untuk mengikuti tata tertib dan menjauhi larangan di dalam kelas. Dapat dikatakan bahwa ketika peserta didik di dalam kelas disiplin maka kelas akan menjadi kondusif sehingga tujuan pembelajaran akan tercapai.

Tujuan penelitian ini adalah untuk: (1) untuk menjelaskan bagaimana adalah kegiatan siswa yang diinginkan oleh guru kelas I SD Muhammadiyah 03 Tumpang Malang; (2) untuk menjelaskan bagaimana manajemen guru kelas dilakukan oleh guru kelas dalam proses pembelajaran di kelas I SD Muhammadiyah 03 Tumpang Malang.

Dalam penelitian ini peneliti menggunakan pendekatan penelitian deskriptif kualitatif yang berisi penjelasan-penjelasan mengenai data yang diperoleh dari lapangan. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Setelah data diperoleh, kemudian dianalisis dengan mereduksi data, menyajikan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa: 1) kegiatan siswa yang diinginkan oleh guru kelas yang a) aktif bertanya; b) aktif menjawab; c) aktif menanggapi guru; d) menghubungkan materi dengan pengalaman pribadinya; e) menyelesaikan tugas tepat waktu; 2) manajemen guru kelas yang dilakukan oleh guru kelas I diantaranya a) mempersiapkan siswa sebelum memulai pembelajaran; b) membuat RPP; c) memberikan nasehat kepada siswa; d) menjelaskan materi yang belum dipahami siswa; e) melakukan evaluasi setiap satu minggu sekali baik dengan tes tulis ataupun tes lisan; f) melakukan manajemen poster dan gambar; g) melakukan manajemen tempat duduk siswa dan; h) mengelola media pembelajaran.

## ABSTRAK

Suyuti, Baitul Rochmah Elmaila. 2018. Classroom Teacher's Management in The Learning Activity of Student Grade One at SD Muhammadiyah 03 Tumpang Malang. Thesis. Islamic Elementary Education Department. Tarbiyah and Teaching Training Faculty. Maulana Malik Ibrahim State Islamic University Malang. Advisor of Thesis: Dr. H. Mulyono. MA.

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**Key Word:** Classroom Teacher's Management, Student Learning Activity

The success of the learning process in the class is inseparable from good classroom management. Classroom management can create a learning atmosphere that is passionate, motivates students and avoids obstacles in the learning process. One of the activities that are not less important in class management is increasing student discipline. With discipline, students are willing to follow the rules and stay away from prohibitions in the classroom. It can be said that when students in a class are disciplined the class will be conducive so that the learning objectives will be achieved.

The purpose of this research is to: (1) to explain how is the student's activity desired by first grade teacher at SD Muhammadiyah 03 Tumpang Malang; (2) to explain how is the classroom teacher's management conducted by first grade teacher in the learning process at SD Muhammadiyah 03 Tumpang Malang.

In this research researchers used a qualitative descriptive research approach that contained explanations about the data obtained from the field. Data collection is done by interview, observation, and documentation. After the data is obtained, then it is analyzed by reducing data, presenting data and drawing conclusions.

The results of the research show that: 1) students activity desired by first grade teacher that is a) active asked; b) active answer; c) active responding to teacher; d) linking subject matter with his personal experiences and; e) complete the task on time; 2) classroom teacher's management conducted by first grade teachers class I teachers include: a) prepare before start the learning process; b) made the RPP; c) give reserved in advance to students; d) describe the material that is not yet fully understood and students; e) perform the evaluation once every week with the member's writing or oral problem; f) do poster and picture management; g) do student seating arrangement and; h) manage the learning media.



## ملخص البحث

سيوطي، بيت الرحمة. 2018. إدارة الفصل لترقية خلق منضبط لدى طلاب الفصل الأول في المدرسة الابتدائية المحمدية 3 تومفانج. البحث الجامعي. قسم تربية معلم المدرسة الابتدائية الإسلامية. كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج مليونو الماجستير.

### الكلمات الأساسية: إدارة الفصل، خلق منضبط للطلاب

إن نجاح عملية التعليم في الفصل لا يتخلص من وجود إدارة الفصل الجيدة. تقدر إدارة الفصل على تأثير بيئة التعليم المتحمسة، تشجع الطلاب، و تجنب عن الحواجز في عملية التعليم. من إحدى الأنشطة المهمة لإدارة الفصل هي تربية انضباط الطلاب. بالانضباط، الطلاب مستعدون للالتزام بالنظم و اجتناب عن المحظورات. و قيل عندما انضبط الطلاب في الفصل سيكون الفصل منظما ولذلك سيتم تحقيق أهداف التعليم.

يهدف هذا البحث إلى: (1) وصف كيفية إدارة الفصل التي يؤديها مدرس الفصل الأول في المدرسة الابتدائية المحمدية 3 تومفانج مالانج; (2) وصف خلق منضبط لطلاب يرياه مدرس الفصل الأول في المدرسة الابتدائية المحمدية 3 تومفانج مالانج; (3) وصف إدارة الفصل التي تؤديها مدرس الفصل الأول في المدرسة الابتدائية المحمدية 3 تومفانج مالانج لترقية خلق منضبط لدى الطلاب.

استخدمت الباحثة في هذا البحث مدخل البحث الوصفي الكيفي و يحتوي على تفسير البيانات من الميدان. و قامت الباحثة بجمع البيانات بثلاث طرق وهي المقابلة، الملاحظة، و الوثائق. و بعد نيل البيانات هو تحليلها بتخفيضها ثم عرضها ثم الاستنتاجات.

نتائج البحث تدل على أن: (1) إدارة الفصل التي يؤديها مدرس الفصل الأول منها قبل بداية التعليم (أ) قام مدرس الفصل بإعداد أدوات التعليم; (ب) إدارة الوقت; (ج) إدارة الصورة و اللوحة; (د) تنظيم مقعد الطلاب; (هـ) تعيين مجموعة الطلاب; (و) وضع عددة النباتات الصغيرة في الفصل. (2) خلق منضبط لطلاب الفصل الأول يرياه المدرس هو (أ) دخول المدرسة على وقته; (ب) أداء الصلاة بحسن و منظم; (ج) تعلم بجيد و منظم; (د) تعلم بنشاط في الفصل; (هـ) تحمل مسؤوليتهم; (3) إدارة الفصل التي يؤديها مدرس الفصل الأول لترقية خلق منضبط لدى الطلاب كما يلي: (أ) الإرشاد; (ب) النصيحة; (ج) التحذير; (د) العقاب; (هـ) إتفاق على العقاب; (و) استخدام اللغة الجيدة; (ز) تدريس التعويض.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Education is needed by everyone because education is human effort to cultivate and develop the vast potentialities in accordance with physical and spiritual values that exist in the community.<sup>1</sup>

The school is education. The school is one of the place of the students to demanding science and is one of the institutions which contained one of the role of the teacher who aims to develop talent or intelligence, ability, and skills of the students.<sup>2</sup>

The Legislation of the Republic Indonesia Number 20 Year 2003 about The National Education system states that education is a planned and conscious effort to bring about an atmosphere of learning and the learning process so that students are actively developing potential itself so it has religious, spiritual power of self-control, personality, intelligence, morals, as well as the necessary skills by himself, the community, the nation and the State.<sup>3</sup>

A study can be said to be successful if at least 75% of the subject matter being taught by the teacher may be accepted by students. If the success of less than 75% the teacher must hold a repair program. As for some of the things that cause a learning fails, lack of facilities, selection of instructional media is

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<sup>1</sup> Ihsan Fuad, *Dasar-Dasar Kependidikan*, (Jakarta: Rineka Cipta, 2005), Page. 1 .

<sup>2</sup> Rusmani, *Ilmu Pendidikan*, (Yogyakarta: Pustaka Felicia, 2013), Page. 6.

<sup>3</sup> Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan*, (Jogjakarta: Ar-Ruzz Media, 2009), Page. 21.



not appropriate, the arrangements classroom that is not well organized, the rowdy students, and so on.<sup>4</sup>

According to Zuhairini, the task of education does not always to improve the intelligence, but rather to develop all aspects of the human personality. Education is the primary means to develop the personality of each human being.<sup>5</sup> The human personality or attitude is not carried since birth, but it is a habit that formed from the surrounding environment.

Teachers have an important role in education, since teachers are responsible for determining the direction of education. The teacher plays the role of a manager who manages the teaching classes as the learning environment and the aspect of school environment that needs to be organized.

As the classroom manager teacher are responsible for maintaining the physical environment class so that it always fun to learn and direct or guide the processes of social learning and in class.

The class should be regulated and supervised in order to make a variety of learning activities targeted to the educational goals. Setting and monitoring against the class as a learning environment it undertook to determine the extent of the class be a good class. A good class is a class that is challenging, can stimulate students to learn, as well as providing a sense of security and satisfaction to the students in learning. It can be said if the quality and quantity of students in the class of the student determined by factors of

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<sup>4</sup> <https://adibubaida.wordpress.com/2010/07/03/makalah-faktor-faktor-yang-mempengaruhi-keberhasilan-belajar-mengajar/> diakses pada 21 April pukul 18:59 WIB.

<sup>5</sup> Zuhairini, *Filsafat Pendidikan Islam*, (Jakarta: Bumi Aksara, 2012), Page. 149.

teachers as a classroom manager.<sup>6</sup> In this case the teacher had a major challenge of how to control student behavior so actively involved in the learning process, customize the classroom environment that is conducive, building positive classroom interaction, encourage students to take responsibility for his behavior, and develop self-management skills associated with good work habits, and develop positive social behavior to achieve learning objectives.

According to Dimiyati and Mudjiono students is being active.<sup>7</sup> Students have the urge to do something, have the will and the desire. Study on the active substance is the process whereby a person undertaken activities to change behaviors, occurring activities respond to any learning process.<sup>8</sup> Students who study can not be delegated to others, learning will only occur if a student actively experiencing theirself.

Some institutions have proven that effective Classroom Teacher's Management is an absolute requirement for an effective learning process in this boldly recast the conventional method of Classroom Teacher's Management in which the average periods by major institutions and replacing with gives innovation tailored to the needs of students, so that they are able to help students reach the potential that exists within them as well crank up the learning achievements of students. One institution is able to provide innovation in Classroom Teacher's Management that can give a good education for their students is SD Muhammadiyah 03 Tumpang Malang.

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<sup>6</sup> Novan Ardy Wiyani, *Manajemen Kelas*, (Jogjakarta: Ar-Ruzz Media, 2016), Page. 44.

<sup>7</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2006), Page. 43.

<sup>8</sup> *Ibid*, Page. 44.

SD Muhammadiyah 03 Tumpang Kabupaten Malang is an institution of primary education in the Tumpang village. In this research, researchers will conduct research in the grade one. SD Muhammadiyah 03 Tumpang Kabupaten Malang has two classes to the first grade that consisting of IA and IB. In each class there are 25 students and a teacher.

The issue of learning activity is an issue facing schools today. SD Muhammadiyah 03 Tumpang Malang is one of the elementary school level education institutions which apply the discipline of students. This school became the site of the continuation of the construction of the discipline of students who already carried out by the family. Various forms of conduct and regulations have been enacted in this school but in fact student indiscipline in schools is still just visible. It can be characterized by the behavior of students who are not obedient to the code of conduct, for example during the learning process there is still a lively student himself, making rowdy and fights with friends. From the observation that researchers do, first grade teacher discipline the students with give example, always give advice, direct, habituate, and give reward as well as punishment.

Based on the background of the above, the researcher is interested in doing research and raised these problems into thesis with the title: **Classroom Teacher's Management in The Learning Activity of Student Grade One at SD Muhammadiyah 03 Tumpang Malang.**

## **B. Focus of The Research**

Based on the above research context then in general the question of this research would like to reveal about classroom teacher's management in the learning activity of student grade one. Given the breadth of issues that will be examined in this study, the researchers then limit the problem of research with formulating a research focus as follows:

1. How is the student's activity desired by first grade teacher at SD Muhammadiyah 03 Tumpang Malang?
2. How is the classroom teacher's management conducted by first grade teacher in the learning process at SD Muhammadiyah 03 Tumpang Malang?

## **C. Objectives of The Research**

This research aims to analyze, and find things as follows:

1. To explain how is the student's activity desired by first grade teacher at SD Muhammadiyah 03 Tumpang Malang.
2. To explain how is the classroom teacher's management conducted by first grade teacher in the learning process at SD Muhammadiyah 03 Tumpang Malang.



#### D. Significance of The Research

The results of this research are expected to benefit both theoretical as well as practical. As for the benefits of both are as follows:

##### 1. Theoretical Benefits

- a. In science, the results of this research can enrich vocabulary study of the Classroom Teacher's Management and the students' discipline.
- b. Expected this research can inspiring teacher in the Classroom Teacher's Management and increasing students' discipline.

##### 2. Practical Benefits

- a. Gives an overview of the Classroom Teacher's Management that is expected to be a consideration of teachers to improve the teaching quality.
- b. Provide an overview of how teachers in increasing students' discipline.
- c. Gives an overview how Classroom Teacher's Management conducted by first grade teacher in SD Muhammadiyah 03 Tumpang Malang is.

#### E. Previous Research

Research originality describe about the differences between this research and the other research before. Researcher find out the older relevant to avoid repeated problem at the same research. Here some previous research relating to classroom teacher's management and student learning activity:

1. Research by Rudi Herwanto (2017), *Implementasi Manajemen Kelas Dalam Meningkatkan Proses Belajar Mengajar Pendidikan Agama Islam*

*Di Madrasah Tsanawiyah Negeri Turen Malang.* This research using qualitative method. This research discusses about Classroom Teacher's Management in increasing learning process in Islamic matters in MTs N Turen. The result of this research is:<sup>9</sup> a) implementation of Classroom Teacher's Management in MTs N Turen that is: compile the learning tools; doing Classroom Teacher's Management in the process teaching and learning; b) restricting factors in the process of teaching and learning are the students and the environment, supporting factor is the availability of infrastructure facilities and the establishment of good coordination between teachers; c) the strategy does is, customize the students to be ready starting the lesson, using the right method and varied educational and interact, communicative, and using the media that is suit with the material.

2. Research by Leni Susilowati (2015), *Manajemen Kelas Dalam Pembelajaran Tematik Integratif Kelas IVB di Sekolah Dasar Brawijaya Smart School.* This research using quantitative method. This research discuss about Classroom Teacher's Management in fourth grade. The result of this research is:<sup>10</sup> a) the Classroom Teacher's Management plan in thematic integrative learning in SD Brawijaya Smart School Malang is with planning the thematic integrative learning tools, planning regulation

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<sup>9</sup> Rudi Herwanto, *Implementasi Manajemen Kelas Dalam Meningkatkan Proses Belajar Mengajar Pendidikan Agama Islam Di Madrasah Tsanawiyah Negeri Turen Malang*, Skripsi, Malang: Pendidikan Agama Islam, UIN Maulana Malik Ibrahim Malang, 2015.

<sup>10</sup> Leni Susilowati, *Manajemen Kelas Dalam Pembelajaran Tematik Integratif Kelas IVB di Sekolah Dasar Brawijaya Smart School*, Skripsi, Malang: Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2015.



of the classroom, planning the classroom procedure; b) organizing thematic integrative learning classroom in this school is organizing the learning activities, students, and classroom; c) briefing thematic integrative learning in this school is to provide clear communication or instruction, monitor progression and completion of assignment by way of surrounding the classes with the time scale when thematic learning motivating students and integrative managing inappropriate behavior by giving punishment to educate; d) supervision of the Classroom Teacher's Management in thematic learning in this school is always control around the class and keep an eye on the behavior of students both in the class and outside the class in a thematic integrative study.

3. Research by Anisah Puspita Sari (2018), *Teacher Creativity On Thematic Learning For Increasing Students Activeness At VA And VB In Islamiyah Islamic Elementary School Sukopuro Jabung Malang*. This research using qualitative method. This research is discussing about teacher creativity at Islamiyah Islamic Elementary School. The result of this research is:<sup>11</sup> a) thematic learning in class VA and VB are implemented in one theme; b) the student can develop their activity like often asked about the subject matter; c) the implementation of teacher creativity at fifth grade A by using ARCS strategies and combine with other methods of learning as a

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<sup>11</sup> Anisah Puspita Sari, *Teacher Creativity On Thematic Learning For Increasing Students Activeness At VA And VB In Islamiyah Islamic Elementary School Sukopuro Jabung Malang*, Skripsi, Malang: Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2018.

variation; d) implementation of teacher creativity fifth grade B by using active learning strategies and a variety of methods.

NO	Title	Similarities	Differences	Originality
1.	Rudi Herwanto, <i>Implementasi Manajemen Kelas Dalam Meningkatkan Proses Belajar Mengajar Pendidikan Agama Islam Di Madrasah Tsanawiyah Negeri Turen Malang</i> , Skripsi, Malang: Pendidikan Agama Islam, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2015.	<ul style="list-style-type: none"> <li>• Describe about Classroom Teacher's Management</li> <li>• Use qualitative method</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss about how to increase the learning process in Islamic study</li> <li>• Research setting at MTs N Turen</li> </ul>	Classroom Teacher's Management to increasing teaching and learning's process in islamic matters in MTs N Turen. fourth grade Classroom Teacher's Management in SD
2.	Leni Susilowati, <i>Manajemen Kelas Dalam Pembelajaran Tematik Integratif Kelas IVB di Sekolah Dasar Brawijaya Smart School.</i> , Skripsi, Yogyakarta: Pendidikan Guru Sekolah Dasar, Universitas Negeri Yogyakarta, 2015.	<ul style="list-style-type: none"> <li>• Describe about Classroom Teacher's Management</li> <li>• Use qualitative method</li> </ul>	<ul style="list-style-type: none"> <li>• Research held in fourth grade</li> <li>• Describe about thematic integrative learning</li> </ul>	Brawijaya Smart School Malang. The cultivation discipline value in SDN Suryawijayan.
3.	Anisah Puspita Sari, <i>Teacher Creativity On Thematic Learning For Increasing Students Activeness At VA And VB In Islamiyah Islamic Elementary School Sukopuro</i>	<ul style="list-style-type: none"> <li>• Describe about students activity</li> <li>• Use qualitative method</li> </ul>	<ul style="list-style-type: none"> <li>• Research setting at fifth grade</li> <li>• Discuss about teacher creativity</li> </ul>	

<p><i>Jabung Malang, Skripsi, Malang, Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2018.</i></p>			
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Table 1.1 Research Orisinality

#### F. Definition of Key Term

There are some terms used in this research are technically has a distinctive meaning. Among them:

1. Classroom teacher's management is a conscious effort to plan, carry out the plan, supervise, and evaluate the learning process. Classroom Teacher's Management are conducted for creating and maintaining the order class. In addition, Classroom Teacher's Management also conducted to achieve the planned learning objectives and to develop the student's good behavior and eliminate the students' bad behavior.
2. Students learnig activity is Students have the urge to do something, have the will and the desire. Study on the active substance is the process whereby a person undertaken activities to change behaviors, occurring activities respond to any learning process.
3. SD Muhammadiyah 03 Tumpang Kabupaten Malang is a elementary school that located in Jago Village Tumpang. This school has a school building. This school is apply a pretty good Classroom Teacher's Management. First grade in this school have two classes i.e. IA and IB. In each class there are 25 students.

## G. Composition of Research

The composition is the order of the discussion in this research, this composition aims to facilitate discussion of the issues in it. This research consists of six chapters, each of which broken out into sub-sub systematic chapter as follows:

Chapter I in this research there is introduction who will discuss about the background, the focus of research, research objectives, the benefits of research, originality of research, operational definition and composition of research.

Chapter II there will be a literature review about classroom teacher's management, thematic learning and also student activities.

Chapter III describes methods of research which used a qualitative descriptive study. This chapter is contain approaches and research design, research setting, position of the research, instrument of the research, data and data sources, data collection, data analysis, research data and the research procedure.

Chapter IV contains about report of the research results. In this chapter the researcher suggests the problems derived from research on the background of the object of research.

Chapter V contains about present the discussion of research findings which include analysis object of research from the data wich allredy contained in chapter IV.

Chapter VI there is closing. At the end of the discussion the researcher will posit about research results and conclusions put forward suggestions pertaining to the reality of research results. At the end the researcher cite references and appendix.





## CHAPTER II

### REVIEW OF LITERATURE

#### A. Classroom Teacher's Management

According to the Novan Ardy, management is a series of activities that form the process of planning, organizing, implementing, and assessments to accomplish the objectives of the organization which has been established together.<sup>12</sup>

According to George R. Terry, management is a distinct process consisting of planning, organizing, actuating, and controlling performance to determine and accomplish stated by the use of human being and another resources.<sup>13</sup> Management is a process, which consists of planning, organizing, surveillance to surveillance.

From some of the above description, it can be said that management is the activity of managing a job from planning, implementing to evaluate with the goal of keeping such activities run more effectively and efficiently. Effective here means the achievement of business objectives that have been set with the right time and right on target. Efficient here can be defined with the goal with the appropriate fee. Costs incurred for an activity must be in accordance with the plan is defined. Management surely in need of a teacher in the learning process. With management class, the teacher will be easier to achieve the learning objectives that have been set.

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<sup>12</sup> Novan Ardy Wiyani, *Manajemen Kelas*, (Jogjakarta: Ar-Ruzz Media, 2016), Page. 18.

<sup>13</sup> Mulyono, *Manajemen Administrasi & Organisasi Pendidikan*, (Yogyakarta: Ar-Ruzz Media, 2017), Page. 16



According to Novan Ardy simply class can be defined as the smallest working units in the school which is used as a place for teaching and learning activities.<sup>14</sup>

According to Euis and Donni, class in the perspective of education can be understood as a group of students who are at the same time, receive the same lesson, as well as sourced from the same teacher.<sup>15</sup> In that sense, there are three important things related to the class. First, it is not called with the class when the students acquire the subject matter from the same teachers but are done in a different time. Second, it is not called with the class when the students learn the subject matter is different. Third, is not called grade when students obtain lessons from different teachers at the same time.

Many factors determine the creation of learning that is fun. Even so, the teacher remains the most instrumental reasons teachers who manage and control the learning process. A teacher is a person who is in charge of helping students to gain knowledge so that it can develop its own potential.<sup>16</sup>

The teacher is one of the important factors in the learning environment. The role of a teacher is more than just a giver of knowledge. The teacher is said to be as peer learning, models, mentors, facilitators, and people who are influential in the success of students. Through a variety of encouragement from teachers who are idol for students and endeared, spirit of student learning will be encouraged.<sup>17</sup>

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<sup>14</sup> Novan Ardy Wiyani., *Manajemen Kelas* (Jogjakarta: Ar-Ruzz Media, 2016), Page. 52.

<sup>15</sup> Euis Karwati dan Donni Juni Priansa, *Manajemen Kelas* (Bandung: Alfabeta, 2015), Page. 5.

<sup>16</sup> Khanifatul, *Pembelajaran Inovatif* (Jogjakarta: Ar-Ruzz Media, 2013), Page. 22.

<sup>17</sup> *Ibid.*,

To be a teacher who endeared and give spirit of student learning, in addition to the management of the various components of learning, teachers have to be clever in making learning strategies. Teachers should also master the range of competence so that its ability always optimal in carrying out the learning process in the classroom.<sup>18</sup>

Meanwhile, according to Peraturan Pemerintah No. 19/2005 concerning education standards Pasal 28 Ayat 3 stating that teachers have four mandatory competence, namely pedagogic competence, professional competence, personality, competencies and competency social.<sup>19</sup>

#### 1. Competence of pedagogy

In National Education Standards, the explanation of pasal 28 ayat (3) grain of a pedagogic competence that is advanced is the ability to manage the learning learners that includes an understanding of learners, design and implementation learning, student assessment, and the development of learners to actualize the various potential.<sup>20</sup>

In the RPP about teachers expressed that: pedagogy, teacher capability is Competence in the management of the learning of students who are at least includes the following:

- a. Understanding the insights or educational foundation
- b. Understanding of learners
- c. Development of curriculum/Syllabus

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<sup>18</sup>*Ibid.*,

<sup>19</sup>*Ibid.*, Page. 23.

<sup>20</sup> Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2008), Page. 75.

- d. Designing Learning
- e. Implementation of the educational and learning dialogis
- f. Utilization of instructional technology
- g. Student assessment
- h. Development of learners to actualize the various potential.

In pedagogical, the competence of the teachers in managing learning need to find because need serious attention education in Indonesia expressed less successful by some in the community, assessed from the pedagogical aspect, and the school appears to be more mechanically so that learners are likely to dwarf because it does not have its own. Freire (1993) reveal that the process of learning i.e. the relationship of teachers with learners at all levels with identical figures of storytelling. Learners are seen as jar will be filled of water (Science) by his teacher. Therefore, the study looks like a saving activities, the student was detained as a "bank" and teachers as "savers". Further, Freire outline some characteristics of education "style banks" as follows:<sup>21</sup>

- a. Teachers taught, learners are taught
- b. The teacher knows all things, learners don't know anything.
- c. Teachers, learners think about thinking
- d. The teacher tells the story, learners listen to
- e. Teachers determine regulations, learners are arranged.
- f. Teachers select and impose his choice, learners agree.

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<sup>21</sup> *Ibid.*, Page. 76

- g. Teachers, learners do envision himself doing through the deeds of his master.
- h. Teachers choosing materials and lesson, learners (without being asked his opinion) conform to that lesson.
- i. The teacher confused the authority of science and authority of his position, which he did to obstruct freedom of learners.
- j. Teachers was the subject in the learning process, learners are mere objects.

## 2. Professional Competence

In education standards, the explanation of pasal 28 ayat (3) grains c expressed that the definition of professional competence is the ability of mastery learning materials widely and in depth which allows guiding learners meet the standard of competence specified in the national standards of education.

From a variety of sources that discuss the competence of teachers, can generally be identified and abstracted about the scope of teacher professional competency as follows:<sup>22</sup>

- a. Understand and can apply a good educational foundation of philosophy, psychological, sociological, etc.;
- b. Understand and can implementing the learning theory according to the level of development of the students;

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<sup>22</sup> *Ibid.*, Page. 135

- c. Capable of handling and developing field of study become his responsibility;
- d. Understand and can apply the varied learning learning methods;
- e. Able to develop and use various tools, media and relevant learning resources;
- f. Able to organize and implement a learning program;
- g. Able to carry out the assessment of learners;
- h. Able to cultivate a personality of learners;

While in more specialized, professional competence of teachers can be outlined as follows:

- a. Understand the education standards, which include:
  - 1) Standar isi
  - 2) Standard process
  - 3) Standards of competence of graduates
  - 4) Standards of educators and educational personnel
  - 5) Standards and infrastructure
  - 6) Standard management
  - 7) Standard financing; and
  - 8) Standard educational assessment
- b. Develop a Curriculum unit level education, which includes:
  - 1) Understanding of the basic competencies and competency standards
  - 2) Developed a syllabus
  - 3) Devised a plan of implementation of the learning



- 4) Implement the learning and the establishment of the competence of learners
  - 5) Assessing learning outcomes
  - 6) Assess and fix KTSP in accordance with the development of science, technology, and the progress of the times
- c. Over matter standards, which include:
- 1) Mastering learning materials (field of study)
  - 2) Mastering the material of deepening (enrichment)
- d. Manage learning programs, which include:
- 1) Formulating goals
  - 2) Outlines the basic competence
  - 3) Selecting and using learning methods
  - 4) Selecting and putting together the learning procedure
  - 5) Carry out learning
- e. Manage classes, which include:
- 1) Set up the classroom for learning
  - 2) Creating a climate conducive to learning
  - 3) Laboratory use and manage in order to study
  - 4) Develop Lab
  - 5) Use the libraries in study
  - 6) Using the environment as a learning resource
- f. Master Educational Foundation, which includes:
- 1) Select and use learning media



- 2) Make learning tools
  - 3) Using and managing laboratory in the learning process
  - 4) Develop Labs
  - 5) Using the library in learning
  - 6) Using the environment as a learning resource
- g. Understand and implement the development of learners, including:
- 1) Understand the function of the development of the learners
  - 2) Organizes the extracurricular (ekskul) in the framework of the development of learners.
  - 3) Hosted guidance and counselling in order to the development of the learners.
- h. Understanding research in learning, which includes:
- 1) Develop research designs
  - 2) Carry out research
  - 3) Uses research results to improve the quality of learning.
- i. Showing example and leadership in learning.
- 1) provide examples of behavior example
  - 2) develops the attitude of discipline in learning
- j. Developing theory and basic educational concepts.
- 1) Develop educational theories that are relevant to the needs of learners
  - 2) Develops the basic concepts of the relevandengan educational needs of learners.

k. Understand and implement the concept of individual learning which includes:

- 1) Understanding individual learning strategies
- 2) Carry out individual learning

### 3. Competence of Personality

In the National Education Standards, the explanation of Pasal 28 ayat (3) grain b, expressed that the definition of personality competency is the ability of a steady, stable personality, adult, arif, and authoritative, being an example for learners, and noble character.<sup>23</sup>

Huge personality competence its influence on growth and personal development of learners the competence of Personality has a role and a very important function in shaping the personality of the child, in order to prepare and develop human resources (HR), as well as the community prosper, progress of Nations, and the nation at large.

### 4. Social Competence

In education standards, the explanation of pasal 28 ayat (3) grain b expressed that the definition of social competence is the ability of teachers as part of the community to communicate effectively and hang out with fellow learners, educators, and the surrounding communities. It further outlined in the RPP about the teacher, that social competence is the ability of teachers as part of the community, which at least has competence to:<sup>24</sup>

- a. Communicate orally, in writing, and cue

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<sup>23</sup> *Ibid.*, Page. 117

<sup>24</sup> *Ibid.*,

- b. Use of information and communication technology is functionally
- c. Associating effectively with learners, fellow educators, educational personnel, parents/guardians of students; and
- d. Getting along generally polite with people around

Management of students is an activity or action of teachers within the framework of the provision of optimal conditions so that the learning process takes place effectively.<sup>25</sup> Management of students is relation to the awarding of stimulus in evoking and sustain motivation condition students to consciously play an active role and engage in learning activities in the classroom. It may take the form of activities, behavior, a teacher-created by giving a stimulus to the students to participate plays an active role as well as learn in class in full.<sup>26</sup>

In the management of students, one important thing to note is the diversity characteristics of the students. The teacher must understand that every student has different characters.

Learning is a process of interaction between educators and learners with learning resources that occurs in a learning environment. learning is a process that is systematic and involves many components. All the components of learning is not partial, but it should be running regularly, complementary, interdependent, and sustainable. Therefore, the necessary management of learning. A good learning process, in addition to beginning with the wise

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<sup>25</sup> Khanifatul, *Pembelajaran Inovatif* (Jogjakarta: Ar-Ruzz Media, 2013), Page. 24.

<sup>26</sup> Novan Ardy Wiyani, *Manajemen Kelas* (Jogjakarta: Ar-Ruzz Media, 2016), Page. 60.

planning, also backed by development strategies capable of membelajarkan students.<sup>27</sup>

In the management of learning, there are some things that should be arranged so that the whole potential can be optimized, such as planning, organizing, direction, and supervision.<sup>28</sup>

Systematically designed learning, either in the form of interaction learning, classroom management, and use of learning resources, as well as assessment. Therefore, a teacher requires knowledge and skills in the management of the learning memadahi. As the management of learning, a teacher should do several steps including plan the learning objectives, organise a wide range of learning resources, and leads that include motivation, drive, and give stimulus to the students.<sup>29</sup> In implementing the measures of the management of learning, a teacher should be able to help students to gain knowledge. Thus students can develop their potential.

According to Apridayani the management of learning can be useful to evoke the excitement of learning, allowing more direct interaction between the learners with the environment a reality, as well as allowing the learners learn individually According to ability and his interest.<sup>30</sup>

Managing the classroom environment is also an important factor to achieve the learning objectives. The class is not just a room with all of its contents are passive, but rather a means of interaction between students with

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<sup>27</sup> Khanifatul, *Pembelajaran Inovatif* (Jogjakarta: Ar-Ruzz Media, 2013), Page. 26.

<sup>28</sup> *Ibid.*,

<sup>29</sup> *Ibid.*, Page. 27.

<sup>30</sup> *Ibid.*,



students, and between students with teachers. a major feature of the class is on its activities to be able to run the learning activities. Management of the merupakan activity of the teacher to create and maintain optimal learning conditions, and restore it if things happen that can disrupt the learning atmosphere.<sup>31</sup>

In the Classroom Teacher's Management activities there is created a proper teaching and learning climate. These activities are directed to achieve a conducive and fun atmosphere in the class to be able to motivate the students to be able to learn with a good fit with the development and its ability.<sup>32</sup> Classroom environment that is conducive, comfortable, fun, clean, and neat instrumental in supporting the effectiveness of learning. A lot of things that can be done by teacher to give convenience to students. For example, presenting flowers and plants or provide freshness in the classroom. A fun and beautiful classroom can give a positive effect on the attitudes and behavior of the students towards the learning activities.

Classroom Teacher's Management with regard to the implementation of the class setting or room which is bounded by the walls of the place students together learn everything delivered by teachers in the hope of teaching and learning activities can be take place effectively and efficiently. Classroom Teacher's Management includes procurement and arrangement of ventilation, seating of students, the learning props, and others.

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<sup>31</sup> *Ibid.*, Page. 28.

<sup>32</sup> Novan Ardy Wiyani, *Manajemen Kelas* (Jogjakarta: Ar-Ruzz Media, 2016), Page. 65.



Most of the physical condition of the classroom does have an impact on the possibility of the emergence of learning disorders. The classroom temperature too cool and the messed up ventilation for example, it is able to lose most of the student's ability in the concentrate to the materials-subject matter, although it often escapes the attention of the teacher.<sup>33</sup>

Room settings, chairs, and tables are meant to get the new atmosphere. The room is arranged in such a way so as to appear a comfort in learning. Poster icons were installed to provide stimulus to them about the fine points of discussion is being studied or who have past. Meanwhile, posters are meant to provide motivation affirmations, positive mental attitude in learning. teacher can use the poster icon and affirmations, either for learning or media as the means to be able to create an interesting atmosphere in the classroom. In addition, the goals of the affirmations and iconic posters so that it remains a reminder of the information from the beginning of the lesson to finish.<sup>34</sup>

In fact, sometimes a teacher who taught cannot control time. Study material or material could be finished, but the time was still long. Another possibility could be vice versa, time is up but hadn't lesson materials. This effect on learning process of teaching that was implemented. Therefore, in the study, namely the RPP, a teacher formulates measures of learning activities, complete with the allocation of time, starting from the initial activities, events, and activities. Initial activities are usually in the form of apresepsi and

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<sup>33</sup> *Ibid.*, Page. 59.

<sup>34</sup> Khanifatul, *Pembelajaran Inovatif* (Jogjakarta: Ar-Ruzz Media, 2013), Page. 28

motivation. The core activities in the form of exploration, elaboration and confirmation, assessment and reflection, feedback, and follow-up.<sup>35</sup>

Early activity in the learning is an activity with the aim of arousing motivation, reminding students on the material before, and focus the attention of the students to participate actively follow the learning process. Time is effective in early learning activities is usually about 10 minutes. While the core activity is the process of learning to achieve Basic Competency in (KD). The core activities in the learning process should be done interactively, inspiring, fun, and challenging for students. In addition, it is intended in order to motivate the students to participate actively as well as provide an opportunity for them to berkreativitas in accordance with their talents and interests. Closing activities in the learning process is carried out for an end to learning. This activity can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. End of learning activities are intended to give a comprehensive overview of what is learned by students. In General, learning media means everything that can be used to transmit the learning materials so as to stimulate attention, interests, thoughts, and feelings of students to achieve learning objectives. Learning media has an important role as one of the components of the learning system.<sup>36</sup>

Without the media learning, the process of learning as a process of communication cannot take place to the maximum. The relationship of communication between teachers and learners will be better and the

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<sup>35</sup> *Ibid.*, Page. 29

<sup>36</sup> *Ibid.*, Page. 30.

efficiency of the use of the media. Learning media require equipment for serving. But the most important thing is the message or information carried by the media.

## **B. Thematic Learning**

Thematic learning is a learning activity with combine material from some matters in one topic discussion.<sup>37</sup> Sutirjo and Sri Istuti Mamik said that thematic learning is an effort to combine knowledge, skills, value, or attitude in the learning, and also vreative thinking with theme. Form the statement above enforceable that thematic learning with a view as an effort to improve and develop education quality, especially ti divide the solid material curriculum. In addition thematic learning will give opportunities integrated learning more emphasis on the involment of students in the study. Integration in learning can be seen from the aspects of the process or time, aspects of the curriculum, and aspects of teaching and learning.

In applying and implementing thematic study, there are some basic principles that need to be taken care of is 1) is integrated with the environment, 2) form of learning is designed so that students find themes, and 3) efficiency. In order to make a clearer picture is obtained following the principles of the third described, the following:

- a. Nature of contextual or integrated with the environment.

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<sup>37</sup> Sutirjo dan Sri Istuti Mamik. *Tematik: Pembelajaran Efektif dalam Kurikulum 2004*, (Malang: Bayumedia Publishing, 2005), Page. 6.

Learning undertaken needs to be packaged in a format of the Association, that is to say discussion of a topic associated with the condition that the encountered students or when students find problems and solve the problems faced by students in real life daily linked to the topics covered.

b. Forms of learning should be designed so that students are working in earnest to find real learning themes while applying it. In conducting thematic Learning students are encouraged to be able to find themes that are completely in accordance with the conditions of the students, even experienced students.

c. Efficiency

Thematic learning has value efficiency among others in terms of time, material, method, load the use of authentic learning resources so as to achieve proper competency ketuntasan.

Thematic learning has traits or characteristics as follows:

a. Centered on students

The learning process is done to put the student as the center of activity and should be able to enrich the learning experience. The learning experience is poured in a learning activity that explores and develops the natural phenomena around students.

b. Provide hands-on experience to students

In order to make learning more meaningful then students need to learn firsthand and experience it yourself. On this basis then teachers need to



create conditions that are conducive and facilitate the emergence of meaningful experience.

c. Separation of subjects not so clear

Remember the theme is examined from a variety of subjects and interconnectedness then limit the subjects became not so clear.

d. Presenting the concept of the various subjects in a learning process.

e. Flexible

The implementation of thematic learning not strictly scheduled between subjects.

f. Learning outcomes can be developed in accordance with the interests and needs of the students.

Themes in thematic learning have roles, among others:

- a. Students more easily focus on one particular theme or topic.
- b. Students can learn knowledge and develop a wide range of subjects within the competence of the same theme.
- c. The understanding of the subject matter is more profound and memorable
- d. Language Competencies can be developed better by hooking other subjects and students' personal experiences.
- e. More students feel the benefits and significance of studying because the material is presented in the context of a clear theme.
- f. Students more passionate learning because they are able to communicate in a real situation.



- g. Teachers can save time because the subjects are presented in the integrated can be prepared at one time and is given in 2 or 3 times.

The selection of themes in thematic learning can come from teachers and students. In General, teachers choose a basic theme and students determine the thematic unit. Themes can also be selected based on considerations of consensus between students.

There are some things that need to be considered in thematic learning, i.e:

- a. Thematic Learning intended to the implementation of the activities of learning more meaningful and intact.
- b. In the implementation of thematic learning needs to consider the allocation of time for each topic, a lot of lack of materials available in the environment.
- c. Select the theme that is closest to students.
- d. Prefer basic competencies will be achieved from the theme.

Thematic learning implementation has several advantages and also acquired weakness. The advantage is that is:

- a. Fun due to the onrush of the interests and needs of the students
- b. Experience and learning activity relevant to the level of development and the needs of students.
- c. Results of the study will last longer because it is more memorable and meaningful.
- d. Fostering social skills, such as working together, tolerance, communication and responsiveness to the idea of other people.

Thematic learning in addition has several advantages as described above, there are also some drawbacks that he got. Lack thereof i.e:

- a. Teachers are required to have a high skill
- b. Not every teacher is able to integrate the curriculum with the existing concepts in subjects accurately.

Thematic learning in primary school (elementary school) is a relatively new thing, so in its implementation has not been as expected. There are still many teachers find it difficult in carrying out thematic learning. This is the case, among others, because the teachers have not received intensive training on thematic learning. Besides also tutor still hard leaving the customs activities has upon learning of subjects/areas of study.

The implementation of thematic learning in elementary school at the moment is focused on the lower classes (classes 1 and 2) or class whose children still classified in early childhood, although in fact this thematic learning approaches can be made at all primary school class.

Thematic learning done with several stages such as the preparation of the planning, implementation, and evaluation/reflection. These stages can be briefly outlined as follows:

- a. Planning

Given the very planning determines the success of a theme, then learning planning made in the framework of the implementation of thematic learning should be as good as possible hence there are some steps that need to be done in the design This thematic pembelajaran, namely: 1)

Learn basic competencies in the same semester and class of each subject, 2) Select a theme that can unite the competencies the competencies for each grade and semester, 3) make a "matrix of relationship competencies basis with the theme ", 4) Make learning thematic mapping. This mapping can be made in the form of a matrix or jareingan topics, 5) assemble the syllabus and learning plans based on matrix/network thematic learning topics.

b. Implementation of the thematic study

At this stage the core teachers carrying out the plan of learning that have been compiled previously. This thematic learning will be applied and implemented well need adequate laboratory supported. Adequate laboratory course contains a range of learning resources that are needed for learning in elementary school. With the availability of adequate laboratory the teacher when it organized a thematic study will easily harness the learning resources that are in the lab, either by way of bringing into the classroom learning resources as well as invite students to laboratory space that is separate from the space of its class.

c. Thematic Learning Evaluation

Thematic learning evaluation is focused on the evaluation process and results. The evaluation process is directed at the level of involvement, interest and the spirit of the students in the learning process, while the evaluation of the results is more directed at the level of understanding and how the students against the substance of the matter and its benefits for

student life everyday. In addition, the evaluation may also be a collection of student work during learning activities that can be shown in an exhibition of student work/exposure.

Instruments that can be used to reveal the student's understanding of the subject matter can be used against the test results of the study. and to know the skill level of the students perform a task can be a test of the deed or the skill and attitude of students to unravel towards the subject matter can be in the form of interviews, or dialogue informally.

Besides the instruments developed in the thematic learning can be: oral question quiz, daily, Deuteronomy, Deuteronomy blocks, and duties of individuals or groups, and observation sheet.

### **C. Student's Learning Activity**

#### **1. Understanding Student Learning Activities**

According to Dimiyati and Mudjiono students is being active.<sup>38</sup> Students have the urge to do something, have the will and the desire. Study on the active substance is the process whereby a person undertake activities to change behaviors, occurring activities respond to any learning process.<sup>39</sup> Students who study can not be delegated to others, learning will only occur if a student actively experiencing it self. John dewey declared that "learning is concered what to do for the students." In the learning process of students should be active by their self and teacher is merely a

<sup>38</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2006), Page. 43.

<sup>39</sup> *Ibid.*, Page. 44.



guide and directs. In the learning activities students is required for always active in processing of their learning gains. To be able to process and manipulate the result of their learning effectively, student are required to actively physically, intellectually, and emotionally. Marno and Idris states that active learning can help students to animate and train students to working memory and develop optimally.<sup>40</sup>

According to Pet Hollingsworth actively learning occurs when atudents are engaged continuously, both mentally as well as physically. Active learning occurs when students are eager and ready mentally.<sup>41</sup> Stuent who are actieve in the lesson that will gain knowledge that will always be remembered by the students, because basically the knowledge gained from experience experieneed directly by the students.

Activities provided by the teacher should be able to demand the students to always activities seeking, acquiring, and can manipulate what has been obtained from the result of this studies. From some of the opinions above it can be concluded that the activity of students means a learning activity that involves physical or mental student in response to lessons learned during the learning process takes place. The knowledge gained on the basis of the experience that students will not be easily forgotten. To be able to enable students in the current study, learning methods and strategies can help students to play an active role in thematic learning.

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<sup>40</sup> Marno dan M.Idris, *Strategi dan Metode Pengajaran*, (Jogjakarta: Ar-Ruzz Media, 2009), Page. 150

<sup>41</sup> Pet Hollingsworth dan Gina Lewis, *Pembelajaran Aktif*, (Jakarta: Indeks, 2008), Page. 5



Learning with teacher required students to enable them to have independence, confidence, morale and cooperation between students. independence of learning so that they can solve the problem on its own. Get an overview understanding the lesson carefully so that the knowledge they gained was valuable knowledge that they can get result from sweat and be the internalization of themselves.

The students are said to be active in learning activities if students do most of the work to be done. They use their brains learn ideas, solve problems, and apply what they learn.

Effort in order to learn to be active, the students should work on myriad tasks. They should use their brain, examines the ideas, solve problems, and apply what they learn. Active learning must be nimble, fun, enthusiastic, and passionate. To be able to learn something well, we need to hear it, see it, asking question about it, and discuss it with others. Not only that the students needs to do i.e describing something in his own way, showed, for example, try to practice skills, and working on a task that demands the knowledge they have got.<sup>42</sup>

## 2. Indicator of Student's Learning Activeness

Activities that can be performed by the students at the school is very diverse. The activity of the students not only listened and took notes as customarily found in traditional schools. According to sudjana (2010:61), active learning students can be seen from:

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<sup>42</sup> Melvin L. Silberman, *Active Learning, 101 Cara Belajar Siswa Efektif*, (Bandung: Nusamedia, 2006), Page, 9

- a. Active participation in carrying out the duties of their learning
- b. Involved in problem solving
- c. Ask another student/ teacher to when does not understand the problems facing
- d. Try to find a variety of information for troubleshooting
- e. Carry out discussion group
- f. Judge himself and getting results
- g. Train yourself in solving a problem or issue i.e students can be working on a problem or a problem with working on the student worksheet
- h. The opportunity to use what he has in completing problems that it faces.

According to Paul D. Deirich indicators of student learning activness basend on the type of activities in the learning process, there are:<sup>43</sup>

- a. Visual Activities, there are: read, pay attention to the pictures, observe demonstrations, or observing the work of others
- b. Oral Activities, there are: speak up, formulate, discussions, ask questions or interruptions
- c. Listening Activities, there are: listening to the presentation materials, discussion or hear the conversation
- d. Writing Activities, there are: write stories, working on the problem, drawn up report or fill out the question from

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<sup>43</sup> Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2007), Page. 29.

- e. Drawing Activities, there are: painting, drawing graphs, patterns or images
- f. Motor Activities, there are: experimenting, have tools or modeling
- g. Mental Activity, example: given, solve problems, analyze, view relationships or make a decision

Students active very greatly, teacher's role to ensure every students to acquire knowledge and skills in the existing conditions. Teachers also have to always provide an opportunity for students to be actively seeking, acquiring, and processing the result of his studies.

### 3. Factors of Active Learning

Active students in the learning process can be stimulate and develop student's talent, the students also can practice to think critically, and be able to solve problems in daily life. In addition, teachers also can reserve engineer the learning system systematically, thus stimulating student's activity in the learning process.

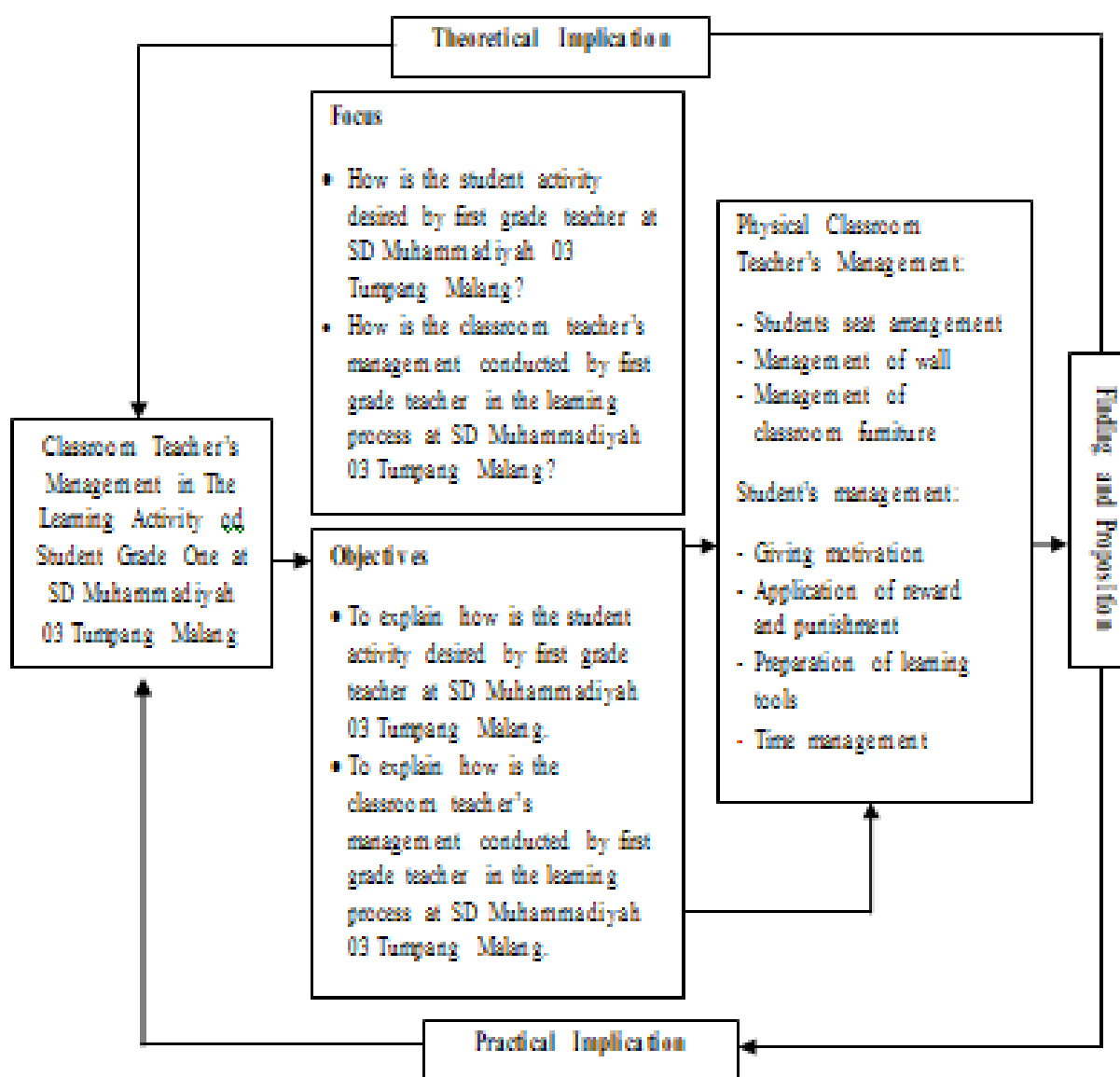
Shah (2012:146) stated that the factors that influence student learning activity can be classified into three kinds, namely internal factors (student), external factors (from outside the students), and a learning approach. Simply the factors that affect the student's learning activeness can be outlined as follows:

- a. Internal factors of the students, a factor that comes from within its own students, which include:

- 1) Physiological Aspects, namely, the general conditions and physical tone that marks the level of fitness of body organs and her joints, can be affect the intensity and spirit of the student in following lessons
- 2) Psychological aspects of learning, in fact is the psychological process. Therefore, all the circumstances and psychological functions of course learning affect someone. As for the psychological factors affecting student's learning activeness is the following:
  - b. External factors of the students, a factor of external student i.e environmental conditions around students. as for the included external factors of which are:
    - 1) The social environment, which includes: teacher, administrative staff, and classmates
    - 2) Non social environment, which include: school building and its location, family dwelling house atudents and its location, the tools of learning, the state of the weather and the time used learning students
  - 3) Fantor approach to learning, are all ways or strategies used to support students in the effectiveness and efficiency of the learning process certain material.

#### D. Framework of Thinking

A good classroom teacher's management will make student activity in learning process increase. If student is active in the learning process, students will follow all of the learning activity that has been set. So learning objectives will be achieved effectively and efficiently. Student learning and achievement will also be increased. Table 2.1 Framework of thinking.



Bagan 2.2 Framework of Thinking



## CHAPTER III

### RESEARCH METHOD

#### A. Approach and The Types of Research

Based on the problems and research objectives that have been set, researchers trying to get a deep information about classroom teacher's management in the learning activity of Students Grade Ones at SD Muhammadiyah 03 Tumpang Malang. To achieve that goal, the researcher using qualitative method with descriptive approach. By using the expected to reveal facts, phenomena and circumstances that occurred during the research underway.

According to Sugiyono, methods of qualitative research is a research method that is based on the philosophy of postpositivisme, is used to examine the conditions of natural objects in which researchers as key instruments and techniques of data collection conducted in triangulation/combined.<sup>44</sup>

According to Bogdan and Taylor, qualitative methods as a research procedure generates descriptive data in the form of the written word or spoken of people and behavior that can be observed. This approach is directed at setting and the individual as a whole. So in this case should not be isolated individual or organization into variable or hypothesis, but need to see it as part of a wholeness.<sup>45</sup>

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<sup>44</sup> Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2016) Cet. Ke-23, Page. 9 .

<sup>45</sup> Lexy J. Moloeng, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2007) Cet. Ke-28, Page. 4.

From the explanation above, then in this research used descriptive method, namely the research attempted to speak the current problem solving based on data. Then the researchers will describe/expose the data that have been obtained with regard to the Classroom Teacher's Management in The Learning Activity of Students Grade One at SD Muhammadiyah 03 Tumpang Malang.

#### **B. The Presence of Researchers**

In this study researchers acting as the main instrument, i.e., as executor, the observer and at the same time as collecting the data. As implementers, researchers carry out research on SD Muhammadiyah 03 Tumpang Kabupaten Malang on the Classroom Teacher's Management and the process of teaching and learning. Researchers acted as observers to observe how the planning, implementation and evaluation of Classroom Teacher's Management in improving the character of the discipline of students in the learning process.

As the main instrument, the researcher to function sets the focus of research, selecting informants as a data source, conduct data collection, assessing data quality, data analysis, interpret the data and make conclusions upon his findings.<sup>46</sup>

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<sup>46</sup> Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2016) Cet. Ke-23, Page. 222.

### C. Research Location

This research was conducted in SD Muhammadiyah 03 Tumpang, Malang, East Java. The researcher choose SD Muhammadiyah 03 Tumpang Kabupaten Malang because SD Muhammadiyah 03 Tumpang Kabupaten Malang has many good achievements in academics and non academics. In addition, SD Muhammadiyah 03 Tumpang Kabupaten Malang also able to generate the next generation who have religious knowledge and intelligence as well as being able to move on to junior high school favorites. Researchers intend to gain experience about the Classroom Teacher's Management that are conducted to enhance the character of the discipline of the students in this institution. As for the facilities and tools in these institutions in General adequately because of the facilities provided are complete enough so that it becomes a conducive teaching and learning activities.

### D. Data and Data Resources

The type of data in this research can be divided into two primary data and secondary data. Primary source is a source that directly provides data to the data Gatherer.<sup>47</sup> Primary data obtained in the form of words or pronunciations spoken and the behavior of the subject (the informant) relating to the Classroom Teacher's Management in the class I A and B. While the secondary source is a source which does not directly provide data to a data gatherer, for example through another person or document. Secondary data

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<sup>47</sup> *Ibid.*,

obtained from documents, photographs and objects that can be used as a supplement to the primary data.

The source of the research used in this study are researchers in interviews, observation and study of documentation.

### **E. Data Collection Technique**

Data collection techniques in this research among them are; in-depth interviews, participant observation, and study the documentation.

#### **1. Observation**

The method of observation was data retrieval with the plunge in directly into the field by taking the data directly (related to the issues raised). Marshall stated that through observation, researchers learn about behavior and meaning of such behavior.<sup>48</sup> In this research, researchers use observational frankly. In conducting data collection, researchers stating frankly to data source/master class I A and B that researchers are conducting research.

Observation is a method of data collection techniques that require that researchers took to the field to observe things related to space, place, actors, activities, things, time, events, goals and feelings. But not all need to be observed by the researchers, just things related or highly relevant with the required data. In this case that became the object of observation is

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<sup>48</sup> *Ibid.*, Page. 226.

a researcher in the teachers and students of class I A and B and also the activity they are doing.

## 2. Interview

Researchers conducted interviews give some question about Classroom Teacher's Management in students grade one SD Muhammadiyah 03 Tumpang Kabupaten Malang. In this research that be responded is a teacher class I A and I B.

The interview gives researchers the means to gain a deeper understanding of how researchers interpret a situation or phenomenon that is acquired through observation.<sup>49</sup> From the interview of researchers will figure out things more in depth about the respondents in interpreting situations and phenomena that occurred, where it is not found through observation. As for the models interview that will be used in this study, as follows:

### a. Structured interview

On the structured interview researchers have determined the problem format will be asked based on Affairs that will be examined. In conducting interviews of researchers also use tools such as tape recorder, images and other materials that can assist the implementation of the interview.<sup>50</sup>

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<sup>49</sup> *Ibid.*, Page. 232.

<sup>50</sup> *Ibid.*, Page. 233.



b. Unstructured interview

On unstructured interviews researchers are free to determine the focus of the interview, the interview flow as in ordinary conversation, that follow and adapt to the situation and condition of the respondent.<sup>51</sup>

c. Documentation

The documentation is a record of events that have already passed. the documentation can be shaped writing, pictures, or the monumental works from someone. Documents that shaped the daily notes, for example, writing a history of the lives, stories, biographies, regulations, policy. Documents that shaped the work of such as artwork, which can be either an image, sculpture, film, and others. Study document is deployment of complementary methods of observation and interviews in qualitative research.

**F. Data Analysis**

According to Miles and Huberman, qualitative data analysis is done interactively, repetitive and lasted continuously until it has been completed, so the data is already saturated. The analysis data used in this study i.e., data reduction, data display and verification.<sup>52</sup>

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<sup>51</sup> Iskandar, *Metode Penelitian Pendidikan dan Social*, (Jakarta: Gaung Persada Press, 2009), Page. 217.

<sup>52</sup> *Ibid.*,

The following analysis steps:

### 1. Data Reduction

Data reduction is an activity, choose summarize things, focus on the things that are important, look for themes and pattern as well as dispose of unneeded data.<sup>53</sup> During the collection of data, data that have been collected are chosen in accordance with their respective categories in order to be more easily processed. After that, researchers perform data reduction by taking a staple and important data in accordance with the research objectives, as well as throwing away data that is not considered necessary (not in accordance with the research objectives). Thus, the existence of the data reduction will give you a clear overview and make it easier for researchers to gather data.

### 2. Data display

After the reduction of the data, the next step is presenting. In qualitative research, data can be presented in the form of tables, charts, flowchart and the like. Through the presentation of the data, then the data are organized, arranged in a pattern related so it will be easier to understand.<sup>54</sup>

### 3. Conclusion Verification

Qualitative research in the conclusion is expected new findings like never before. These findings can be either a description or picture of an object that was previously still dim or clear yet become clear once

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<sup>53</sup> *Ibid.*, Page. 247.

<sup>54</sup> Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2016) Cet. Ke-23, Page. 249.

researched, can be either interactive or causal relationships, and the hypothesis/theory.<sup>55</sup>

In qualitative research, withdrawing the conclusion can be adjusted with the outline of the problem or even develop appropriate data that has been retrieved and analyzed. Thus, the data already presented important selected only, then made a specific category. Table 3.1.

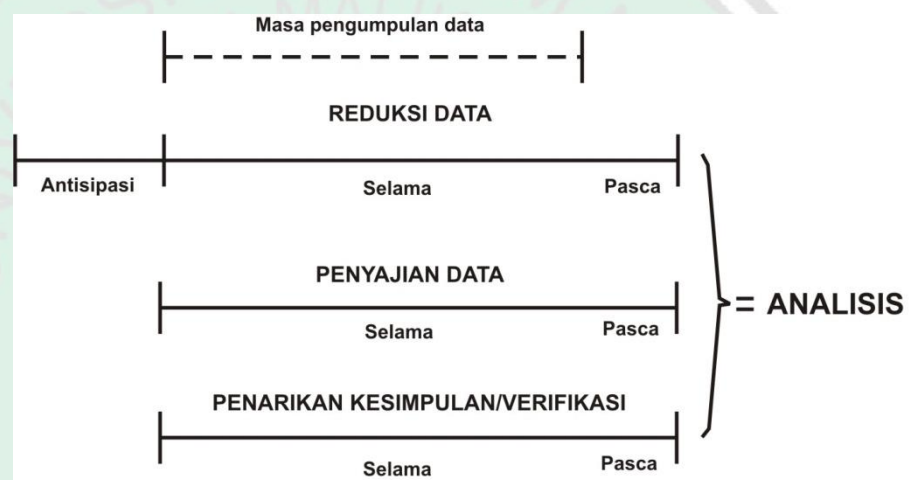


Table 3.1

### G. Checking the Validity of the Data

Data retrieval through three stages, namely the preliminary stage, filtering and phase completes the data are still lacking. In these three stages, the checking of the data much happened on stage presentation of the data. Therefore, if there is data that is not relevant, then it will do the filtering the data one more time in the field, so that those data have high levels of validation.

<sup>55</sup> *Ibid.*, Page. 252.

Moleong argues that a data validity checking technique is needed, to obtain a validity from data finding, the credibility needs to be examined using these following techniques:

1. Terms of observation, that is conduct research on an ongoing basis against the object of research, in order to understand the profound symptoms against a range of ongoing activities at the site of the research.
2. Triangulation is a technique that checks the validity of the data that utilizes something else from the outside for the purposes of checking the data. Triangulation was used in this research is the triangulated data sources by means of comparing and checking behind the degree of confidence any information gained through time and place are different in qualitative methods.

## **H. Research Procedure**

In this study there are three stages of research, i.e. As for the first stage of preparation, the second stage of implementation, and final stage.

### **1. Preparation Stage**

Researchers conducting the preliminary observation to gain an overview of the issues at hand as well as about the management class or character discipline problem formulation was then made for canvassed. These observations are useful as reference material in the making of proposals and submission of thesis titles theses to smoothen the implementation at this stage of the research.

### **2. Research stage**

The implementation stage is the core activity of a research, because at this stage the researcher is looking for and collecting the required data. This stage can be divided into several parts.

First, researchers prepare official documents to be used in the process of research on the Classroom Teacher's Management in the learning activity of students grade one at SD Muhammadiyah 03 Tumpang Malang.

Second, researchers use observational with work directly to the class IA and IB to observe the learning process in SD Muhammadiyah 03 Tumpang Malang.

Third, researchers conduct interviews against the teacher class IA and IB about Classroom Teacher's Management in increasing first grade students' discipline in SD Muhammadiyah 03 Tumpang Malang.

Fourth, researchers checked back against the results of the research data.

Fifth, researchers doing research in order to complete the extension data is still lacking to meet the target.

### 3. Final stage

The stage of completion is the final stage of a research. At this stage the researchers compiled data that has been analyzed and concluded a greeting form of scientific works, namely in the form of research reports with reference to the rules of writing scientific papers on applicable environmental science Faculty of Tarbiyah and Teaching Learning UIN Maulana Malik Ibrahim Was Unfortunate.



## CHAPTER IV

### EXPOSUR DATA AND RESEARCH FINDING

#### A. General Describe of Research Object

##### 1. School Identity

SD Muhammadiyah 03 Tumpang exist at 17 January 1961 as Madrasah Diniyah. Then become a school of the people at 27 Februari 1961. This primary school has establishment of school SK Number 1374/1-28/JTM-59/1987 and operational permission SK Number E./046-IV/1978 standing in the land area of 843 m<sup>2</sup>.

SD Muhammadiyah 03 Tumpang has accredited “B” at 2013. This school is located at Jalan Wisnuwardhana 66 RT/RW 15?8 Dusun Jago, Desa Tumpang, Kecamatan Tumpang, Kabupaten Malang, Provinsi Jawa Timur with post code 65156. Contact number 0341-789277 or email [sdmuhammadiyah03jago@gmail.com](mailto:sdmuhammadiyah03jago@gmail.com) and website that can be visite <http://www.sdm03tumpang.sch.id>.

This primary school used 2 curriculums that is curriculum from the government and curriculum from the foundation. Curriculum from the government is K13, while curriculum from the foundation is Ismubah that is consist of Al-Islam, Kemuhammadiyah, and Arabic language Those kuriulums used in this school can help realize the vision of the school is to develop SDM in the field of Iptek and Imtaq.

## 2. Vision, Mission, and Purpose of SD Muhammadiyah 03 Tumpang

### a. Vision

Place the school as a center of excellence that is capable to setting up and developing SDA in the field of Iptek and Imtaq.

### b. Mission

1. Organizing a quality-oriented education, whether in science or morally and socially, so being able to prepare and develop qualified SDM in Iptek and Imtaq.
2. Provide basic "read, write and calculate" the basic knowledge and skills that will benefit to the students.
3. Provide knowledge about the religion of Islam and its practice in accordance with the level of development and preparing students to follow in the next level of education.

### c. Purpose

1. Laying the Foundation of intelligence, knowledge, personality, attitudes, skills and noble persons to live independently and follow further education.
2. Form integrity of character and personality to generations of Muslims who have balance and harmony between the individual and the social.

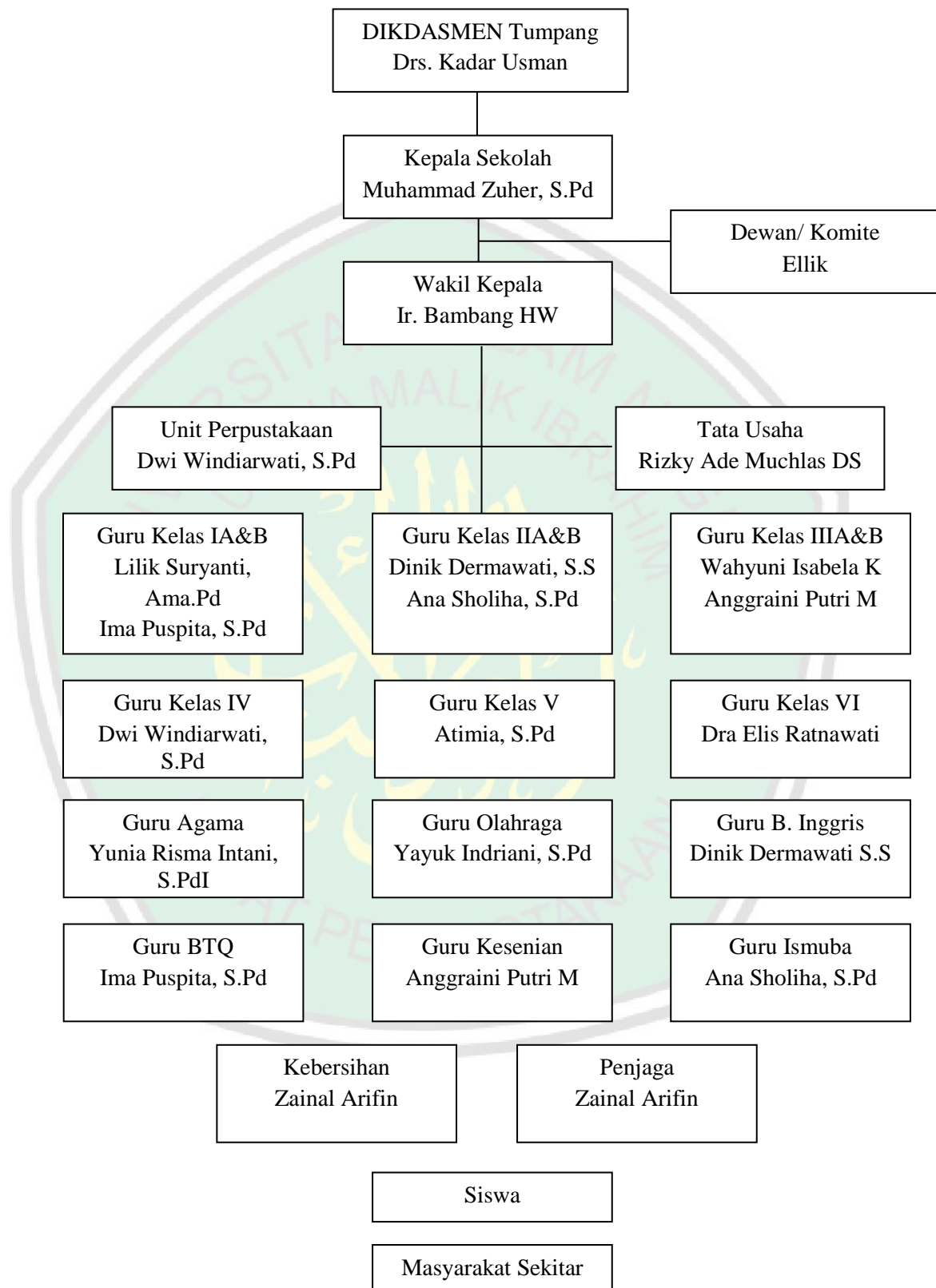
The elementary school has a vision to become a center of excellence that is capable to setting up and developing SDM in the field of Iptek and Imtaq that are supported with the Organization of the quality-oriented

education in the sciences, social and moral. These schools provide basic reading, writing, counting and provide the basic knowledge and skills to students. This school is also providing knowledge about the religion of Islam and its practice in accordance with the level of development of students.

By laying the Foundation of intelligence, knowledge, personality, attitudes, and noble as well as skills to live independently, as well as establish the integrity of the character and personality of the muslim generations that have balance and harmony between the individual and the social. It requires the teacher to be able to create a class well. Students learning activity are also necessary in order to achieve the goals set by the school. Teachers as classroom managers have an important role to improve the character of the discipline of students.

### **3. Structure Organization**

SD Muhammadiyah 03 Tumpang has 10 teachers. Most of them is bachelor of education. Only 3 of them who do not already have a bachelor degree education, that is classroom teacher of IA Mrs Lilik Suryanti, Ama.Pd, classroom teacher of II A Mrs Dinik Dermawati, S.S, and classroom teacher of VI Dra Elis Rahmawati. Although it does not yet have a bachelor of education, their background is as an educator. With an educational background that is owned by the teacher, can help create a class teacher in performance and enhance the students learning activity



Bagan 4.1 Structure Organization of SD Muhammadiyah 03 Tumpang

#### 4. Infrastructure

Infrastructure is a basic requirement that is important for learning on the learning process. Observationally, the infrastructure was in SD Muhammadiyah 03 Tumpang including:

No	Ruangan	Kondisi
1	Principal's Room	Good
2	Teacher's Room	Good
3	Classroom	Good
4	Auditorium	Good
5	Cooperative Room	Good
6	Library	Good
7	Admission's Room	Good
8	UKS	Good
9	Toilet	Good
10	Park	Good

Tabel 4.2 Infrastructure of School

SD Muhammadiyah 03 Tumpang is an institution which has the facilities and infrastructure that are relatively complete. It is apparent from the various school supplies available ranging from building up the tools and learning activities supporting the needs of the students. Everything is laid out neatly and in good accordance with the school in General.

Facilities and infrastructure there is continued with the requirements for students and teachers in the process of teaching and learning. The



utilization of infrastructure which was well done and up will help the learning process achieving goals efficiently.

Can be known that infrastructure owned by Muhammadiyah SD 03 Tumpang already insufficient in the activities of teachers and learning.

### **5. Extracurricular**

This primary school also has some extracurricular activities and featured programs include:

- a. Tahfidzul Quran, are required for all the students. There will be tahfidz test before the final exam in each semester.
- b. Robotics, optional extracurricular /followed by interested students only.
- c. Drawing and Painting, optional extracurricular /followed by interested students only.
- d. Literasi, optional extracurricular /followed by interested students only.
- e. Qiro'ah, optional extracurricular /followed by interested students only.
- f. MIPA, followed by the selected students/students will follow this extracurricular in the selection first. Students who follow this is ekstrakurikuler who joined the competition.
- g. Tapak Suci, extracurricular that must be followed by all students. Held once in two weeks on Saturday.
- h. Hisbul Waton, extracurricular that must be followed by all students. Held once in two weeks on Saturday.
- i. Field Trip, held once in a year. Performed by each class in accordance with the themes that have been studied.

- j. Interpreneur Day, held once in a year. Only done by 3th grade students. Its activities, students make products which are assisted by the classroom teacher who later the product will be sold in the school grounds/Bazaar.

SD Muhammadiyah 03 Tumpang has two types of extracurricular activities namely required and optional extracurricular. Required extracurricular that is Tahfidzul Quran, Tapak Suci, and Hisbul Waton. optional extracurricular that is Robotics, Drawing and Painting, Literasi, Qiro'ah, dan MIPA. Moreover, SD Muhammadiyah 03 Tumpang also has a special program that is Field Trip and Intepreneur Day.

A wide range of extracurricular activities above could help learners to develop themselves and the characters. So too with discipline, discipline will be formed by following a few extracurricular activities that school has already provided. Extracurricular activities that followed by the students can optimize the management classes that teachers do to improve the character of the discipline of students.

## **B. Data Exposure**

Based on the research that has been done in SD Muhammadiyah 03 Tumpang, to know the Classroom Teacher's Management that conducted by classrooms' teacher IA and IB in SD Muhammadiyah 03 Tumpang in improving the learning activity of the students then the researchers observing teaching and learning activities and conduct interviews with classroom's teacher IA dan IB, as for the data that is obtained as follows:

## 1. Student's Activity Desired by First Grade Teacher at SD Muhammadiyah 03 Tumpang Malang

Learning activities of students at the time of the continuation of learning have an impact on the achievement of learning objectives that have been set. The teacher as manager class should be able to arrange for all activities performed students in the classroom leads to the achievement of learning objectives that have been set. Here are a few things that a classroom teacher in Elementary School Muhammadiyah want on the activity of students in the learning process.

Researchers conduct interviews with teacher class IA Mrs Lilik about her opinion regarding students who are active in the learning process

*Aktifnya kelas satu itu ya, contohnya ketika guru menjelaskan mereka memberi tanggapan dengan bertanya kemudian siswa juga menyangkutkan dengan pengalamannya seperti materi itu terus pas diberi latihan soal itu mereka mengerjakan dengan tepat waktu, waktu yang telah ditetapkan gitu.<sup>56</sup>*

According to the teacher class IA, students actively in the learning of students who are: 1) active asked; 2) linking subject matter with his personal experiences and; 3) complete the task on time.

Researchers also conduct interviews with teacher class IB Mrs Ima, following word that she was about students who are active in the learning process

*Siswa yang aktif itu siswa yang ketika guru bertanya dia aktif menjawab, kalau disuruh mengerjakan sesuatu itu dia yang paling cepat dan bener, kalau di suruh maju dia yang paling respon jadi ketika*

<sup>56</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 10 January 2019

*ditanya siapa yang mau maju baca puisi misalnya, nah itu dia langsung maju.*<sup>57</sup>

According to the teacher's class IB, students who are active in the learning of students who are: 1) the active answer and; 2) active in responding to a teacher.

From the results of the interviews can be known that according to the teacher class I, active student is a student that: 1) active asked; 2) active answer; 3) active responding to teacher; 4) linking subject matter with his personal experiences and; 5) complete the task on time.

Researchers conduct interviews with teacher class IA Mrs Lilik, here she goes out about students learning activity that teacher want

*Ya saya inginnya itu anak-anak memperhatikan ketika proses pembelajaran berlangsung, mengerjakan ketika diberi tugas, tertib disiplin gitu, ramai pada porsinya karena memang anak-anak ya gitu ya.*<sup>58</sup>

Learning activities of students who want Mrs Lilik as teacher class IA include: 1) notice when the learning process takes place; 2) task and; 3) discipline.

Researchers also conduct interviews with the teacher of the class IB Mrs Ima, here she goes out about students learning activity that she want

*Saya inginnya anak-anak waktu pembelajaran itu pokoknya siswa tidak terbebani dengan pembelajaran yang saya diberikan. Yang penting mereka senang, have fun, sehingga mereka akan lebih mudah menerima pembelajaran yang diberikan.*<sup>59</sup>

<sup>57</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 10 January 2019

<sup>58</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 10 January 2019

<sup>59</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 10 January 2019



Learning activities of students who want Mrs. Ima as teacher class IB is students can enjoy learning with happy without feeling weighed down so that learning is given will be well received.

From the interview above can note that the desired student learning activities classroom teacher IA is: 1) notice when the learning process takes place; 2) task; 3) disciplined and; 4) enjoy learning with happy without feeling weighed down.

Following the results of the interviews that researchers did with teacher class IA Mrs Lilik about students' discipline

*Siswa yang disiplin itu ya mereka yang bertanggung jawab. Mungkin dia tertib tapi kadang tertib dalam hal lain tidak bertanggung jawab. Biasanya misalnya saja dia rajin masuk sekolah tapi dia tidak pernah bertanggung jawab mungkin dia tidak pernah melakukan tugas.*<sup>60</sup>

According to Mrs Lilik as teacher class IA, student discipline is a student that: 1) responsible; 2) orderly and; 3) diligent getting into school.

Teacher class IB Mrs Ima also gives her opinion about student discipline

*Kalau saya siswa yang disiplin itu bukan berarti dia yang diam di tempat duduknya mboten (tidak), tapi dia yang memang aktif, banyak bertanya, habis itu, semua perlengkapannya tertata. Nah itu ndak (tidak) lepas dari kerjanya orangtua juga di rumah. Seperti hal saya nanti kalau sudah berjalan biasanya anak-anak "tidak diperkenankan pinjam pensil ya" karena apa, biar ndak mengganggu temannya. Nah itu jadi mereka yang bisa ngikuti dengan baik, bukan berarti mereka yang diam.*<sup>61</sup>

<sup>60</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 25 July 2018

<sup>61</sup> Wawancara dengan Ibu Ima Puspita, S.Pd, Guru Kelas IB SD Muhammadiyah 03 Tumpang, 31 Juli 2018



According to Mrs Ima as teacher class IB, student discipline is a student that: 1) active; 2) often asking and; 3) all his school supplies organized. Teacher class IB do not allow students to borrow tools learning to his friend, this is done because students often borrow equipment to his friend can interfere with his friend who was studying.

From the results of the interviews can be known that according to the teacher class I, student discipline is a student that: 1) responsible; 2) orderly; 3) diligent getting into school; 4) active; 5) often asking and; 6) all his school supplies organized.

The results of interviews conducted with teacher class IA Mrs Lilik regarding the character of the discipline of the student's desired by the teacher:

*Disiplinnya kelas satu itu ya, contohnya dia masuk apa itu ke sekolah sudah tepat waktu itu sudah bagus kalau anak kelas I. Karena transisi tepat waktu, karena dia transisi dari TK karena dia biasanya banyak yang rewel. Kan disini jam 7 kurang seperempat sudah masuk sholat duha. Dan juga pulang, pulangnyanya, habis sholat duhur. Kalau anak umur sekian itu terjadwal itu kan kadang sulit. Makanya kita itu jadi itu maksudnya mbak. Jadikan itu. Jadi dia sudah bisa sholat, sudah bisa datang, sudah bisa sejenak belajar itu sudah bagus kalau anak kelas I. Karena hanya berapa mungkin anak kelas bawah itu tertibnya 2 jam itu sudah luar biasa. Jadi nggak bisa di aktifkan lama-lama itu ndak bisa, jadi itu ya nggeh (iya).<sup>62</sup>*

Here first grade student discipline character desired by the teacher class IA including: 1) come to school on time, because of the grade one is children who are in transition from kindergarten to elementary school; 2) carry out prayers with the orderly and; 3) can learn with orderly.

<sup>62</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 25 July 2018

Teacher class IB Mrs Ima also giving utterance about the discipline of the student class one that she wanted

*Saya inginnya anak-anak di kelas satu itu disiplin bukan yang diam kemudian takut sama saya, mboten (tidak). Tapi mereka lebih tau tanggung jawab, disiplin yang bertanggung jawab. Jadi ketika mereka belajar, mereka tetap harus belajar mengikuti pelajarannya dengan baik. Ketika waktu sholat mereka mengikuti ketika waktu oh iya bu kayak kemaren ya dengar adzan bu waktunya sholat ya. Nah itu buat saya sudah lebih dari cukup dari pada mereka yang harus diam kemudian takut sama saya, nah itu malah saya nggak mau. Jadi pengennya anak-anak disiplin dalam arti yang bisa bertanggung jawabkan apa yang harus menjadi kewajiban mereka, seperti ketika mereka belajar mereka belajar dengan baik, ketika mereka sholat mereka sholat dengan baik dan tertib yang seperti itu. Biarkan dia bertanggung jawab terlebih dahulu, insyaAllah kalau dia sudah bertanggung jawab mereka akan otomatis disiplinnya mengikuti tanpa saya harus ngasih (memberi) tau mereka akan oh ya bu sudah waktunya sholat oh ya bu kalau sandal ditaruhnya ditempat sandal oh ya bu saya harus bawa buku kalau saya ndak (tidak) bawa buku biasanya saya disuruh baca surat. Nah gitu nggeh,(iya) pembiasaan itu.<sup>63</sup>*

Almost same as what teacher class IA said, the following is student discipline desired by the teacher class IB including: 1) not just sitting still; 2) accountable for their responsibility; 3) Learn to follow the lesson well and; 4) pray well and orderly.

From the results of the interview above, it can be seen the discipline of Students Grade Ones I what the teacher wants is: 1) come to school on time; 2) pray well and orderly; 3) b can learn with orderly; 4) not just sitting still and; 5) accountable for their responsibility.

<sup>63</sup> Interviews with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 15 August 2018

Here the Following the results of the interviews that researchers have done with the teacher class IA Mrs Lilik regarding the process of cultivation of the discipline that she did

*Proses penanaman disiplin ya dimulai dari contohnya kita sendiri. Jadi, guru memberikan contoh pada siswa sekaligus guru memberikan penjelasan kepada siswa dengan mungkin dengan apa ya sikap mereka di dalam kelas nanti itu bisa kita berikan kepada anak-anak contoh tersebut jadi langsung mungkin pada real prakteknya juga bisa itu.*<sup>64</sup>

Discipline cultivation carried out by the teacher class IA including: 1) making ourselves as an example, teachers as adults who always get attention from students while at school must be careful in behaving because all of his movements are noticed by students; 2) give students an explanation of the cause and effect of their attitude and; 3) provide practical practice.

The process of planting discipline is also done by teacher class IB Mrs Ima, following an interview with teacher class IB

*Kalau biasanya ya seperti tadi, e “ayo coba dirapikan” e habis itu saya koordinir “hari ini semuanya mengeluarkan pensil, selain pensil tidak diperkenankan dikeluarkan. Nah hal-hal seperti itu yang biasanya saya terapkan.”*<sup>65</sup>

Cultivating discipline committed teachers class IB is by coordinating students. The teacher trains student order by coordinating. At first the teacher gives instructions on what students must do with the purpose that students will be accustomed to doing this. For example, the teacher asks

<sup>64</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 25 July 2018

<sup>65</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 31 July 2018

students to tidy up the table after they study. So over time students will tidy up the desk without having to be instructed.

This is also in accordance with observations that researchers conducted in class IA and IB when the learning process takes place and at rest. In the learning process, the teacher always reminds students to always be orderly. Even when resting the teacher also keeps remind students to be orderly.

From the results of interviews and observations above, it can be known that the cultivating of discipline by the teacher class I to the students including: 1) make the teacher an example; 2) provide explanations to students; 3) provide practical practice and; 4) by coordinating students.

From the results of the interview, observation, and documentation that has researchers do, can be known that how is student activity desired by first grade teacher:

- a. Active student is a student that: 1) active asked; 2) active answer; 3) active responding to teacher; 4) linking subject matter with his personal experiences and; 5) complete the task on time.
- b. Active learning of class I students desired by classroom teachers among them: 1) notice when the learning process takes place; 2) task; 3) disciplined and; 4) enjoy learning with happy without feeling weighed down.
- c. According to teacher class I, disciplined students are students that: 1) responsible; 2) orderly; 3) diligently going to school; 4) active; 5) ask a lot and; 6) all the equipment is organized.



- d. Discipline of class I students desired by classroom teachers among them: 1) come to school on time; 2) pray well and orderly; 3) study well and orderly; 4) not just sitting still and; 5) can account for their responsibility.
- e. Cultivation of discipline by class I teachers to students among them: 1) make the teacher as an example; 2) provide explanations to students; 3) provide practical practice and; 4) by coordinating students.

## **2. Classroom Teacher's Management Conducted by First Grade Teacher in The Learning Process at SD Muhammadiyah 03 Tumpang Malang**

In every learning process is not separated from the Classroom Teacher's Management that conducted by a teacher. Classroom Teacher's Management is required in order to make the learning process can achieve the learning objectives effectively and efficiently. Classroom Teacher's Management conducted in first grade SD Muhammadiyah 03 Tumpang includes several aspects. First thing to do is to create a learning device.

Following are the results of the interview with Mrs. Lilik as teacher class IA is about the management of the students at the time the learning process

*Biasanya untuk memulai pembelajaran saya menyiapkan anak-anak dulu dan memastikan mereka duduk di tempat masing-masing, biasanya saya dengan berhitung satu sampai sepuluh, kalau masih ada yang berdiri akan saya suruh maju ke depan untuk memimpin teman-*



*temannya berdoa, nanti kalau anak-anak sudah dirasa siap, baru saya mulai pembelajarannya.*<sup>66</sup>

From the results of the interview above can note that conducted teacher class IA is in managing the students at the time the learning process by: 1) ensures all students sit at each venue before you start learning and; 2) ask students who are undisciplined to lead his friends to pray.

Following are the results of the interview with the Mrs. Ima as teacher class IB regarding the management of the students at the time the learning process

*Ya supaya kondusif saya memulainya menggunakan tepuk dan lagu supaya anak-anak bersemangat. Kaena nanti kalau mood mereka bagus dengan lagu dengan gane, mereka dalam memahami pelajaran akan lebih mudah.*<sup>67</sup>

From the results of the interview above can note that conducted teacher class IB in managing students at the time the learning process with customize student with clap and so eager students receiving lessons.

It also fits with the observation that researchers did in class IA and IB. Before beginning the lesson, teachers customize students singing and clap-clap, then read a prayer together and start the lesson.

From the results of interviews and observations above, it can be known that conducted teacher class I in managing the process of learning takes place when students are: 1) ensure all students sitting in the place of each;

<sup>66</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 10 January 2019

<sup>67</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 10 January 2019

2) ask students who are undisciplined to lead her friends to pray and; 3) customize the students singing and clap-clap.

Next up is the result of interviews with Mrs. Lilik as teacher class IA is about the management of the learning process in the classroom

*Perencanaannya ya sebelum pembelajaran, kemarinnya saya sudah menyiapkan rencana pembelajaran yang akan saya sampaikan di kelas. Kemudian pelaksanaannya ketika pembelajaran anak-anak saya minta mengerjakan soal-soal terlebih dahulu, setelah itu baru saya menjelaskan materi yang belum dipahami. Kemudian setiap satu minggu kita mengadakan evaluasi.<sup>68</sup>*

Be aware that some things done teacher class IA is in managing the learning process are: 1) prepare a plan of learning; 2) gives reserved in advance to students; 3) describe the material that is not yet fully understood and students; 4) evaluation held every one week.

Almost the same as Mrs Lilik, the following word that is Mrs Ima as teacher class IB of the management of the learning process in the classroom that she did

*Untuk perencanaan pembelajaran, saya sebelumnya sudah membuat RPP, namun pada prosesnya menyesuaikan dengan keadaan kelas saat itu. Kemudian evaluasinya saya lakukan setiap satu minggu. Dengan ulangan harian persub tema, tanya jawab di kelas juga termasuk dalam evaluasi.<sup>69</sup>*

From the results of the interview above can note that some things done teacher class IA is in managing the learning process are: 1) set up the planning of learning; 2) on process adjusts the state class, do not always

<sup>68</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 10 January 2019

<sup>69</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 10 January 2019

follow the RPP and; 3) doing the evaluation once every week with the member's writing or oral problem.

From the results of the interview above can note that the management study conducted by teacher class I among others are: 1) made the RPP; 2) on process adjusts the state class, do not always follow the RPP; 3) give reserved in advance to students; 4) describe the material that is not yet fully understood and students; 5) perform the evaluation once every week with the member's writing or oral problem.

The next thing to do is poster and ornaments management. Following the interviews researchers did with teacher class IA Mrs Lilik

*Kalau tempelan itu kami usahakan yang ada kaitannya dengan KBM, dengan tema. Jadi tempelan dinding itu tidak harus dinding ini puenuh dengan tempelan ini ndak (tidak), kan itu tambah (semakin) membuat itu kan semakin anak kurang konsentrasi karena banyaknya tempelan tetapi tidak ada kaitannya dengan pembelajaran. Misalnya tema satu diriku itu kan nanti kita tempelkan yang ada kaitannya dengan tema tersebut. Jadi tempelan itu memang seharusnya ada kaitannya dengan pembelajaran, khususnya pada tema-tema tersebut. Jadi tidak-tidak harus uapapun ditempelkan. Itu menurut saya ndak (tidak) kurang efektif dalam KBM. Jadi harus yang ada kaitannya. Setiap hari anak anak bisa melihat dan sekaligus bisa memahami gitu.<sup>70</sup>*

In poster and ornament management here are some of the things noticed by teacher class IA: 1) posters and ornament there should be a connection with the subject matter, by attaching pictures or posters in the form of material will help learners to remember such material, because the pictures or posters are affixed to the walls will often be seen by students; 2) the walls of the classroom does not have to be filled with ornamnet, the wall is

<sup>70</sup> Interview with Mr Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 15 August 2018

too full of ornaments that will give the impression of full and uncomfortable.

The following utterance of teacher class IA Mrs Ima regarding of posters and ornament management that she did

*Kemudian untuk tempelan yang ada di kelas biasanya itu menyesuaikan dengan tema yang ada di kelas, yang sering di pelajari. Misalkan malaikat Allah ngonten (begitu) ya, jadi di tembok ada malaikat Allah, secara ndak (tidak) langsung mereka sudah bisa menghafal karena sering dilihat setiap hari. Biasanya gitu.<sup>71</sup>*

Same is the case with posters and ornament management made by teacher class IA, teacher class IB Mrs Ima also just attaching pictures or posters that have to do with the subject matter. Indirectly, students can memorize material affixed to the wall because they often see.

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<sup>71</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 31 July 2018





Picture 4.1 poster from material The Name of Malaikat Allah

On the observation that researchers do in classroom IA and IB, researcher found posters in the form of material The Name of Malaikat Allah that is affixed to the wall of the classroom. The poster is affixed is not too high so that students can read it easily. Researchers also saw a photo of the President and the Vice President taped above the chalkboard. In addition researchers also saw a poster with the words on the wall of the classroom motivation. Researchers also saw a picture of the Muhammadiyah figures affixed to the wall of the back of the class. Researchers also see wall magazine tacked on the wall next to the class. The wall magazine will be used to attach the works of students.



From the results of interview and observation that researchers done, we can know that in the poster and ornaments management in the classroom things which are done by first grade teachers is; 1) attaching posters or pictures that correspond to the subject matter; 2) attaching photos of influential figures; 3) Wall magazine to put the work of learners; 4) attach the words of motivation; 5) the walls of the classroom does not have to be filled with ornamentals; 6) pictures or posters tacked in place that are easily seen by the students.

The next thing to do is seating management. The following utterance delivered by the teacher class IA Mrs Lilik

*Untuk tempat duduk itu karena kelas satu itu perlu ada sosial karena anak kelas satu itu egonya tinggi. Jadi kami bentuk perkelompok. Jadi kelompok kelompok, karena apa biar dia saling mengenal saling bersosial dengan orang lain, karena nanti kalau individu egonya semakin tinggi. Karena anak kelas satu itu wah egonya sangat tinggi. Jadi itu kami memberikan anak anak itu supaya dia itu bisa saling berkenalan berkasih sayang saling menolong sesuai dengan sikap yang ada di kurikulum K13. Jadi duduknya berkelompok tapi saya rubah-rubah modelnya, biar anak anak tidak jenuh. Setiap satu minggu kami rubah.<sup>72</sup>*

Seating management students conducted by teacher class IA including; 1) established groups since first grade students requires the existence of social interaction; 2) seating formations changed every single week so that students are not saturated with atmosphere of the same class.

It is also supported by the observation that researchers have been doing in class IA: 1) on the date of 25 July 2018 classroom teacher using the class U-shaped formations, but in this formation there is no empty space,

<sup>72</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 15 August 2018

the teacher puts some of the students in the middle; 2) on the date of 15 August 2018 classroom teacher using the formation meeting desk, the students were divided into 4 groups, each group consists of 5-6 students; 3) on the date of 27 August 2018 teachers also use the formation meeting desk, but the students are divided into 6 groups, each group consists of 3-4 learners; 4) on the date of 12 September 2018 classroom teacher using the formation meeting desk by dividing students into 4 groups.

Here similar utterance about seating management students submitted by teacher class IB Mrs Ima

*Nah kalau tempat duduk biasanya setiap satu minggu sekali akan saya rolling yang di depan di belakang yang tengah di depan bergantian. Cuma tidak menutup kemungkinan biasanya saya juga melihat karakter anak. Misalkan ada beberapa anak-anak yang kalau didekatkan sama ini bakalan ngobrol terus, nah itu harus di pisah. Kalau sama ini nanti malah banyak mainnya, nah seperti itu biasanya terus berubah. Yaa biasanya yang sering satu minggu sekali itu baru bisa di rubah.*<sup>73</sup>

As well as being performed by the teacher class IA, teacher class IB also changing seating formation students per one week once. Teacher class IB also did the seating rotation students. Students who sit in front of will in moving backwards, Likewise vice-versa.

It is also supported by the observation that researchers have been doing in class IB: 1) on the date of 31 July 2018 classroom teacher using the traditional formation, seating at this formation run stretched to the back of the class; 2) on the date of 15 August 2018 classroom teacher using the traditional formation, This formation is slightly different with the

<sup>73</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 15 August 2018

traditional formation in general, some learners are placed separately from other students; 3) on the date of 27 August 2018 classroom teacher using the formation meeting desk, the teacher divided the students into six groups, each group consists of 3-4 students; 4) on the date of 12 September 2018 teachers use the formation meeting desk, in this formation the teacher made two large groups, each group consists of 7-8 students, seem some learners are placed separately from those two major groups.

Results of interview and observation that has researchers done can note that in the students seating arrangement some things that teachers do include: 1) changing students' seating formation once in week; 2) students are placed in groups and; 3) students' seating formation commonly used include U shape formation; meeting desk formation; and tradisiional formation.

In the division of the students' group, teacher class I divide it based on a few things, These interviews that researchers did with teacher class IA Mrs Lilik

*Kalau saya, saya itu berdasarkan gini jadi di kelompok itu harus ada yang pendiam ada yang rame. Jadi sehingga yang rame ini tidak sampe mempengaruhi yang diam, jadi bukan karena lainnya, jadi ndak saya kelompokkan yang pintar pintar, ndak saya. Jadi saya baur yang diam dan yang mereka itu ndak bisa diam. Sehingga hasilnya memang mereka nanti terpusat pada pembelajaran. Kalau nanti itu kita yang ramai dengan yang ramai itu nanti akhirnya ndak bisa berjalan jadi saya memang sejak dulu gitu. Jadi antara anak itu yang fokus pendiam dengan yang rame. Sehingga yang rame ini mengikuti karena yang diam ndak mau diajak rame itu.*<sup>74</sup>

<sup>74</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 15 August 2018

Some of the things that Mrs Lilik as teacher class IA to do in deviding the groups of students including: 1) based on the character of the students, within a group there has to be a quiet and lively, this is done so that the students become bustling silence because the students did not want to be invited to the noisy and; 2) does not differentiate students based on ability level.

Researchers also conduct interviews on how teachers divide groups of students with teacher class IB Mrs Ima

*Mengelompokkannya biasanya kadang-kadang kalau anak, kalau menurut anak-anak, apalagi kalau kelas bawah nggeh ee beberapa anak-anak itu “saya pengennya duduk sama ini duduknya ini duduknya sama ini”. Tapi kadang-kadang kalau langsung saya pindah mereka kan ndak mood, nah saya biarkan dulu berjalan sekitar satu jam mata pelajaran, habis itu saya beri pengertian kalau samean duduk sama ini jadinya ngobrol terus jadinya ndak selesai. Biasanya ya itu tadi berdasarkan misalnya yang sudah bisa ngoten nggeh yang sudah paham saya kelompokkan yang paham-paham, yang belum paham jadi satu kelompok, jadi saya lebih enak. Takutnya kalau yang paham dicampur sama yang belum paham, mereka yang belum paham kadang pinter melihat yang sebelahnya akhirnya ini bener-bener dia bisa atau dapat dari temannya kadang-kadang kan seperti itu.*<sup>75</sup>

In dividing the student group, some of the things done by the Mrs Ima as teacher class IB including: 1) based on the characteristics of students, students that if adjacent seating being crowded, then the teacher will separate the students; 2) provide understanding why si A not one group with si B; 3) based on the level of students ' ability, students who already know will be one group with students who already underst, andIf the students are already familiar with one group being made that have yet to

<sup>75</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 15 August 2018



underst, and feared that the students who have not learned will see the work of students who are already familiar with, teachers will also be easier to give more attention to the students who have not yet learned.

From the results of the interviews with the teacher class IA and IB we can know that some of the things that the teacher class I did in determining the groups of students including: 1) based on the character of the students; 2) based on the student's level of understanding; 3) give the understanding of group division results to students.



Picture 4.2 Plants placed on the side of the Board

On the observation that has researchers done, researchers also see plants placed in different corners of the classroom. Some plants look small



standing neatly beside the blackboard class IB. In the class IA, researchers also saw some small plants that are placed at the back of the class. Small plants are put in some corners of this classroom can give an impression of the wonderful and beautiful in the classroom. It can also provide a cozy atmosphere in the classroom.

Can be known that teacher class I put several small plants in the classroom to give the impression of a beautiful and comfortable in the classroom.

The following interview with Mrs Lilik as master class IA was about how she set up the climate study

*Biasanya kalau masih pagi kan mood anak-anak itu masih bagus, nah itu kita arahkan kegiatan yang seperti membaca, kemudian mengerjakan soal. Kemudian kalau sudah siang itu saya selingi tepuk, lagu-lagu atau game. Sehingga walaupun anak lelah itu tetap semangat.<sup>76</sup>*

Can be known that a classroom teacher, IA set up the climate study with: 1) on the morning of directing students to activities such as reading because the mood is still good and students; 2) when interspersed with songs and clap-clap so that students do not get bored.

Following the results of the interviews with the Mrs Ima as the IB grade teacher about how she set up the climate study

*Untuk menjaga iklim belajar tetap menyenangkan dengan membuat mereka merasa senang agar tidka bosan dengan memberikan lagu, tepuk-tepuk atau game. Cara menjelaskan dengan menggunakan gerakan dan suara yang lantang.<sup>77</sup>*

<sup>76</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 10 January 2019

<sup>77</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 10 January 2019

Can be known that teacher's class IB set up the climate study with: 1) makes the students happy with songs and members; 2) describes the use of movement and sound that loud.

From the results of the interview above can note that in managing the learning climate, some of the things done master class I are: 1) the morning directing students to things that require concentration such as reading; 2) intersperse learning with songs and clap-clap and; 3) explains the lesson using body movement and sound that loud.

The following interview with Mrs Lilik as master class IA was about how she set up a media learning on the learning process

*Untuk media saya menggunakan buku saja karena belum ada media yang tepat dan tersedii. Kadang saya juga menggunakan audio.*<sup>78</sup>

Can be known that when learning master class he used the book only because there is no LCD. Sometimes teachers also uses the media audio and images.

Following the results of the interviews with the Mrs Ima as the IB grade teacher about how she set up a media learning on the learning process

*Saya lebih senang menggunakan media paper and pencil. Biasanya saya memberi pertanyaan terkait pembelajaran yang dilaksanakan, kemudian siswa mnuliskan jawabannya di kertas, saya beri waktu.*<sup>79</sup>

Can be known that when the classroom teacher learning IB media often use paper and pencil. Teachers gave questions about material that has been

<sup>78</sup> Interview with Mrs Lilik Suryanti, Ama.Pd, Teacher Class IA SD Muhammadiyah 03 Tumpang, 10 January 2019

<sup>79</sup> Interview with Mrs Ima Puspita, S.Pd, Teacher Class IB SD Muhammadiyah 03 Tumpang, 10 January 2019

covered with read out, then students writing their answers on paper with time has been set.

From the results of the interview above can note that the management of the media study conducted master class I are: 1) the handbook; 2 audio); 3) pictures and; 4) paper and pencil.

From the results of interviews, observations, and documentation that researchers have done, can be known the classroom teacher's management conducted by first grade teacher include:

- a. Conducted master class I in managing the process of learning takes place when students are: 1) ensures all students sitting in the place of each; 2) ask students who are undisciplined to lead her friends to pray and; 3) customize the students singing and clap-clap.
- b. The management study conducted by master class I among others are: 1) made the RPP; 2) on process adjusts the State class, do not always follow the RPP; 3) give reserved in advance to students; 4) describe the material that is not yet fully understood and students; 5) perform the evaluation once every week with the member's writing or oral problem.
- c. The poster and ornaments management in the classroom things which are done by first grade teachers is; 1) attaching posters or pictures that correspond to the subject matter; 2) attaching photos of influential figures; 3) Wall magazine to put the work of learners; 4) attach the words of motivation; 5) the walls of the classroom does not have to be

filled with ornaments; 6) pictures or posters tacked in place that are easily seen by the students.

- d. In the students seating arrangement some things that teachers do include: 1) changing students' seating formation once in week; 2) students are placed in groups and; 3) students' seating formation commonly used include U shape formation; meeting desk formation; and traditional formation.
- e. Teacher class I put several small plants in the classroom to give the impression of a beautiful and comfortable in the classroom.
- f. In managing climate study, some of the things done master class I are: 1) the morning directing students to things that require concentration such as reading; 2) intersperse learning with songs and clap-clap and; 3) explains the lesson using body movement and sound that loud.
- g. Management of media study conducted master class I are: 1) the Handbook; 2 audio); 3) pictures and; 4) paper and pencil.



## CHAPTER V

### DISCUSSION

After researcher conduct research and collect data obtained through observation, interviews, and documentation, then researcher will analyze the results of the research.

The data analysis technique that the researcher uses is analyzing descriptive qualitative data. The data that researchers got came from observation, documentation, and interviews were conducted by researchers in school. The data that has been obtained and submitted by the researcher will be analyzed according to the formulation of the problem. The following are the results of the analysis from the study Classroom Teacher's Management in The Learning Activity of Student Grade One at SD Mummadiyah 03 Tumpang.

#### **A. Student's Activity Desired by First Grade Teacher at SD Muhammadiyah 03 Tumpang Malang**

The teacher has full responsibility for students, not only giving and delivering knowledge but also forming the character of students. Forming the character of student discipline is not an easy thing. A person's discipline is not something he has brought from birth. Discipline can be formed from various factors.

In the study, required the involvement of students to learning that is planned can be achieved. It is required for the purpose of learning which has been set can be achieved with effective and efficient.



Learning is very important to human activities and continuously will be done during the human life. Learning is a process that is internal (a purely internal event) that can not be seen with the real. It happened to someone who is going through the learning process

Based on theory the intellectual development of elementary school student is at the concrete operational stage (age 7-11), which is characterized by the ability to think correctly and instigful, able to classified and control their preparation. At this stage, the development of student's thinking ability have been steadily the assimilation schemes, the ability is already higher in doing a consistent coordination between schemes.<sup>80</sup>

Before starting a learning process, of course the teacher has made a goal that must be achieved in the learning. In the learning process, discipline is needed so that the learning process can run well and can achieve the set goals. By discipline students are willing to submit and follow certain rules and stay away from certain prohibitions. Willingness like this must be studied and must be patiently accepted in order to maintain the common interest or maintain the smooth running of school tasks. One other advantage of discipline is that students learn to live with good, positive, and beneficial feelings for themselves and their environment. In school, many disciplines are used to control the desired behavior of students so that the tasks in the school can run optimally.

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<sup>80</sup> Abdul Majid, *Pembelajaran Tematik*, (Bandung: Remaja Rosdakarya, 2014), Page. 8.

The findings that the researchers got about the students activity desired by classroom teachers among them:

- a. Active student is a student that: 1) active asked; 2) active answer; 3) active responding to teacher; 4) linking subject matter with his personal experiences and; 5) complete the task on time.
- b. Active learning of class I students desired by classroom teachers among them: 1) notice when the learning process takes place; 2) task; 3) disciplined and; 4) enjoy learning with happy without feeling weighed down.
- c. According to teacher class I, disciplined students are students that: 1) responsible; 2) orderly; 3) diligently going to school; 4) active; 5) ask a lot and; 6) all the equipment is organized.
- d. Discipline of class I students desired by classroom teachers among them: 1) come to school on time; 2) pray well and orderly; 3) study well and orderly; 4) not just sitting still and; 5) can account for their responsibility.
- e. Cultivation of discipline by class I teachers to students among them: 1) make the teacher as an example; 2) provide explanations to students; 3) provide practical practice and; 4) by coordinating students.

Active learning is characterized not only by the students activity studying physical but also mental activity. Active learning is a human effort to build knowledge in their self. In the learning processs changes and improvement of the quality of ability, knowledge, and skills of the students, both in the realm of cognitive, psychomotor, and affective.

To be a teacher who endeared and giving spirit of student learning, in addition to the management of the various components of learning, teachers have to be clever in making learning strategies. Teachers should also master the range of competence so that its ability always optimal in carrying out the learning process in the classroom.<sup>81</sup>

Pedagogic competence is the ability to manage the learning learners that includes an understanding of learners, the design and implementation of learning, student assessment, and the development of learners to actualize many country potential. All done in learning must be tailored to the curriculum and the student's capability. Teachers should make learning objectives and learning plan based on the characteristics of students, as well as his'

Professional competence is the ability of mastery learning materials widely and in depth which allows guiding learners meet the standard of competence specified in the national standards of education. Teacher especially elementary school teacher as classroom teacher, should be able to master all the material to be taught to learners.

The personality competence is the ability of the personality of a steady, stable, mature, and authoritative, being an example for learners, and noble character. The teacher is the one who will always be seen by students. Indirectly students will imitate any being done by his teacher, therefore it should be a teacher has a personality worth emulated their students.

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<sup>81</sup> Khanifatul, *Pembelajaran Inovatif* (Jogjakarta: Ar-Ruzz Media, 2013), Page. 22-23.

Social competence is the ability of teachers as part of the community to communicate effectively and hang out with fellow learners, educators, and the surrounding communities. By having a wide range of competencies of teachers will be able to maximize the student's activity in the classroom.

According to Lawrence Kohlberg, the moral development of children aged two to eight years is included in the pre-conventional stage. At this stage the child does not show the internalization of moral values. Moral reasoning is controlled by rewards or gifts and external punishment. Children are obedient because adults demand that they obey, and what is right is what they feel is good and what is considered to be a gift.<sup>82</sup> At this stage the measure of values for a child is from birth or reality. The child has not been able to interpret the things that are implied from an act, between intentional and non-intentional acts. A child only judges according to the reality he sees, regardless of the cause or reason. Therefore, the teacher should also explain why something is good or bad if done.

The main function of discipline is to teach children to control themselves easily and respect and obey authority. In educating children, we need discipline: firm in matters that must be done and which are prohibited and may not be done. In the past, discipline was often carried out with violence. Now discipline must still be instilled. However, discipline is no longer applied with violence against violators, but with advice.

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<sup>82</sup> Muhammad Fadlillah, Lilif Mualifatu Khorida *Pendidikan Karakter Anak Usia Dini* (Jogjakarta: Ar-Ruzz Media, 2013). Page. 69.



Self-discipline in children has begun to form when children are able to behave in accordance with good behavior patterns. Children are familiar with discipline if without punishment, they can behave and choose what they expect from them.

The formation of self discipline is closely related to acceptance of authority. Children who receive parental authority will do the tasks they want from them. If he is accustomed to the authority of the parents, generally the teacher's authority can also be accepted. In this case, a parent's consistent attitude is very influential in the child's acceptance of parental authority. Parents who are not strict, both in their attitudes, actions, and sayings, will create an impression of uncertainty in their children and an assessment of their lack of authority. Thus, rules and procedures in the family are easily ignored.<sup>83</sup>

Self-discipline in children can be fostered by providing order that governs the life of the child. Rules of conduct accompanied by supervision over the implementation of these rules and the provision of understanding on every violation, will certainly lead to a sense of order and self-discipline. The existence of self discipline, especially in terms of learning will facilitate the smooth learning. The reason is, with the discipline of feeling reluctant, feeling lazy, the feeling of opposition can be easily overcome, as if there are no obstacles or other obstacles that prevent the smooth running.

Meaningful and purposeful behavior of children must be guided by parents, teachers, mentors, or other adults. In order for children's behavior to be initially

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<sup>83</sup> Dr. Singih, Dra. Yulia, *Psikologi untuk membimbing* (Jakarta: PT GPK Gunung Mulia, 2012). Page. 138.



irregular, through suggestions and direction, they will achieve reasonable and harmonious behavior.

Habit with discipline in school will have a positive influence on student life in the future. At first the discipline was perceived as a rule that curbed student freedom. However, if this rule is felt as something that is supposed to be obeyed consciously for the good of oneself and the common good, then over time it will become a good habit towards self-discipline.

Teachers as a substitute for parents in school will always be considered by students. The teacher, for example, should give examples of good behavior to students. This example can be done through the smallest things such as tidiness of dress, accuracy of coming to school, and adhering to school rules.

Class I students will be better able to understand something concrete. Teachers can direct students so that they are disciplined. For example, the teacher directs students to include books that have not been used in the bag, so that students can focus more on the next lesson. When there is garbage under the table, the teacher does not directly instruct students to throw it in the trash but the teacher takes the garbage while holding the student and tells him if there is rubbish then it must be disposed of in the trash. Such concrete directives will be more remembered by students.

In addition to giving examples and directing, the teacher also gives advice to students. Giving advice repeatedly so students can remember it until it is embedded in their hearts. The advice given must be accompanied by an explanation. For example, when the teacher asks students to dispose of garbage

in the trash, the teacher also explains the benefits of disposing of garbage in the trash and also to the loss if littering. The teacher also explains the cause and effect of a rule.

### **B. Classroom Teacher's Management Conducted by First Grade Teacher at SD Muhammadiyah 03 Tumpang Malang**

Classroom teacher's management is a classroom management by the teacher towards students in order to create a pleasant, effective and efficient learning's atmosphere, the teacher has a role and responsibility for students to convey information and knowledge. In the classroom management process, teachers must be prepared in terms of preparing learning tools, manage time in the learning process, proper seating placement, and management of images and ornaments on the wall that can help students learn. In addition to the transfer of knowledge the teacher also has an important role for students such as forming a good personality.

Good student personality is very important for the development of students' abilities, so with this the teacher also have to be smart in carrying out the learning process in the classroom, starting from the teacher will enter the classroom the teacher must arrange the strategies that will be used in the class until the classroom arrangement that can support the student's learning process. Learning objectives can be achieved with good class management.

As a leader in class, the teacher seeks to motivate students and instill good values that must be believed and applied by students. While as a manager in the classroom, the teacher is tasked with managing the facilities in the

classroom and managing the potential of students, so they can produce work productivity, efficiency, on time (according to the learning plan), and the quality of teaching and learning.

Some things that class I teachers do in managing classes include:

- a. Yang dilakukan guru kelas I dalam mengelola siswa ketika proses pembelajaran berlangsung diantaranya adalah: 1) memastikan semua siswa duduk di tempat masing-masing; 2) meminta siswa yang tidak tertib untuk memimpin teman-temannya berdoa dan; 3) mengkondisikan siswa dengan bernyanyi dan tepuk-tepuk.
- b. Pengelolaan pembelajaran yang dilakukan oleh guru kelas I antara lain adalah: 1) membuat RPP; 2) pada prosesnya menyesuaikan keadaan kelas, tidak selalu mengikuti RPP; 3) memberi soal terlebih dahulu kepada siswa; 4) menjelaskan materi yang belum dipahami siswa dan; 5) melakukan evaluasi sekali setiap satu minggu dengan member soal tulis atau lisan.
- c. The poster and ornaments management in the classroom things which are done by first grade teachers is; 1) attaching posters or pictures that correspond to the subject matter; 2) attaching photos of influential figures; 3) Wall magazine to put the work of learners; 4) attach the words of motivation; 5) the walls of the classroom does not have to be filled with ornamentals; 6) pictures or posters tacked in place that are easily seen by the students.
- d. In the students seating arrangement some things that teachers do include: 1) changing students' seating formation once in week; 2) students are placed in

groups and; 3) students' seating formation commonly used include U shape formation; meeting desk formation; and tradisional formation.

- e. Teacher class I put several small plants in the classroom to give the impression of a beautiful and comfortable in the classroom.
- f. Dalam mengelola iklim belajar, beberapa hal yang dilakukan guru kelas I diantaranya: 1) pada pagi hari mengarahkan siswa kepada hal yang membutuhkan konsentrasi seperti membaca; 2) menyelingi pembelajaran dengan lagu dan tepuk-tepuk dan; 3) menjelaskan pelajaran menggunakan gerakan tubuh dan suara yang lantang.
- g. Pengelolaan media pembelajaran yang dilakukan guru kelas I diantaranya: 1) buku pegangan; 2) audio; 3) gambar dan; 4) paper and pencil.

The first thing that is done in the Classroom Teacher's Management is preparing planning of the learning programs. In the context of instruction, planning can be defined as the process of the preparation of the subject matter, use of media teaching, use of approaches and teaching methods, and assessments in an allocation of time which will be held on time to achieve the objectives that have been determined.<sup>84</sup>

Planning instruction program must comply with the concept of education and teaching in the curriculum embraced. The preparation of the program of teaching as a process, a discipline of knowledge, reality, system, technology and learning aims in order to make the implementation of teaching runs effectively and efficiently. Curriculum in particular syllabus being the main

<sup>84</sup> Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosda Karya, 2012), Page. 17.



reference in the preparation of the teaching programme planning, but the condition of the school and the environment around, students and teachers is important things that cannot be ignored.

Planning of teaching plays an important role in guiding teachers to carry out the task as educators in serving the needs of their students learning. Planning of teaching is also intended as a preliminary step before the learning process takes place.

Here are a few things that are arranged in a learning program:

1) Analysis of the effective day

To initiate the drafting activities of the learning programs, teachers need to make analysis of the effective day for one semester. Results from the effective day analysis will note the number of effective days and holidays each pecan or every month to ease the preparation of the program of study for one semester.<sup>85</sup>

2) Annual program (prota) and program semester (promes)

Next make the annual programme and the courses of the semester. The preparation of the program of instruction for one year of lessons intended to wholeness and continuity of learning programs that will be implemented in two semester stay awake. Semester program based on the results of the analysis of the effective day and annual study program.<sup>86</sup>

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<sup>85</sup> Nur Ali, dkk, *Keterampilan Dasar Mengajar* (Jogjakarta: Ar-Ruzz Media, 2017), Page. 149.

<sup>86</sup> *Ibid.*, Page. 153.



### 3) Syllabus

The syllabus is a set of plans and implementation of learning and assessment arrangements are arranged systematically contain interrelated components to achieve mastery of basic competence.<sup>87</sup>

The syllabus is useful as guidelines for the management of the activities of learning and the development of the scoring system. Syllabus development principle among others, pay attention to scientific developments and needs of the students, systematic, relevant, consistent and sufficient. Scientific principles, syllabus contains the outline the learning material to be learned students. The scope, depth, difficulty level, and the order of presentation of the material in the syllabus must be adapted to the level of development of students is the principle of the development and needs of the students. Systematic principle, as a system, the syllabus is a single entity which aims, in which the component anyway was a standard of competence, the competence of the foundation, and subject matter that should be compiled in *sisitematis*. The principle of relevance, there are linkages between the basic standards of competency, competencies, its subject matter with the learning experience of students and the source of the materials studied students.

### 4) Rpp (Lesson plan)

The learning plan should be drawn up by the teacher prior to learning activities. Learning plans are a special and conditionally, where every

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<sup>87</sup> Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosda Karya, 2012), Page. 39.

school is not the same condition of students learning resources infrastructure. Therefore the preparation of learning plans based on a syllabus and learning conditions in order for a learning activity can take fit expectations.

Time management can be defined as to how teachers pass on material in one time face-to-face. Teachers must understand the stages for dropping off students towards the material to be learned at the meeting. After giving an introduction to the teachers will get in on the core goal of meeting times were accompanied by activities such as the core task in groups/individuals. Then after that guru should know when to end the lesson with a timely and all material to be taught has been carried in complete. Therefore, teachers have an RPP for each face-to-face. In the RPP will clearly material to be taught and time management in practice. This will make it easier to organise teacher in the classroom. The teacher will also know and plan how the students will pass through the stages of learning that suits offices.

Time management is set up when making the RPP. When the learning process takes place RPP will greatly assist teachers in memanjemen time, because time management already determined clearly and precisely. But by the time the learning process takes place, sometimes the condition class became incompatible with the planned. Students look bored, some students are having trouble, and so on. In this case the teacher should be able to quickly resolve it. Teachers can add some other strategies and teachers can also give an extras study hours to students who are experiencing difficulties.

Time management sebaiknya follows that has been laid out neatly in the RPP. However, teachers also need to be able to improvise when things outside the plan happen. Through time management expected students to carry out various activities effectively and efficiently in accordance with the expected learning goals.

Image management is done so that the walls can be more effective. On the wall of the classroom, not all things must be posted because it will make the student's concentration distracted. The wall of the class can be used to attach the images of people who are influential as President or religious figures, subject matter, or the words of motivation. Pictures or posters that are pasted on the walls will be easily seen by students. Images related to the subject matter will be easily remembered by the students because they see every day. Writing motivation will add to the positive atmosphere in the classroom.

Teachers can also attach the results of student work on a wall magazine that is placed on the wall of the classroom. It is as a form of appreciation to the students for having successfully completed the work which is part of the student worksheet. The image in the form of material, writing motivation as well as the results of the work of the students tacked on the wall will give stimuli to students to keep learning.

In learning activities students certainly need a seat. Thus, it can be interpreted that the seat can affect students in achieving their learning success. For it should conform to the seating posture of the students, not too high and not too low, not too big and not too small. Students should not seat size too

large in order to be easily repositioned according to the desires and needs in the teaching and learning activities.

Seating formations are changed at least once a week. This is done so that students do not feel saturated with atmosphere of the same class, so that students will be more interested in following the process of learning. The terms of the main family tourism to choose a model student seating is make it easier for students to interact with friends or with the teacher.

Model arrangement of seating students performed in a classroom teacher would have thought to mature before implementing the learning process.. So in practice does not interfere with the operation of the process of teaching and learning. Ideally, the model of the arrangement of seating students did not overshadow the teacher and the board.

The student seating is laid out in such a way so as to create the conditions pleasant. Seating is often used by teachers of classes including:

a) Class U-shaped formations

In U-shaped formations, the student seating arranged surrounding the classes, usually the middle class there will be blank space, but it could also be put on the space featuring the temoat sat down to a small group of students. D natural formation is a dynamic teacher can actively moving in all directions as well as direct interaction in dealing with their students.



According to Moh. Sholeh Hamid, U shape class formation is ideal to provide the subject matter of any kind so this formation became the formation multifungsional.<sup>88</sup>

b) Meeting desk formation

The formation of the desk this meeting is generally held in places of meetings and seminars. This formation can be used to divide students into several groups and each group had a meeting table each.

On the implementation of formation table meetings a regular group consists of 4 to 6 students formed 5 to 6 kelompok tergantung number of students in the class. The formation of the meeting table is excellent when used in a group learning activities in the classroom.

c) Traditional formation

The traditional formation is a formation that is generally used in almost every class at schools in Indonesia. This formation is said to be because the traditional use of this formation had already become a tradition from time to time.<sup>89</sup>

In this formation the students sit in pairs one table with one long seat or in two small table and two small adjacent seats. Seating at this formation run stretched to the rear.

The selection division of groups of students is not done in vain. There are a few things to note before the teacher determine student group. Grouping students based on the reality that students are constantly growing and evolving.

<sup>88</sup> Novan Ardy Wiyani, *Manajemen Kelas* (Jogjakarta: Ar-Ruzz Media, 2016), Page. 137.

<sup>89</sup> *Ibid.*, Page. 133.



Growth of students with each other is different. In order for the development of students who quickly not to disturb the slow students and vice versa, then do a grouping of students.

The teacher can divide based on students' ability or attitude of students. Students who do play should not be grouped with students who do play, because it will make them more rowdy. Students who can't silence should be grouped with students who are silent, because when students who many not be almost ignored by his silence, so rowdy students will join the silent. It could also divide based on students' ability. Students who are still difficulties will be separated.

The grouping is not meant to compartmentalize students, but instead help them to be able to develop optimally. Grouping is done to facilitate the teacher adapts the teaching in accordance with the ability of their students, students who had higher ability not feel hampered its development by students who are low skilled, and capable students low not far left members of mera group this could prevent them frustrating.

The plant is capable of providing oxygen that can make developing brain. The more oxygen is obtained, it will also increase the performance of the brain. If the increasing brain performance, students will be able to follow and digest the lessons given by teachers with good.<sup>90</sup> Of course it can make learning objectives are achieved.

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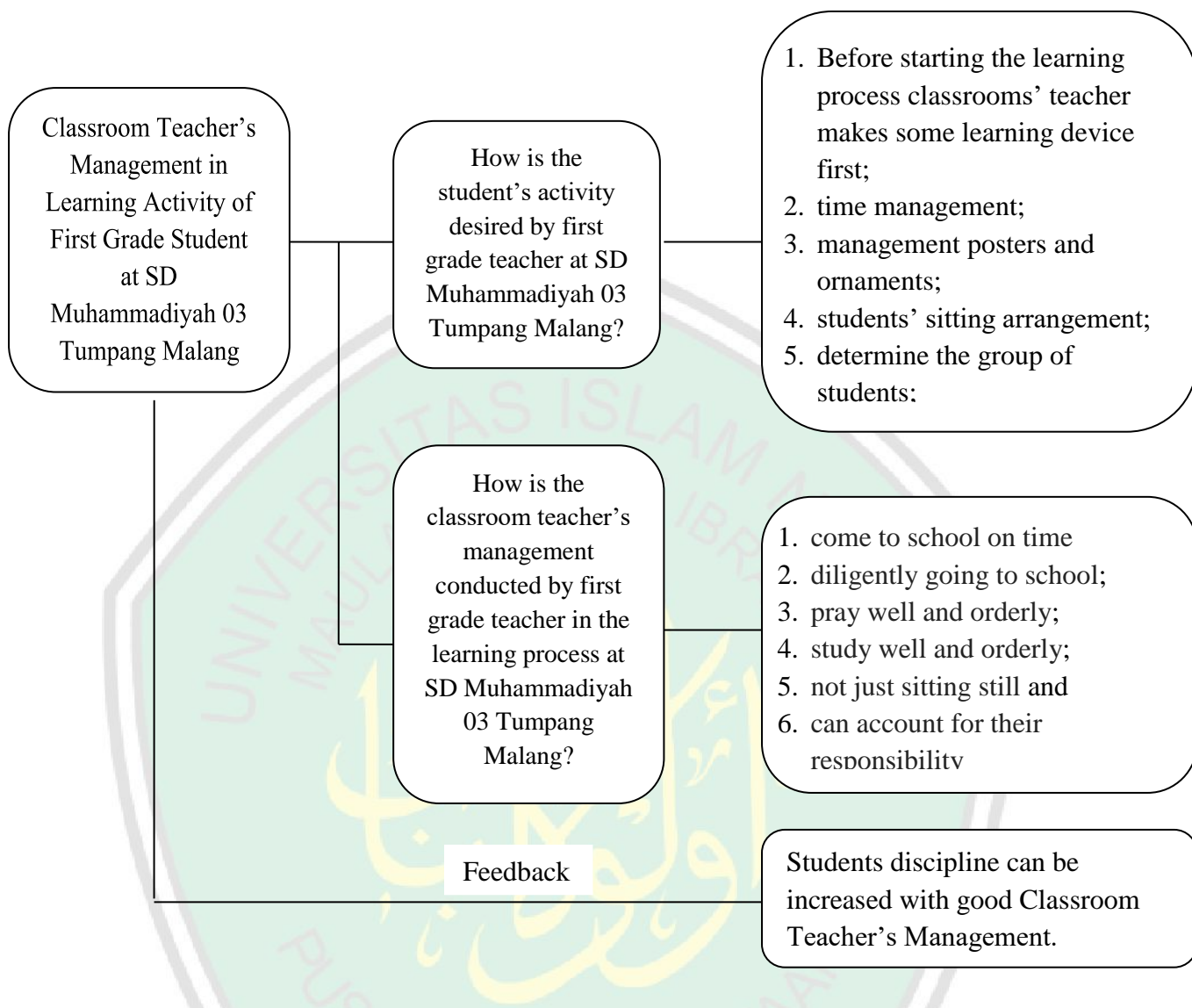
<sup>90</sup> *Ibid.*, Page. 151.

That is why, around the perimeter of the class should be assigned a plant so that students get a rich oxygen supply. In addition, a variety of the plant will make the school to be comfortable so that teaching and learning activities in the classroom be conducive.<sup>91</sup>

Increasingly clear that the function and role of vegetation in the teaching and learning activities are very important for a smooth and successful teaching and learning activities. That is why setting plants in the classroom environment should be direncanakan and realized in such a way that the atmosphere of teaching and learning activities in the classroom takes place with a conducive.

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<sup>91</sup> *Ibid.*, Page. 152.



Bagan 5.2 Classroom Teacher's Management in the learning process

Before the learning process is carried out, of course the teacher has determined the goals to be achieved. Student discipline is needed to achieve that goal. Disciplined students will follow the learning process well, so the learning objectives will be achieved effectively and efficiently. In the case of teacher management, good management is also needed. With good class management the teacher will be able to improve the character of student discipline and also achieve the learning objectives that have been set.



## CHAPTER VI

### CLOSING

#### A. Conclusions

Based on the results of research findings that have been conducted, the researcher can conclude as follows:

1. Student activity desired by first grade teacher SD Muhammadiyah 03 Tumpang that is: a) Active student is a student that 1) active asked, 2) active answer, 3) active responding to teacher, 4) linking subject matter with his personal experiences and, 5) complete the task on time; b) Active learning of class I students desired by classroom teachers among them 1) notice when the learning process takes place, 2) task, 3) disciplined and, 4) enjoy learning with happy without feeling weighed down; c) disciplined students are students that 1) responsible, 2) orderly, 3) diligently going to school, 4) active, 5) ask a lot and, 6) all the equipment is organized; d) Discipline of class I students desired by classroom teachers among them 1) come to school on time, 2) pray well and orderly, 3) study well and orderly, 4) not just sitting still and, 5) can account for their responsibility; e) Cultivation of discipline by class I teachers to students among them 1) make the teacher as an example, 2) provide explanations to students, 3) provide practical practice and, 4) by coordinating students.
2. Classroom Teacher's Management conducted by first grade teachers of SD Muhammadiyah 03 Tumpang includes: a) preparation before start



the learning process 1) ensures all students sitting in the place of each, 2) ask students who are undisciplined to lead her friends to pray and, 3) customize the students singing and clap-clap; b) classroom management conducted by first grade teacher 1) made the RPP, 2) on process adjusts the State class, do not always follow the RPP, 3) give reserved in advance to students, 4) describe the material that is not yet fully understood and students, 5) perform the evaluation once every week with the member's writing or oral problem; c) poster management conducted by first grade teacher 1) attaching posters or pictures that correspond to the subject matter, 2) attaching photos of influential figures, 3) wall magazine to put the work of learners, 4) attach the words of motivation, 5) the walls of the classroom does not have to be filled with ornaments, 6) pictures or posters tacked in place that are easily seen by the students; d) students seating arrangement 1) changing students' seating formation once in week, 2) students are placed in groups and, 3) students' seating formation commonly used include U shape formation, meeting desk formation, and traditional formation, e) teacher class I put several small plants in the classroom to give the impression of a beautiful and comfortable in the classroom; f) managing climate study 1) the morning directing students to things that require concentration such as reading, 2) intersperse learning with songs and clap-clap and, 3) explains the lesson using body movement

and sound that loud; g) management of learning media 1) the Handbook, 2 audio), 3) pictures and, 4) paper and pencil.

## **B. Suggestion**

The suggestions that researchers can give in this study are as follows:

1. Parents should form and create a good environment so that the formation of the character of the discipline taught in school can be implemented and can realize the goals to be achieved.
2. The school maintains and further enhances its efforts to improve students' discipline character, continues to collaborate with parents in realizing the goals to be achieved.
3. For other researchers, the existence of this research is expected to be used as a comparison or measure to do the next research.
4. For the treasure of knowledge, by doing this research, it is hoped that it can provide a contribution for teacher organizations to bring students to better change.

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## LAMPIRAN 1 CONSULTATION SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
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**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**

Nama : Bahtul Rochmah Elmala Suciati  
 NIM : 14140055  
 Judul : Classroom Management In Increasing First Grade  
 Students' Discipline at SD Muhammadiyah 03 Tumpang  
 Malang  
 Dosen Pembimbing : Dr. Mulyono, MA

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	3 Okt 2018	chapter I, II and III consultation	
2.	18 Okt 2018	chapter IV consultation	
3.	26 Okt 2018	chapter IV Revision	
4.	2 Nov 2018	chapter V consultation	
5.	5 Nov 2018	chapter W, V and VI revision	
6.	9 Nov 2018	abstract and chapter W, V, VI	
7.	12 Nov 2018	collecting all chapters	
8.	14 Nov 2018	Accepting Thesis	
9.			
10.			
11.			
12.			

Malang, ..... November ..... 2018..

Mengetahui  
 Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag



## LAMPIRAN 2 SERTIFICATE RESEARCH FROM FACULTY



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
 http://fitk.uin-malang.ac.id. email : fitk@uin\_malang.ac.id

Nomor : 1940 /Un.03.1/TL.00.1/07/2018  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

09 Juli 2018

Kepada  
 Yth. Kepala SD Muhammadiyah 03 Tumpang Malang  
 di  
 Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Baitul Rochmah Elmaila Suyuti  
 NIM : 14140055  
 Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
 Semester - Tahun Akademik : Genap - 2017/2013  
 Judul Skripsi : **Classroom Management in Increasing First Grade Students' Discipline at SD Muhammadiyah 03 Tumpang**  
 Lama Penelitian : **Juli 2018 sampai dengan Agustus 2018**  
 (2 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Dr. H. Agus Maimun, M.Pd.  
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

### LAMPIRAN 3 SERTIFICATE RESEARCH FROM SCHOOL



SEKOLAH DASAR MUHAMMADIYAH 03 TUMPANG  
KABUPATEN MALANG  
TERAKREDITASI B  
SEKOLAH UNGGUL JAWA TIMUR – MUHAMMADIYAH INSPIRING SCHOOL  
NSS : 104051809034 – NDS : 1005130030  
Jl. Wisnuwardhana No. 66 ☎ (0341) 789277 Tumpang 📍 65156

#### SURAT KETERANGAN

Nomor : 0163 / IV.F.AU/ F/2018

Yang menerangkan dibawah ini :

Nama : **Mohammad Zuher, S.PdI**

NIP : -

Jabatan : **Kepala Sekolah**

Dengan ini menyatakan mahasiswa yang bernama :

Nama : **Baitul Rochmah Elmaila Suyuti**

NIM : **14140055**

Jurusan : **Pendidikan Guru Madrasah Ibtidaiyah (PGMI)**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

Mahasiswa bersangkutan telah melaksanakan kegiatan penelitian di SD Muhammadiyah 03 Tumpang selama satu minggu dengan judul "Classrom Management in Increasing First Grade Students' Discipline at SD Muhammadiyah 03 Tumpang.

Demikian surat ini di buat untuk dipergunakan sebagaimana mestinya.



14 Agustus 2018

Kepala Sekolah,

**Mohammad Zuher, S.PdI**

**LAMPIRAN 4****PROGRAM TAHUNAN**

NAMA SEKOLAH : SD MUHAMMADIYAH 03 TUMPANG  
 KELAS : I  
 TAHUN PELAJARAN : 2018/2019

NO	TEMA	SUBTEMA	ALOKASI WAKTU MINGGU EFEKTIF
<b>SEMESTER GANJIL</b>			
1	Diri Sendiri	Aku Dan Teman Baruku	1
		Tubuhku	1
		Aku Merawat Tubuhku	1
		Aku Istimewa	1
2	Kegemaranku	Gemar Berolahraga	1
		Gemar Benna Dan Menari	1
		Gemar Menggambar	1
		Gemar Membaca	1
<b>Ulangan Tengah Semester</b>			1
3	Kegiatanku	Kegiatan Pagi Hari	1
		Kegiatan Siang Hari	1
		Kegiatan Sore Hari	1
		Kegiatan Malam Hari	1
4	Keluargaku	Anggota Keluarga	1
		Kegiatan Keluargaku	1
		Keluarga Besarku	1
		Kebersamaan Dalam Keluarga	1
<b>Penilaian Akhir Semester</b>			1
5	Pengalamanku	Pengalaman Masa Kecil	1
		Pengalaman Bersama Teman	1
		Pengalaman Di Sekolah	1
		Pengalaman Yang Berkesan	1
6	Lingkungan Bersih, Sehat, Dan Asri	Lingkungan Rumahku	1
		Lingkungan Sekitar	1

		Rumahku	
		Lingkungan Sekolahku	1
		Bekerja Sama Menjaga Kebersihan Dan Kesehatan Lingkungan	1
<b>Ulangan Tengah Semester</b>			<b>1</b>
7	Benda, Binatang Dan Tanaman Di Sekitarku	Benda Hidup Dan Benda Tak Hidup Di Sekitarku	1
		Hewan Di Sekitarku	1
		Tanaman Di Sekitarku	1
		Benatuk, Warna, Ukuran, Dan Permukaan Benda	1
8	Peristiwa Alam	Cuaca	1
		Musim Kemarau	1
		Musim Penghujan	1
		Bencana Alam	1
<b>Penilaian Akhir Semester</b>			<b>1</b>

**LAMPIRAN 5****Lembar Wawancara****A. Identitas Responden**

Nama : Lilik Suryanti, Ama.Pd

Jabatan : Guru kelas IA

Tanggal : 25 Juli 2018

**B. Pertanyaan****1. Sejak kapan Ibu mengajar?**

Jawab : 21 tahun, saya masuk sini 1 Juli 1991. SDnya dulu yang di depan candi, sekarang yang TK ABA. Itu dulukan memang SD Muhammadiyah, ya masih sifatnya ya masih muridnya sedikit masih belum sempurna memang. Jadi saya masuk masih taraf pembenahan.

**2. Kurikulum apa yang saat ini digunakan dalam pembelajaran?**

Jawab : Saat ini K13, mulai tahun kemarin kami sudah memakai K13

**3. Kondisi kelas seperti apa yang Ibu inginkan?**

Jawab: Ya kondisi kelas itu yang saya inginkan itu kelas yang menyenangkan. Jadi belajar dengan senang. Jadi bukannya anak itu harus fokus duduk diam, tetapi kami memnginginkan saat kita belajar anak-anak itu fokus ke pelajaran sehingga kalau yang kami inginkan menyenangkan. Jadi anak-anak nggak merasa anu harus belajar itu lo.

**4. Bagaimana cara mewujudkannya?**

Jawab : Ya mungkin kita selalu berinovasi guru dalam pembelajaran, dalam pelayanan kepada anak-anak mungkin perlindungan anak-anak ramah anak-anak. Itukan perlu sehingga anak-anak merasa nyaman merasa dimanusiawikan oleh guru. Sehingga anak-anak lebih, anak-anak itu mungkin akan kalau ndak ke sekolah itu dia akan apa ya ee selalu ingin ke sekolah gitu lo. Karena merasa di sekolah ini merasa tempatnya yang sangat nyaman, baik guru dan teman-temannya. Jadi saya itu berusaha untk memberikan rasa nyaman ke anak-anak seadil-adilnya. Walaupun sekolah diisi anaknya yayasan anaknya orang pangkat, tetapi saya tetap



semuanya sama. Justru kadang mereka yang anaknya orang tidak mampu dia nanti tidka punya percaya diri itu nanti kita angkat, jadi kan bisa sama sama merasakan belajar disini dnegan nyaman. Jadi kita tidak membedakan itu. Jadi memberikan rasa nyaman itu ya dari kita sendiri berinovasi itu.

5. Apa hambatan dalam memanajemen kelas I?

Jawab : Hambatannya ya kalau anaknya tidak bisa fokus atau hiperaktif itu kan kita sulit karena ada dua kelompok yang anak-anak ini memang ada yang fokus saat itu ada yang hiper aktif jadi kita terpecah menjadi dua karena pasti yang hiperkatif itu mengganggu proses pembelajaran yang lainnya. Mungkin tadi, mungkin kan ya ada anak itu yang ndak bisa tenang ndak bisa tertib mungkin karena dampak yang dari rumah ada yang merasa di rumah itu karena satu, jadi mereka merasa selalu dimanja, sehingga disini anak itu selalu membuat ulah gitu. Jadi sudah ndak terfokus, biasanya seperti itu mbak. Itu kendalanya..

6. Bagaimana cara Ibu menyelesaikan jika ada kendala?

Jawab: Jadi kadang-kadang kalau sudah memang ndak bisa kita kondisikan maunya apa ya sudah wes. Suatu saat nanti saya nanti biasanya seperti itu. Jadi saya tanya “kamu mau apa sekarang?” kalau mau belajar di sini monggo sudah. Misalnya di luar, saya ajak keluar nanti saya tinggal. Kan memang sudah ndak bisa terfokus, tapi kami nanti ada konfirmasi dengan orangtua, kordinasi dengan orangtua kalau hari ini tadi si anak ndak mood. jadi kita mencoba berbagai cara bagaimana bisa mengkonsentrasikan memfokuskan anak-anak.

7. Menurut Ibu siswa yang disiplin itu seperti apa?

Jawab : Siswa yang disiplin itu ya mereka yang bertanggung jawab. Mungkin dia tertib tapi kadang tertib dalam hal lain tidak bertanggung jawab. Biasanya misalnya saja dia rajin masuk sekolah tapi dia tidak pernah bertanggung jawab mungkin dia tidak pernah melakukan tugas. Mungkin dia misalnya saat bekerja kelompok dia ndak bisa jadi yang bertanggung jawab dan bersosial itu. Kan ini nanti bisa menyeluruh mbak.

8. Proses penanaman disiplin seperti apa yang Ibu lakukan?

Jawab : Proses penanaman disiplin ya dimulai dari contohnya kita sendiri. Jadi, guru memberikan contoh pada siswa sekaligus guru memberikan penjelasan kepada siswa dengan mungkin dengan apa ya sikap mereka di dalam kelas nanti itu bisa kita berikan kepada anak-anak contoh tersebut jadi langsung mungkin pada real prakteknya juga bisa

9. Adakah kesulitan dalam meningkatkan karakter disiplin siswa kelas I?

Jawab: disiplin, karna apa ya. Anak kecil itu kan ya masih belum maksudnya mengerti “disiplin” itu kan apa itu sehingga kami tidak disiplin jadi sudah biar tertib kamu biar tertib saja. Kalau disiplin kan kadang ndak menegrti jadi tertib terus kamu harus bertanggung jawab itu kalau nanti sudah tingkatannya nanti sudah nanti ada di kelas selanjutnya lambat laun dia sudah nanti kita berikan pengertian disiplin. Kalau kelas bawah mungkin tertib saja itu. Tertib, sopan itu pasti itu ya. Kalau disiplin itu mungkin belum ya, jadi logikanya anak itu pemikirannya masih. Tapi memang ya kita harus menjelaskan, itu harus.

10. Apa yang Ibu lakukan untuk siswa yang kurang disiplin?

Jawab: Kalau ada yang tidak disiplin itu ya kita ingatkan atau guru memberikan sanksi tapi sanksinya yang membuat anak itu maksudnya jera dengan apa ya, bukan dengan hukuman. Tapi anak itu kita sehingga ada manfaatnya itu. Biasanya kami istighfar, baca istighfar di depan kelas atau baca doa harian, surat-surat pendek, doa sholat itu yang kami lakukan sanksinya. Jadi bukan kami berikan hukuman, tapi kami berikan peringatan tapi dia harus melakukan seperti itu. Justru kita selalu memberikan, selalu dengan peringatan-peringatan nasehat itu. Jadi, biar dia bersosialisasi dengan sesamanya sehingga kan dia nanti lama-lama dengan temannya kan tau bahwa oh saya harus seperti teman saya.

11. Disiplin siswa kelas I seperti apa yang Ibu inginkan?

Jawab: Disiplinnya kelas satu itu ya, contohnya dia masuk apa itu ke sekolah sudah tepat waktu itu sudah bagus kalau anak kelas I. Karena transisi tepat waktu, karena dia transisi dari TK karena dia biasanya

banyak yang rewel. Kan disini jam tujuh kurang seperempat sudah masuk sholat duha. Dan juga pulang, pulang, habis sholat duhur. Kalau anak umur sekian itu terjadwal itu kan kadang sulit. Makanya kita itu jadi ee itu maksudnya mbak. Jadikan itu. Jadi dia sudah bisa ee sholat, sudah bisa datang, sudah bisa sejenak belajar itu sudah bagus kalau anak kelas 1.

12. Bagaimana cara manajemen kelas untuk meningkatkan sikap disiplin siswa kelas 1 yang ibu lakukan?

Jawab: Ya selalu kita ada ke anak selalu bimbingan, ya nasehat. Makanya tadi ini, kalau pertama semester satu memang saya setiap hari selalu memperingatkan, memberi tahu. Karena itu nantinya lama-lama dia akan ingat. Jadi itu yang saya lakukan. Jadi ndak bosan-bosan. Kalau anak kecil itu kan memang harus ada apa ya, masih ada kasih sayang. Kalau anak besar itu dia harus ditunjukkan itu dengan kalau sudah dengan nasihat itu sudah tidak, langsung guru memberikan semacam apa, peringatan sudah kalau anak besar itu dan tapi kalau di sini ndak pernah ada hukuman yang dengan fisik itu.

## Lembar Wawancara

### A. Identitas Responden

Nama : Ima Puspita, S.Pd

Jabatan : Guru kelas IB

Tanggal : 31 Juli 2018

### B. Pertanyaan

1. Sejak kapan Ibu mengajar?

Jawab: Mulai 2013

2. Kurikulum apa yang saat ini digunakan dalam pembelajaran?

Jawab: Kalau tahun 2018-2019 sudah pakai K13

3. Kondisi kelas seperti apa yang Ibu inginkan?

Jawab: Inginnya semuanya tetep bisa ngikuti dan mereka seneng dengan belajar, belajar tapi menyenangkan. Jadi nggak terasa “oh saya harus matematika” semuanya tetep ngikuti tapi masih nyaman gitu, jadi ndak merasa tertekan atau apa.

4. Bagaimana cara mewujudkannya?

Jawab: Biasanya ada itu ya apa memang anak-anak kalau disuruh nuliis terus materi terus memang ndak ndak bisa jadi harus harus seimbang. Ya ada permainannya biasanya diselangi dengan apa namanya ice breaking dikasih tepuk-tepuk dikasih nyanyi-nyanyi diajak ngobrol yang biar anak-anak ndak jenuh. Kalau mereka sudah kelihatan agak jenuh memang spontan kadang-kadang kita harus punya ooh ini sudah gak beres di kelas harus dibawa ke luar. Nah itu harus punya beberapa trik seperti itu. Oh mereka kok sudah kelihatan jenuh berarti harus diajak yang lainnya. Jadi harus peka, apalagi kalau kelas bawah waduh wes kalau kita ndak bisa membaca situasinya anak-anak, pasti ada aja anak-anak yang aktif itu anak-anak yang banyak akal itu.

5. Apa hambatan dalam manajemen kelas I?

Jawab: Pastinya ada karena memang beberapa dari anak ada anak yang sangat aktif, yang megkondisikannya agak sulit. Kalau saya bilang 100%



aman, saya bohong, pasti disemua kelas mengalami hal semacam itu. Karena beberapa anak-anak, bukan anak-anak nakal se sepertinya anak-anak yang banyak akal jadinya mereka terus cari perhatian “bu ini bu ini bu” padahal sebenarnya ya hal-hal kecil itu saja sih, sedikit.

6. Bagaimana cara Ibu menyelesaikan jika ada kendala?

Jawab: Biasanya kalau saya langsung menegur, ketika dia sudah bisa ditegur. Kalau ndak bisa ditegur ada sanksi seperti baca istighfar, baca surat pendek. Tetap memberi sanksi tapi sanksinya yang mendidik ke anak-anak. Dapat nilai plusnya yaitu mereka tetep “ayo dihukum” misalnya baca surat an-nas. Jadi tetep, jadinya ada positifnya mereka jadi hafal.

7. Menurut Ibu siswa yang disiplin itu seperti apa?

Jawab: Kalau saya siswa yang disiplin itu bukan berarti dia yang diam di tempat duduknya mboten, tapi dia yang memang aktif, banyak bertanya, habis itu, semua perlengkapannya tertata. Nah itu ndak lepas dari kerjanya orangtua juga di rumah. Seperti hal saya nanti kalau sudah berjalan biasanya anak-anak “tidak diperkenankan pinjam pensil ya” karena apa, biar ndak mengganggu temannya.

8. Proses penanaman disiplin seperti apa yang Ibu lakukan?

Jawab: Kalau biasanya ya seperti tadi, “ayo coba dirapikan” habis itu saya koordinir “hari ini semuanya mengeluarkan pensil, selain pensil tidak diperkenankan dikeluarkan”.

9. Adakah kesulitan dalam meningkatkan karakter disiplin siswa kelas I?

Jawab : Kesulitannya ya itu, karena memang anak-anak jaman sekarang anak-anak yang banyak akal, suka cari perhatian, beda dengan anak-anak jaman dahulu yang dengan kita saja kadang-kadang sudah grogi, kalau sekarang mereka malah cari sensai ya, jadi adaa aja ulahnya anak itu yang agak susah. Iya anak-anak aktif itu, sangat menghambat. Karena apa, mau tidak mau anak-anak yang tadinya bisa mengikuti dengan baik, sedikit banyak mereka akan mengikuti, nah ketika ada temennya nah dia itu main pensil, jadinya ikut-ikutan. Padahal sebenarnya ndak tau, padahal



sebenarnya anaknya juga ndak aktif banget, tapi karena mengikuti temannya yang ndak baik. Takutnya ketidak baikan itu akan diikuti anak-anak yang baik. Jadi saya memang poinnya, saya harus bisa pegang anak-anak yang aktif dulu, biar dia bisa jadi contoh temannya yang lain. Nah dan lagi yang pastinya ketika saya tidak bisa bekerja sama dengan orangtua itu juga kadang itu ya ada beberapa orangtua yang ee ketika mereka ee gini saya mentipkan anak saya di sekolahan lantas itu menjadi tanggung jawab saya juga, nah saya seneng ketika orangtua yang seperti itu jadinya kita sinergi antara saya orangtua dan anak-anak karena apa yang didapatkan anak-anak di sekolah dan yang di rumah nyambung. Tapi kadang-kadang ada beberapa orangtua yang tidak sinambung dengan saya. Ketika saya di sekolah kenapa hari ini datangnya terlambat nah itu ternyata mandinya lama. Nah akhirnya saya ngasih tau mulai besok tidak boleh datang terlambat lagi bangunnya harus lebih pagi, tapi tidak didorong oleh orangtua nah ketika orangtuanya saya kasih tau kadang-kadang iya bu sudah tapi kan jadinya gak nyambung. Ya itu yang agak sulit kalau saya nggak bisa bekerja sama dengan orangtua. Jadi orangtua memang harus tetep mendukung semua kegiatan yang di sekolah biar jadinya sinambung. Kita yang di sekolah nyuruh anaknya disiplin, berkata baik, datang ndak telat, sholat tepat waktu, tapi yang di rumah kadang-kadang ndak ngontrol. Ada beberapa juga yang saya amati itu anak-anak gini ee siapa yang tadi pagi sholat subuh? Itu selalu saya tanyakan di pagi hari. Aku lupa bu, lha mama ku ndak sholat, naah apalah saya sudah. Jadi hal-hal yang seperti itu lah. Kalau memang ndak ada dukungan dari orangtua kita nggak nggak bisa dan orangtua juga harus mulai sejak dini harus punya sadar bahwasannya karakternya anak-anak itu terbentuk bukan hanya mereka di sekolah tapi juga menjadi tanggung jawabnya orangtua. Kadang orangtua mentang-mentang sudah saya sekolahkan di sekolah terbaik jadinya lepas tangan. Lah itu kan ndak baik. Harus tetep bertanggung jawab. Sangat penting sekali bekerjasama dengan orangtua.

10. Apa yang Ibu lakukan untuk siswa yang kurang disiplin?

Jawab : Yang pertama pastinya saya memberi peringatan kepada siswanya, dikasih tau kepada siswa, tapi dengan cara kita ngobrol seperti teman ke mereka. Tapi memang jika tidak disiplin biasanya saya mendatangkan orangtua ke sekolah. Jadi seperti bimbingan ke orangtuanya, menyampaikannya bahwasannya “oh, mas ini seperti ini, seperti ini, seperti ini”. Jadi ketika di sekolah saya yang mengawasi, ketika di rumah orang tua yang mengawasi. Anak-anaknya yang dipanggil orangtuanya yang biasanya ada beberapa keaktifan anak, anak-anak yang banyak akal, mislanya ndak tertib. seperti yang sudah mengarah ke ranah yang bahanya. Contohnya, bergurau tapi sambil nendang temannya, nah seperti itu. Terus setiap saya mengamati dari nilainya anak-anak, baik itu sikap, kalau sikap seperti kok sudah beberapa hari saya amati kok sholatnya ndak tertib, nah biasanya ada sesuatu gejala di rumah, ternyata di rumah main sama temannya, atau apa nah gitu itu yang nanti akan saya komunikasikan. Tapi secara tidak langsung, setiap kali pulang sekolah saya kan bertemu dengan wali murid, jadi kadang-kadang jika ada sempat waktu ngobrol, jadi saya ndak hanya memanggil orang tua secara ee datang ke sekolah karena ada yang mau saya bicarakan, mboten

11. Disiplin siswa kelas I seperti apa yang Ibu inginkan?

Jawab : Saya pinginnya anak-anak di kelas satu itu disiplin bukan yang diam kemudian takut sama saya, mboten. Tapi mereka lebih ee tau tanggung jawab, disiplin yang bertanggung jawab. Jadi ketika mereka belajar, mereka tetep harus belajar mengikuti pelajarannya dengan baik. Ketika waktu sholat merekikuti ketika waktu oh iya bu kayak kemaren ya dengar adzan bu waktunya sholat ya. Nah itu buat saya sudah lebih dari cukup dari pada mereka yang harus diam kemudian takut sama saya, nah itu malah saya nggak mau. Jadi pengennya anak-anak disiplin dalam arti yang ee bisa mempertanggung jawabkan apa yang harus menjadi kewajiban mereka, seperti ketika mereka belajar mereka belajar dengan baik, ketika mereka sholat mereka sholat dengan baik dan tertib yang

seperti itu. Biarkan dia bertanggung jawab terlebih dahulu, insyaAllah kalau dia sudah bertanggung jawab mereka akan otomatis disiplinnya mengikuti.

12. Bagaimana cara manajemen kelas untuk meningkatkan sikap disiplin siswa kelas 1 yang ibu lakukan?

Jawab: yang pastinya terus mengingatkan anak-anak nggeh. Mengingatkan terus menasehati nggak bosan-bosan nggak hanya pada saat tertentu saja, sewaktu-waktu saya terus mengingatkan anak-anak. Misalkan ee pada saat istirahat terus pada saat pembelajaran setiap pokoknya setiap ada kesempatan saya selalu berusaha untuk mengingatkan anak-anak. Seperti tadi, ketika anak-anak kurang baik, yang pastinya saya menegur, kemudian “jangan lupa nanti baca istighfar” nah seperti itu. Memberkan sanksi tapi sanksi yang mendidik.



## Lembar Wawancara

### A. Identitas Responden

Nama : Lilik Suryanti, Ama.Pd

Jabatan : Guru kelas IA

Tanggal : 15 Agustus 2018

### B. Pertanyaan

1. Untuk persiapan sebelum memulai pembelajaran, apakah Ibu membuat perangkat pembelajaran?

Jawab : Iya, ya kan ee untuk KBM kan pertama kan harus ada RPP, Silabus, Prota, Promes terus persiapan guru namanya jurnal kegiatan guru itu. Jadi apa yang mau disampaikan ke anak-anak itu sudah terstruktur di situ, mulai pembukaan, inti, penutup itu sudah ada di buku jurnal guru itu.

2. Bagaimana cara Ibu manajemen waktu ketika proses pembelajaran berlangsung?

Jawab : Kalau sesuai RPP mungkin kalau kelas atas masih bisa dimanage sesuai dengan waktunya tapi kalau kelas satu khususnya di semester satu kita ndak bisa memanage karena anak-anak itu masih ee apaya transisi dari TK ke SD. Jadi perlu ada bimbingan baik itu menulisnya lama, itukan perlu ada waktu. Membaca juga perlu ada bimbingan, jadi kita kalau disemester satu itu saya sepertinya tidak harus sesuai dengan RPP. Jadi kita butuh waktu karena ee walaupun K13 tapi kita tidak bisa meninggalkan yang namanya kelas satu itu persiapan 3M menulis, membaca, menghitung itu harus dasarnya kuat. Karena kalau ke atas ndak tiga itu walaupun kurikulum model apapun saya kira itu. Karena kelas satu nggak di dasari itu ya kelas atas ndak bisa. Oleh sebab itu kita butuh waktu dalam bimbingan, penanganan khusus. Karena nanti dia dipersiapkan untuk kelas berikutnya. Waktu tambahan kalau saya mungkin waktu istirahat. Biasanya gini, waktu pembelajaran berjalan kok bel sudah istirahat, lah yang belum ini kami beri waktu untuk istirahat, selanjutnya masuk istirahat sambil di dalam. Jadi saya bantu untuk membacanya,



untuk menulisnya. Mungkin kalau waktu pulang dia masih mood, karena kalau anak kelas satu siang hari temannya sudah pulang sudah dia sudah tidak ada ee apa semangat lagi, jadi waktu istirahat mungkin kami pakai untuk menambah anak-anak itu.

3. Manajemen gambar dan poster seperti apa yang Ibu lakukan?

Jawab : Kalau tempelan itu itu kami usahakan yang ada kaitannya dengan KBM, dengan tema. Jadi tempelan dinding itu tidak harus dinding ini puenuh dengan tempelan ini ndak, kan itu tambah membuat itu kan semakin anak kurang konsentrasi karena banyaknya tempelan tetapi tidak ada kaitannya dengan pembelajaran. Misalnya tema satu diriku itu kan nanti kita tempelkan yang ada kaitannya dengan tema tersebut. Jadi ee tempelan itu memang seharusnya ada kaitannya dengan pembelajaran, khususnya pada tema-tema tersebut. Jadi tidak-tidak harus uapapun ditempelkan. Itu menurut saya ndak kurang efektif dalam KBM. kan di sini saya mading sama karyaku. Kalau karyaku kan hasilnya anak-anak, ini kemarin anak-anak di tema satu sudah membuat proyek. Jadi ndak harus semua ditempleli. Itu memang menurut saya tidak efektif dalam ee pembelajaran anak-anak. Jadi harus yang ada kaitannya. Setiap hari anak anak bisa melihat dan sekaligus bisa memahami gitu. Kalau menurut saya seperti itu tempelan tadi.

4. Bagaimana cara Ibu menata tempat duduk peserta didik?

Jawab : Untuk tempat duduk itu karena kelas satu itu perlu ada sosial karena anak kelas satu itu egonya tinggi. Jadi kami bentuk perkelompok. Jadi kelompok-kelompok, karena apa biar dia saling mengenal saling bersosial dengan orang lain, karena nanti kalau individu egonya semakin tinggi. Karena anak kelas satu itu wah egonya sangat tinggi. Jaid itu kami memberikan anak-anak itu supaya dia itu bisa saling berkenalan berkasih sayang saling menolong sesuai dengan sikap yang ada di kurikulum K13. Jadi duduknya berkelompok tapi saya rubah-rubah modelnya, biar anak anak tidak jenuh. Setiap satu minggu kami rubah. Itu kalau nanti semester dua itu kesepakatan, semester stau masih nurut saya, karena kalau sudah



semester dua anak-anak sudah bisa diajak untuk apa namanya berdemokrasi musyawarah itu sudah mulai bisa, kalau semester satu masih saya yang menentukan, tapi nanti semester dua anak-anak kami ajak untuk gimana model tempat duduknya nanti anak-anak yang menentukan biar anak-anak juga punya hak di kelas ini untuk menentukan.

5. Berdasarkan apa Ibu membagi kelompok peserta didik?

Jawab : Kalau saya, saya itu berdasarkan gini jadi di kelompok itu harus ada yang pendiam ada yang rame. Jadi sehingga yang rame ini tidak sampe mempengaruhi yang diam, jadi bukan karena lainnya, jadi ndak saya kelompokkan yang pintar-pintar, ndak saya. Jadi saya baur yang diam dan yang mereka itu ndak bisa diam. Sehingga hasilnya memang mereka nanti terpusat pada pembelajaran. Kalau nanti itu kita yang ramai dengan yang ramai itu nanti akhirnya ndak bisa berjalan jadi saya memang sejak dulu gitu. Jadi antara anak itu yang fokus pendiam dengan yang rame. Sehingga yang rame ini mengikuti karena yang diam ndak mau diajak rame itu.

6. Sebelum dimulainya pelajaran, apakah Ibu membuat perjanjian hukuman dengan peserta didik?

Jawab : Iya, perama dengan wali murid pertemuan dengan wali murid saya minta persetujuan perjanjian, ee seumpama saya memberikan pendidikan anak-anak memberikan pelayanan pada anak pengawasan seperti ini, ini perjanjian ya bu. Karena saya khawatir yang namanya anak itu ee kadang ndak sama. Ada yang suka namanya anak kecil ya ada soalnya ini kejadian tahun kemarin. Yang nama anak ini berlebih lebih soalnya takut orangtua. Ada, ada orang tua yang anak itu pulang harus menceritakan di sekolah. Harus kamu ceritakan di sekolah apa, mulai dari gurumu sampai temanmu, kan ada anak takut akhirnya kan anak berceritanya itu sudah berlebihan sehingga orangtua itu yang mereka tidak sadar itu akhirnya kan ke guru ee selalu negative nah akhirnya salah paham. Nah itu kami perjanjian. Memang sudah ada perjanjian tapi ada orangtua yang sudah tidak mengingat perjanjian. Jadi perjanjian dulu kemudian di kelas kami perjajian dengan anak-anak, jadi makanya baca istighfar. Anak-anak yang

melanggar tata tertib maju ke depan baca istighfar. Pertama 50 kedua 100 saya tambah, kemudian kalau sudah 3 kali 4 kali di tambah doa harian ditambah surat-surat pendeknya ditambah doa sholat hadits, saya perjanjiannya seperti itu dengan anak-anak. Jadi sanksinya ya sanksi yang membuat anak-anak kalau baca istighfar kan mereka tau kalau kita harus selalu memohon ampunan, yang keduanya kan lebih hafal tentang al quran dan lainnya. Yang positif gitu jadi, Itu memang sudah kami buat perjanjian itu selama ini. Jadi pertama orangtua kedua anak-anak. Tidak ada kesalah pahaman. Selalu kerjasama dengan orangtua. Kan ada kelompok WA jadi itu pasti misalnya sholat, kadang orangtua mengeluh, bu ini si A kok nggak mau shholat bu, gimana kalau yang saya takut takuti bu guru gitu, tapi selama itu bagus bu monggo, tapi kalau dampaknya anak-anak tambah takut jangan. Jadi sehingga saya bilang anak-anak nanti saya akan tanya pada orangtua kalian kalian di rumah sholat apa ndak itu perjanjian, kalian setiap hari belajar apa ndak, jadi setiap hari ada informasi, bu tolong nanti njenengan nasihat, sama saya itu bu berani, tadi saja dua orang itu sudah sama bundanya berani, akhirnya tadi saya panggil saya beritahu jadi selalu ada kerjasama dalam pengawasan anak-anak dan pembelajaran. Kan anak itu kalau sudah sekolah gini kan dia hanya gurunya yang menjadi idolanya bukan orangtua, sehingga guru ini harus selalu orangtua juga kerjasama. Biar sampe ndak sama dengan gurunya.

7. Apakah Ibu juga melibatkan peserta didik dalam menentukan peraturan?

Jawab : Iya, seperti istighfar itu kan. Kalau misalnya istighfar berapa kali, anu bu, padahal anak-anak mintanya langsung bu 500 kali, minta 500 kali. Tapi saya ndak sudah 50 kali dulu nanti ditambah, semakin kamu tidak tertib semakin kamu melanggar aturan lebih banyak lagi istighfarnya. Jadi anak-anak sendiri yang kadang minta. Kalau itu kalau ditambah bu, kalau memang nakal suruh berdiri saja bu, tapi saya kalau berdiri itu tidak pernah melakukan itu, berdirinya dengan istighfar, tapi kalau dengan fisik misalnya berdiri gini itu tidak pernah saya lakukan karena sepertinya itu tidak ada manfaatnya untuk anak-anak, anak-anak tambah merasa dendam,

tidak mau mematuhi aturan. Kalau kita beri sanksi istighfar itu kan, insyaAllah kan dengan sering membaca istighfar itu kan memerikan hati anak-anak itu lebih lunak itu itu maksud saya. Jadi ada manfaatnya gitu lo.

8. Menurut Ibu, perlukah menggunakan bahasa yang baik kepada peserta didik?

Jawab : Iya, karena apa anak itu butuh reward ya butuh penghargaan. Tetapi bahasa kita ke anak itu bahasanya harus lebih baik, karena itu contoh kepada anak-anak. Bahasa itu contoh, jadi kalau kita sudah bicara kita bahasa kita anak-anak mendengar bahasa kita yang kurang baik, itu pasti selamanya anak itu akan selalu diingat. Bu guru itu pernah berkata seperti ini. Karena anak itu kan ingatannya kuat memorinya lain dengan saya sudah 50 tahun. Jadi saya selalu bahasa mangkanya, mas, saya panggil kan mas mbak sayang, itu kan biar anak-anak itu kita ingatkan tapi anak-anak merasa oh bu guru ini sayang sama saya. Selalu bicara dengan baik, kan sehingga anak-anak itu tanpa terasa dia kita ingatkan, jadi bahasa itu perlu bagi guru, karena bahasa sendiri itu doa. Jangan sekali kali bilang anak kkmu bodoh itu doanya guru mbak. Jadi jangan seklai kali. Guru itu tidak boleh bicara sekasar sejelek apaun kepada siswa, walaupun siswa itu bandel, jangan sampai melontarkan kata yang tidak sopan, itu doanya guru kepada siswa. Makanya biasanya zaki yang hebat yang pintar ayo duduk sayang kan gitu saya, karena apa karena itu doa. Jangan sekali kali melontarkan bahasa yang kurang sopan kepada anak-anak. Cara menegurnya ya seperti itu, jangan sampai kepada anak-anak kamu ini nakal bodoh jangan. Jadi nak, kamu jangan gitu sama teman kan kasihat temannya kamu sendiri kalau dipukul sakit apa ndak, kan kita contohkan dengan bahasa yang lunak bahasa anak, jadi sehingga oh iya bu guru, sekarang minta maaf sama temannya besok jangan diulangi ini semua kan sahabat, kita cari sahabat kita biar disayang Allah. Kalau anak kecil itu memang seperti itu. Jadi jangan sekali-kali guru itu ee menegur dengan kasar apalagi kelas bawah. Kalau kelas atas bisa dipanggil berdua ditanya jadi guru itu posisinya di tengah kita cari solusinya gimana.

9. Apakah Ibu juga mengajarkan ganti rugi kepada peserta didik?

Jawab : Itu kalau mereka kalau hubungannya dengan fisik ya mereka harusnya mereka minta maaf mereka kita berikan semacam wawasan kalau fisik itu gini gini gini, tapi kalau dengan alat itu ee kita berikan pengertian kalau kamu misalnya minjam punya temanmu itu dikembalikan dengan baik jangan sampai kamu pinjam terus kamu rusakkan lah itu kan kasihan temanmu, nah nanti kalau kedua kali, mungkin kalau masih satu kali saya apa beri nasehat dulu, kalau sudah dua kali berarti kamu nanti uang jajanmu dibelikan peralatan uang mengganti milik temanmu, kan temanmu kasihan itu dibelikan orangtuanya, jadi kamu nanti menggantinya dengan uang jajanmu kamu nggak boleh minta orangtuamu harus uang jajan kamu kamu kumpulkan untuk mengganti milik temanmu makanya biar kamu bisa jajan jangan sampai meruska milik teman dijaga sama-sama kan gitu. Jadi saya harapkan uang jajannya ndak minta sama orangtuanya supaya apa anak itu merasa dia harus bertanggung jawab dengan dirinya. Jadi kalau minta orangtuanya kan bisa saja dan orangtuanya seumpama orangtuanya tanya orangtuanya juga saya arahkan seperti itu biar dari uang sakunya saja. Lek gitu kan jera dia ndak bisa jajan, nah jadi itu.



## Lembar Wawancara

### A. Identitas Responden

Nama : Ima Puspita, S.Pd

Jabatan : Guru kelas IB

Tanggal : 15 Agustus 2018

### B. Pertanyaan

1. Untuk persiapan sebelum memulai pembelajaran, apakah Ibu membuat perangkat pembelajaran?

Jawab : Oh ya, pasti karena itu bagian dari program perencanaan kita sebelum kita melakukan itu kita harus punya itu dulu, petanya. Seperti prota, promes, silabus, RPP insyaAllah memang sudah dilaksanakan. Kalau yang 2017-2018 sudah ada, yang 18-19 baru satu tema.

2. Bagaimana cara Ibu memanajemen waktu ketika proses pembelajaran berlangsung?

Jawab : Kalau saya memang semuanya harus sesuai dengan RPP dan silabusnya. Kadang-kadang kalau kita nggak sesuai dengan silabusnya ee misalkan silabusnya ini ngoten ya, habis itu kadang-kadang kalau kita nggak melihat silabus hanya berpatokan pada buku, padahal di silabus atau di protanya di promesnya sudah menganjak ke tema selanjutnya, tapi kita masih ngikuti bukuuu aja gitu jadi memang kita harus menyingronkan keduanya. Bukunya tetep iya tapi tetep beracuan pada perangkat itu, karena kalau nggak gitu kita jadinya ee lambat. Misalkan oh sekarang tema satu masih subtema satu, padahal di silabusnya sudah masuk ke ee tema subtema dua misalnya gitu. Ya jadi harus berpegangan sama itu. Karena memang kadang-kadang kendalanya memang ada beberapa bapak ibu guru yang ee saya dulu juga seperti itu. Saya selalu mengikuti bukunya. Oh sekarang temanya materinya ini besok ini besoknya ini besoknya ini. Tapi ketika sudah mau UKK ee UTS atau UAS kadang-kadang “loh materi saya kok belum selesai”. Nah karena apa, karena kita nggak melihat peta kita di silabus itu tadi.



3. Manajemen gambar dan poster seperti apa yang Ibu lakukan?

Jawab : Untuk tempelan yang ada di kelas biasanya itu menyesuaikan dengan tema yang ada di kelas, yang sering di pelajari. Misalkan malaikat Allah ngonten ya, jadi di tembok ada malaikat Allah, secara ndak langsung mereka sudah bisa menghafal karena sering di lihat setiap hari. Biasanya gitu.

4. Bagaimana cara Ibu menata tempat duduk peserta didik?

Jawab : Nah kalau tempat duduk biasanya setiap satu minggu sekali akan saya roling yang di depan di belakang yang tengah di depan bergantian. Cuman tidak menutup kemungkinan biasanya saya juga melihat karakter anak. Misalkan ada beberapa anak-anak yang kalau didekatkan sama ini bakalan ngobrol terus, nah itu harus di pisah. Kalau sama ini nanti malah banyak mainnya, nah seperti itu biasanya terus berubah. Yaa biasanya yang sering satu minggu sekali itu baru bisa di rubah.

5. Berdasarkan apa Ibu membagi kelompok peserta didik?

Jawab : Mengelompokkannya biasanya kadang-kadang kalau anak, kalau menurut anak-anak, apalagi kalau kelas bawah nggeh ee beberapa anak-anak itu “saya pengennya duduk sama ini duduknya ini duduknya sama ini”. Tapi kadang-kadang kalau langsung saya pindah mereka kan ndak mood, nah saya biarkan dulu berjalan sekitar satu jam mata pelajaran, habis itu saya beri pengertian kalau samean duduk sama ini jadinya ngobrol terus jadinya ndak selesai. Biasanya ya itu tadi berdasarkan misalnya yang sudah bisa ngonten nggeh yang sudah paham saya kelompokkan yang paham-paham, yang belum paham jadi satu kelompok, jadi saya lebih enak. Takutnya kalau yang paham dicampur sama yang belum paham, mereka yang belum paham kadang pinter melihat yang sebelahnya akhirnya ini bener-bener dia bisa atau dapat dari temannya kadang-kadang kan seperti itu.

6. Sebelum dimulainya pelajaran, apakah Ibu membuat perjanjian hukuman dengan peserta didik?

Jawab : Biasanya tata tertib itu berjalan setelah semester. Maksudnya, masuk dulu. Kalau kelas atas nggeh kalau kelas atas enak nggeh nah kita sudah kenal dengan mereka. Jadi ketika kita masuk, kita sudah bisa bacakan “nanti kalau di kelas tidak boleh begini, jika begini akan diberi sanksi ini dll” nggonten ya. Kalau di kelas satu ketika mereka masuk kemudian saya menjelaskan ke mereka “anak-anak kalau nanti ndak tertib nanti sanksinya baca istighfar yaa” nah “baca surat ini yaa” nah biasanay seperti itu.

7. Apakah Ibu juga melibatkan peserta didik dalam menentukan peraturan?

Jawab : Pasti, ee hukuman itu atau sanksi itu dibuat untuk ditaati kan bukan untuk dilanggar. Memang saya seperti itu orangnya, saya mau memerikan sanksi kepada mereka ee saya harus menentukan hukuman apa yang cocok untuk mereka, saya nggak mau hukuman itu enak ke saya, memberatkan ke mereka. Jadi saya selalu tanya, coba anak-anak di dengarkan yang hari ini sholatnya ndak tertib nanti apa sanksinya gitu. Tapi saya tetep harus mmeberi pancingan, misalkan baca surat ad duha boleh ndak gitu, oh iya bu baca ad duha kalau pulang. Nah mereka kan setuju jadi tidak ada ee beban ke mereka. Aduh aku di hukum. Bukan di hukum sebenarnya untuk ee mengingatkan mereka. Tapi tetep hukuman itu harus mendidik.

8. Menurut Ibu, perlukah menggunakan bahasa yang baik kepada peserta didik?

Jawab : Sangat penting. Karena apa yang kita sampaikan akan ditiru oleh mereka. Kalau kita bicara kasar mereka juga akan ikut kita bicara yang kasar. Jadi kita harus memang komunikasi itu memang sangat penting. Apalagi ke anak-anak. Contohnya biasanya saya gini ee mas arya, misalkan ada anak yang nggak tertib di kelas ee membuang sampah tidak pada tempatnya. Saya nggak lantas menyuruh mereka ee buang sampahnya di tempat sampah, tidak. Tapi saya gandeng dia, kemudian sampahnya saya yang ambil, saya ambil saya kasih tau mas arya lain kali kalau ada sampah di depan kita masukkan sampah di tempatnya ya, gitu. Jadi saya

yang masukkan. Besok-besok dia akan terbiasa, oh iya lihat sampah di masukkan, jadi nggak ngelak lagi itu bukan sampah saya bu bukan sampah saya. Tapi ketika mereka sudah tau ada sampah mereka akan masukkannya sendiri.

9. Apakah Ibu juga mengajarkan ganti rugi kepada peserta didik?

Jawab : Nah nggeh, setiap anak-anak kalau kita ee apaa ya bahasanya, kalau kita mau melarang nggeh, melarang anak-anak untuk melakukan sesuatu tapi kita nggak memberikan alasannya, mereka akan semakin mencobanya. Jangan naik pohon, gitu aja mereka akan naik, karena apa nanti kalau naik pohon itu jatuh nak, kalau jatuh kakimu sakit ndak bisa jalan gak bisa sholat nah harus di imbangi dengan pengertian. Kalau hanya dilarang saja mereka nggak nggak akan paham, malah akan mencoba biasanya. Jadi saya selalu ingatkan, ingat sesuatu yang bukan milik kita jangan sampai kita buat mainan, karena apa karena kalau rusak nanti kita akan menggantinya, nah kalau menggantinya kasihan ayah dan bunda kita. Biasanya saya speerti itu.

## Lembar Wawancara

### A. Identitas Responden

Nama : Lilik Suryanti, Ama.Pd

Jabatan : Guru kelas IA

Tanggal : 10 Januari 2019

### B. Pertanyaan

#### 1. Menurut Ibu, siswa aktif itu yang seperti apa?

Jawab : Aktif learning terjadi ketika ibu guru menjelaskan dan siswa member respon pertanyaan dan siswa memberikan sangkutan pengalaman menyangkut materi setelah diberi latihan soal mengerjakan dengan timing yang telah ditetapkan.

#### 2. Siswa aktif seperti apa yang Ibu inginkan?

Jawab : Ya saya inginnya anak-anak memperhatikan ketika proses pembelajaran, mengerjakan ketika diberi tugas, ramai pada porsinya

#### 3. Bagaimana Ibu mengelola siswa pada saat pembelajaran berlangsung?

Jawab : Biasanya untuk memulai pembelajaran saya menyiapkan anak-anak dulu dan memastikan mereka duduk di tempat masing-masing, biasanya saya dengan berhitung satu sampai sepuluh, kalau masih ada yang berdiri akan saya suruh maju ke depan untuk memimpin teman-temannya berdoa, nanti kalau anak-anak sudah dirasa siap, baru saya mulai pembelajarannya.

#### 4. Bagaimana Ibu mengelola proses pembelajaran?

Jawab : Perencanaannya ya sebelum pembelajaran, kemarinnya saya sudah menyiapkan rencana pembelajaran yang akan saya sampaikan di kelas. Kemudian pelaksanaannya ketika pembelajaran anak-anak saya minta mengerjakan soal-soal terlebih dahulu, setelah itu baru saya menjelaskan materi yang belum dipahami. Kemudian setiap satu minggu kita mengadakan evaluasi.



5. Bagaimana Ibu mengelola lingkungan kelas?

Jawab : Iya tempat duduknya posisinya diubah-ubah setiap minggu, kadang-kadang berjajar, kadang-kadang berkelompok supaya mereka tidak bosan.

6. Bagaimana Ibu mengatur iklim belajar?

Jawab : Biasanya kalau masih pagi kan mood anak-anak itu masih bagus, nah itu kita arahkan kegiatan yang seperti membaca, kemudian mengerjakan soal. Kemudian kalau sudah siang itu saya selingi tepuk, lagu-lagu atau game. Sehingga walaupun anak lelah itu tetap semangat.

7. Bagaimana Ibu mengelola media pembelajaran yang Ibu gunakan pada proses pembelajaran?

Jawab : Saya lebih senang menggunakan media paper and pencil. Biasanya saya memberi pertanyaan terkait pembelajaran yang dilaksanakan, kemudian siswa menuliskan jawabannya di kertas, saya beri waktu.



## Lembar Wawancara

### A. Identitas Responden

Nama : Ima Puspita, S.Pd

Jabatan : Guru kelas IB

Tanggal : 10 Januari 2019

### B. Pertanyaan

#### 1. Menurut Ibu, siswa aktif itu yang seperti apa?

Jawab : Siswa yang aktif itu siswa yang saat guru bertanya dia aktif menjawab, kalau disuruh mengerjakan sesuatu itu dia yang paling cepat dan benar, kalau di suruh maju dia yang paling respon jadi ketika ditanya siapa yang mau maju baca puisi misalnya, nah itu dia langsung maju.

#### 2. Siswa aktif seperti apa yang Ibu inginkan?

Jawab : Aktivitas belajar siswa yang saya inginkan itu pokoknya siswa tidak terbebani dengan pembelajaran yang diberikan. Yang penting mereka senang, have fun, sehingga akan lebih mudah menerima pembelajaran yang diberikan.

#### 3. Bagaimana Ibu mengelola siswa pada saat pembelajaran berlangsung?

Jawab : Ya supaya kondusif saya memulainya menggunakan tepuk dan lagu supaya anak-anak bersemangat. Kaena nanti kalau mood mereka bagus dengan lagu dengan gane, mereka dalam memahami pelajaran akan lebih mudah.

#### 4. Bagaimana Ibu mengelola proses pembelajaran?

Jawab : Untuk perencanaan pembelajaran, saya sebelumnya sudah membuat RPP, namun pada prosesnya menyesuaikan dengan keadaan kelas saat itu. Kemudian evaluasinya saya lakukan setiap satu minggu. Dengan ulangan harian persub tema, tanya jawab di kelas juga termasuk dalam evaluasi.

5. Bagaimana Ibu mengelola lingkungan kelas?

Jawab : Untuk pengelolaan kelas, saya pastikan kelas itu bersih agar anak-anak nyaman. Kemudian saya juga membuat kelas berwarna dengan tempelan-tempelan sehingga lingkungan kelas menyenangkan.

6. Bagaimana Ibu mengatur iklim belajar?

Jawab : Untuk menjaga iklim belajar tetap menyenangkan dengan membuat mereka merasa senang agar tidak bosan dengan memberikan lagu, tepuk-tepuk atau game. Cara menjelaskan dengan menggunakan gerakan dan suara yang lantang.

7. Bagaimana Ibu mengelola media pembelajaran yang Ibu gunakan pada proses pembelajaran?

Jawab : Untuk media saya menggunakan buku saja karena belum ada media yang tepat dan tersedia. Kadang saya menggunakan audio.



**LAMPIRAN 6**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan** : SD MUHAMMADIYAH 03 TUMPANG  
**Kelas / Semester** : I (Satu) / 1  
**Tema 1** : Diriku  
**Sub Tema 1** : Aku dan Teman Baru  
**Pembelajaran** : 3  
**Alokasi Waktu** : 1 x Pertemuan (6 x 35 menit)

**A. KOMPETENSI INTI (KI)**

- KI 1 : Menerima dan menjalankan ajaran agama yang dianutnya  
 KI 2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru  
 KI 3 : Memahami pengetahuan faktual dengan cara mengamati [mendengar, melihat, membaca] dan menanya berdasarkan rasa ingin tahunya tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah  
 KI 4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

**B. KOMPETENSI DASAR (KD)& INDIKATOR****Bahasa Indonesia****Kompetensi Dasar (KD) :**

- 3.1 Mengenal teks deskriptif tentang anggota tubuh dan pancaindra, wujud dan sifat benda, serta peristiwa siang dan malam dengan bantuan guru atau teman dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu pemahaman  
 4.1 Mengamati dan menirukan teks deskriptif tentang anggota tubuh dan pancaindra, wujud dan sifat benda, serta peristiwa siang dan malam secara mandiri dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu penyajian

**Indikator :**

- Mengidentifikasi benda-benda disekitar

- Mendeskripsikan benda-benda secara lisan

### **Matematika**

#### **Kompetensi Dasar (KD) :**

- 3.2 Mengenal bilangan asli sampai 99 dengan menggunakan benda-benda yang ada di sekitar rumah, sekolah, atau tempat bermain
- 3.5 Mengenal bangun datar dan bangun ruang menggunakan benda-benda yang ada di sekitar rumah, sekolah, atau tempat bermain
- 3.12 Menentukan urutan berdasarkan panjang pendeknya benda, tinggi rendahnya tinggi badan, dan urutan kelompok berdasarkan jumlah anggotanya
- 4.1 Mengurai sebuah bilangan asli sampai dengan 99 sebagai hasil penjumlahan atau pengurangan dua buah bilangan asli lainnya dengan berbagai kemungkinan jawaban
- 4.7 Membentuk dan menggambar bangun baru dari bangun-bangun datar atau pola bangun datar yang sudah ada
- 4.8 Mengelompokkan teman sekelas berdasarkan tinggi badannya

#### **Indikator :**

- Menghitung banyak benda 1-5
- Mengidentifikasi banyak benda
- Menentukan benda yang lebih banyak
- Menentukan benda yang lebih sedikit
- Mengidentifikasi bangun segi empat
- Menggambar dari bentuk segi empat

### **SBdP**

#### **Kompetensi Dasar (KD) :**

- 3.1. Mengenal cara dan hasil karya seni ekspresi
- 4.1. Menggambar ekspresi dengan mengolah garis, warna dan bentuk berdasarkan hasil pengamatan di lingkungan sekitar

#### **Indikator :**

- Mengidentifikasi gambar sebagai salah satu karya seni ekspresi
- Menggambar bentuk baru dari bangun segi empat



### C. TUJUAN PEMBELAJARAN

#### Menghitung Banyak Teman

- Dengan mengamati gambar, siswa dapat menghitung banyak benda 1-5 dengan benar.
- Dengan mengamati gambar, siswa dapat menentukan banyak benda 1-5 secara tepat.
- Dengan mengamati gambar, siswa dapat menentukan benda yang lebih banyak dengan tepat.
- Dengan mengamati gambar, siswa dapat menentukan benda yang lebih sedikit.
- Dengan mengamati benda, siswa dapat menunjukkan benda yang banyaknya sesuai dengan jumlah gambar di buku siswa.

#### Mengenal Bentuk Segi Empat

- Setelah mengamati contoh segi empat, siswa dapat mengidentifikasi bentuk segi empat dengan tepat.
- Setelah mengidentifikasi bentuk segi empat, siswa dapat membuat gambar baru dari bentuk tersebut dengan kreatif.
- Dengan kegiatan menggambar siswa dapat menceritakan gambar yang dibuatnya dengan menggunakan bahasa sendiri.

### E. MATERI PEMBELAJARAN

- Menghitung Banyak Teman
- Mengenal Bentuk Segi Empat dan Bercerita kepada Teman

### F. METODE PEMBELAJARAN

- Pendekatan : Saintifik
- Metode : Permainan/simulasi, diskusi, tanya jawab, penugasan dan ceramah

### G. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing.</li> <li>• Guru mengecek kesiapan diri dengan mengisi lembar</li> </ul>	10 menit



Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</p> <ul style="list-style-type: none"> <li>• Menginformasikan tema yang akan dibelajarkan yaitu tentang "Aku dan Teman Baru".</li> <li>• Guru menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan</li> </ul>	
<b>Inti</b>	<p><b>Menghitung Banyak Teman</b></p> <ul style="list-style-type: none"> <li>• Guru menyampaikan bahwa hari ini akan belajar berhitung bersama teman. (<i>Mengamati</i>)</li> <li>• Siswa mengamati gambar pada buku siswa. (<i>Mengamati</i>)</li> <li>• Siswa menghitung jumlah siswa pada gambar. (<i>Mengamati</i>)</li> <li>• Guru menanyakan berapa banyak anak laki-laki dan anak perempuan. (<i>Menanya</i>)</li> <li>• Siswa berlatih pada halaman berikutnya. (<i>Mengeksplorasi</i>)</li> <li>• Siswa menghitung jumlah siswa di setiap kelompoknya dan mewarnai kotak yang jumlah anaknya lebih banyak. (<i>Mengeksplorasi</i>)</li> <li>• Lalu siswa mengamati benda di sekitar kelas dan mencari benda yang banyak nya sa ma dengan gambar siswa yang ada di buku siswa. (<i>Mengeksplorasi</i>)</li> <li>• Siswa menyampaikan hasil pengamatan kepada temannya. (<i>Mengasosiasi</i>)</li> <li>• Siswa diminta membandingkan dengan hasil pengamatan temannya. Adakah kelompok lain yang mengamati benda yang sama? (<i>Mengamati</i>)</li> <li>• Adakah kelompok yang mengamati benda yang sama, tapi jumlahnya berbeda? Sebutkan pengamatan siapa yang lebih banyak? (<i>Mengamati</i>)</li> </ul> <p><b>Mengenal Bentuk Segi Empat</b></p> <ul style="list-style-type: none"> <li>• Siswa diarahkan untuk melihat bentuk-bentuk yang ada di sekitar kelas (pintu, jendela, papan tulis, dan lain-lain). (<i>Mengamati</i>)</li> <li>• Siswa diminta menjelaskan bentuk masing-masing benda tersebut sesuai dengan pemahamannya. (<i>Mengeksplorasi</i>)</li> </ul>	35 Menit X 30 JP

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> <li>• Guru menunjukkan beberapa kotak bekas kemasan.(<i>Mengeksplorasi</i>)</li> <li>• Siswa diminta membongkar kotak untuk dapat menemukan bahwa bentuk dasar penyusun kotak adalah bangun datar.(<i>Mengeksplorasi</i>)</li> <li>• Guru memperkenalkan bangun segi empat. (<i>Mengkomunikasikan</i>)</li> <li>• Siswa diminta untuk membuat gambar dari bentuk segiempat sesuai imajinasi mereka kemudian me warnai gambar tersebut.(<i>Mengasosiasi</i>)</li> <li>• Siswa bergantian menceritakan gambar kepada temannya. (<i>Mengkomunikasikan</i>)</li> <li>• Sebutkan pengamatan siapa yang lebih banyak?</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari</li> <li>• Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi)</li> <li>• Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti.</li> <li>• Melakukan penilaian hasil belajar</li> <li>• Mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran)</li> </ul>	15 menit

#### H. SUMBER, ALAT DAN MEDIA PEMBELAJARAN

- Buku Siswa Tema : *Diriku* Kelas 1 (Buku Tematik Terpadu Kurikulum2014, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014).
- Kotak bekas pasta gigi, sabun, dan lainnya yang mempunyai bentuk dasar segi empat
- Alat mewarnai atau benda lain yang bisa digunakan untuk menghias

## I. PENILAIAN PEMBELAJARAN

### 1. Penilaian Sikap

No	Nama Siswa	Perubahan Tingkah Laku											
		Percaya Diri				Disiplin				Bekerjasama			
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM
1													
2													
3													
4													

**Keterangan:**

BT : Belum Terlihat

MT : Mulai Terlihat

MB : Mulai Berkembang

SM : Sudah Membudaya

Berilah tanda centang (✓) pada kolom yang sesuai

### 2. Penilaian Pengetahuan

Instrumen penilaian: tes tertulis (isian)

### 3. Penilaian Pengetahuan

#### a. Penilaian : Unjuk Kerja

#### Rubrik Menggambar Bentuk dari Pesegi dan Persegi Panjang

No.	Kriteria	Baik Sekali 4	Baik 3	Cukup 2	Perlu Bimbingan 1
1.	Ketepatan meng-isi angka sesuai banyaknya siswa pada gambar 'Ayo Berlatih'.	5-6 gambar diisi dengan tepat.	3-4 gambar diisi dengan tepat.	1-2 gambar diisi dengan tepat.	Belum mampu mengisi angka.
2.	Ketepatan mewarnai kotak yang lebih banyak.	Mewarnai 3 kotak dengan tepat	Mewarnai 2 kotak dengan tepat	Mewarnai 1 kotak dengan tepat	Belum mampu mewarnai

**b. Penilaian : Unjuk Kerja**

**Rubrik Menggambar dari Bentuk Segi Empat**

No.	Kriteria	Baik Sekali 4	Baik 3	Cukup 2	Perlu Bimbingan 1
1.	Hasil gambar	Bentuk dasar segiempat terlihat. Ada tambahan variasi gambar	Bentuk dasar segi empat terlihat dan tidak ada tambahan variasi gambar atau sebaliknya	Bentuk dasar segi empat tidak terlihat dan tidak ada tambahan variasi gambar	Belum mampu membuat gambar dari bentuk segi empat
2.	Jumlah warna yang digunakan	Menggunakan 4 atau lebih warna	Menggunakan 3 warna	Menggunakan 2 warna	Menggunakan 1 warna

**Mengetahui**

**Kepala Sekolah,**

**( Mohammad Zuher, S.PdI )**

**NIP .....**

**....., ..... 20 .....**

**Guru Kelas 1**

**( Lilik Suryanti )**

**NIP .....**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan** : SD MUHAMMADIYAH 03 TUMPANG  
**Kelas / Semester** : I (Satu) / 1  
**Tema 1** : Diriku  
**Sub Tema 2** : Tubuhku  
**Pembelajaran** : 1  
**Alokasi Waktu** : 1 x Pertemuan (6 x 35 menit)

**A. KOMPETENSI INTI (KI)**

- KI 1 : Menerima dan menjalankan ajaran agama yang dianutnya  
 KI 2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru  
 KI 3 : Memahami pengetahuan faktual dengan cara mengamati [mendengar, melihat, membaca] dan menanya berdasarkan rasa ingin tahunya tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah  
 KI 4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

**B. KOMPETENSI DASAR (KD) & INDIKATOR**

**PPKn**

**Kompetensi Dasar (KD) :**

- 3.2 Mengenal tata tertib dan aturan yang berlaku dalam kehidupan sehari-hari di rumah dan sekolah  
 4.2. Melaksanakan tata tertib di rumah dan sekolah

**Indikator :**

- Mengidentifikasi tata tertib dalam belajar
- Menunjukkan sikap tertib selama pelajaran



## Matematika

### Kompetensi Dasar (KD) :

- 3.1 Mengenal lambang bilangan dan mendeskripsikan kemunculan bilangan dengan bahasa yang sederhana
- 3.2 Mengenal bilangan asli sampai 99 dengan menggunakan benda-benda yang ada di sekitar rumah, sekolah, atau tempat bermain
- 4.1 Mengurai sebuah bilangan asli sampai dengan 99 sebagai hasil penjumlahan atau pengurangan dua buah bilangan asli lainnya dengan berbagai kemungkinan jawaban

### Indikator :

- Mengidentifikasi bilangan dan lambangnya
- Menghitung banyak benda 1-5
- Menuliskan lambang bilangan 1-5

## PJOK

### Kompetensi Dasar (KD) :

- 3.8 Mengetahui bagian-bagian tubuh sendiri, kegunaan, dan cara menjaga kebersihannya terutama badan, kuku, kulit, gigi, rambut, hidung, telinga, tangan dan kaki, serta menjaga kebersihan pakaian yang digunakan
- 4.8 Mempraktikkan cara memelihara dan menjaga kebersihan bagian-bagian tubuh sendiri terutama badan, kuku, kulit, gigi, rambut, hidung, telinga, tangan dan kaki, serta menjaga kebersihan pakaian yang digunakan

### Indikator :

- Mengidentifikasi bagian-bagian tubuh
- Menunjukkan bagian-bagian tubuh dengan tepat

## SBdP

### Kompetensi Dasar (KD) :

- 3.1 Mengenal cara dan hasil karya seni ekspresi
- 4.7. Menyanyikan lagu anak-anak dan berlatih memahami isi lagu

### Indikator :

- Mengidentifikasi lagu sebagai salah satu karya seni
- Menyanyikan lagu dengan irama yang tepat
- Menjelaskan isi lagu yang dinyanyikan

### C. TUJUAN PEMBELAJARAN

#### Mengenal Anggota Tubuh dengan Bernyanyi

- Setelah mendengarkan contoh dari guru, siswa dapat menyanyikan lagu “Dua Mata Saya” dengan syair dan irama lagu yang tepat.
- Setelah bertanya jawab, siswa dapat menyebutkan nama-nama anggota tubuh dengan tepat.
- setelah mengamati gambar siswa dapat menghitung jumlah anggota tubuh dengan tepat.
- setelah mengamati gambar siswa dapat menuliskan jumlah anggota tubuh dengan tepat.

#### Permainan “Guru Berkata, Pegang ....”

- Dengan bermain, siswa dapat menunjukkan bagianbagian tubuh dengan tepat.
- Dengan mendengar penjelasan guru, siswa dapat mengikuti aturan yang berlaku dengan tertib.

### E. MATERI PEMBELAJARAN

- Mengenal Anggota Tubuh dengan Bernyanyi.
- Permainan “Guru Berkata, Pegang ....!”

### F. METODE PEMBELAJARAN

- Pendekatan : Saintifik
- Metode : Permainan/simulasi, diskusi, tanya jawab, penugasan dan ceramah

### G. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru memberikan salam dan mengajak semua siswa berdo’a menurut agama dan keyakinan masing-masing.</li> <li>• Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran.</li> <li>• Menginformasikan tema yang akan dibelajarkan yaitu tentang ”Tubuhku”.</li> </ul>	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> <li>Guru menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan.</li> </ul>	
<b>Inti</b>	<p><b>Mengenal Anggota Tubuh dengan Bernyanyi</b></p> <ul style="list-style-type: none"> <li>Guru memulai kegiatan dengan mengajak siswa menyanyikan lagu “Dua Mata Saya”. (<i>Mengamati</i>)</li> <li>Siswa menyanyikan lagu bersama-sama disertai tepukan sesuai irama. (<i>Mengeksplorasi</i>)</li> <li>Setelah semua siswa bisa menyanyikan lagu tersebut, guru meminta siswa secara individu/ berkelompok untuk menyanyikan lagu tersebut. (<i>Mengasosiasi</i>)</li> <li>Siswa mengungkapkan perasaan nya setelah bernyanyi di bawah bimbingan guru. (<i>Mengeksplorasi</i>)</li> <li>Lalu guru menunjukkan gambar (bagan) anggota tubuh dan meminta siswa mengamati gambar tersebut di buku siswa. (<i>Mengamati</i>)</li> <li>Siswa dan guru melakukan tanya jawab berkaitan dengan nama-nama anggota tubuh sambil menunjuk bagian-bagian tubuh pada gambar. (<i>Mengamati</i>)</li> <li>Kemudian siswa berlatih menghitung banyaknya anggota tubuh seperti yang ada di buku siswa. (<i>Mengeksplorasi</i>)</li> <li>Guru menutup kegiatan dengan menyanyikan lagu “Kepala Pundak”. (<i>Mengkomunikasikan</i>)</li> </ul> <p><b>Kepala Pundak</b></p> <p>Kepala pundak lutut kaki lutut kaki  Kepala pundak lutut kaki lutut kaki  Daun telinga, mata, hidung, mulut  Kepala pundak lutut kaki lutut kaki</p> <p><b>Permainan “Guru Berkata, Pegang ...”</b></p> <ul style="list-style-type: none"> <li>Dalam permainan ini siswa akan memegang bagian tubuh sesuai instruksi guru. (<i>Mengeksplorasi</i>)</li> <li>Siswa diminta berdiri membentuk lingkaran. (<i>Mengeksplorasi</i>)</li> <li>Guru akan mengucapkan kata “Ibu/Bapak berkata... pegang hidung! (maka siswa diminta memegang (<i>Mengeksplorasi</i>)</li> </ul>	35 Menit X 30 JP

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> <li>• Untuk melatih konsentrasi siswa, guru memegang bagian tubuh yang tidak sama dengan yang disebutkan guru. Misalnya guru meminta siswa memegang telinga, tapi guru memegang kepala. <i>(Mengeksplorasi)</i></li> <li>• Seterusnya, siswa diminta memegang anggota tubuh secara bergantian sesuai aba-aba guru. <i>(Mengeksplorasi)</i></li> <li>• Selesai kegiatan siswa diminta maju ke depan dan menyebutkan nama-nama anggota tubuh sesuai dengan permainan. <i>(Mengkomunikasikan)</i></li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari</li> <li>• Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi)</li> <li>• Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti.</li> <li>• Melakukan penilaian hasil belajar</li> <li>• Mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran)</li> </ul>	15 menit

#### H. SUMBER, ALAT DAN MEDIA PEMBELAJARAN

- Buku Siswa Tema : *Diriku* Kelas 1 (Buku Tematik Terpadu Kurikulum 2014, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014).
- Syair lagu “Dua Mata Saya”
- Gambar anggota tubuh manusia yang lengkap

#### I. PENILAIAN PEMBELAJARAN

##### 1. Penilaian Sikap

No	Nama Siswa	Perubahan Tingkah Laku											
		Percaya Diri				Disiplin				Bekerjasama			
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM
1	Ekal												



2	Aisy												
3	Zidan												
4	.....												

**Keterangan:**

BT : Belum Terlihat

MT : Mulai Terlihat

MB : Mulai Berkembang

SM : Sudah Membudaya

Berilah tanda centang (✓) pada kolom yang sesuai

**2. Penilaian Pengetahuan**

Instrumen penilaian: tes tertulis (isian)

**3. Penilaian Pengetahuan**

**a. Penilaian : Unjuk Kerja**

**Rubrik Mengenal Anggota Tubuh dengan Bernyanyi**

No.	Kriteria	Baik Sekali 4	Baik 3	Cukup 2	Perlu Bimbingan 1
1.	Penguasaan lagu	Siswa hafal seluruh syair lagu, irama tepat	Siswa hafal seluruh syair lagu, irama kurang tepat atau sebaliknya	Siswa hafal sebagian kecil syair lagu	Siswa belum hafal syair lagu
2.	Ketepatan mengisi banyak anggota tubuh pada kolom 'Ayo Berlatih'	Semua tepat	Tepat 5—6	Tepat 3—4	Tepat 1—2

**b. Penilaian : Observasi (Pengamatan)**

**Lembar Pengamatan Kegiatan Permainan**

No.	Kriteria	Terlihat (v)	Belum Terlihat (v)
1.	Siswa mampu mengikuti instruksi guru		



2.	Siswa terlibat aktif dalam permainan		
3.	Siswa mengungkapkan perasaan dan pendapatnya setelah melakukan kegiatan permainan		

**Mengetahui**

**Kepala Sekolah,**

....., ..... 20 .....

**Guru Kelas 1**

( **Mohammad Zuher, S.PdI** )

**NIP** .....

( **Ima Puspita** )

**NIP** .....



LAMPIRAN 7

DOKUMENTASI

**PROGRAM SEMESTER GANJIL**

ANAMA SEKOLAH : SD MUHAMMADIYAH 03 TUMPANG  
 KELAS : I  
 TAHUN PELAJARAN : 2017/2018

NO	TEMA	SUB TEMA	PEMBE-LAJARAN KE	ALOKASI WAKTU	JULI 2017					AGUSTUS					SEPTEMB					OKTOBER					NOPEMBER					DESEMBER					WAKTU
					1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>SEMESTER GANJIL</b>																																			
1	Diri Sendiri	1. Aku Dan Teman Baru	1	28 Jp																									20 Juli						
			2																													21 Juli			
			3																													22 Juli			
			4																													23 Juli			
			5																													24 Juli			
			6																													25 Juli			
			UH																													26 Juli			
			RP																														27 Juli		
			1																														28 Juli		
			2																														29 Juli		
			3																														30 Juli		
			4																														1 Agustus		
			5																														2 Agustus		
			6																														3 Agustus		
			UH																														4 Agustus		
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6																													27 Agustus						
UH																													28 Agustus						
RP																													29 Agustus						

Program semester ganjil kelas I

**HARI EFEKTIF SEKOLAH, HARI EFEKTIF FAKULTATIF DAN HARI LIBUR SEKOLAH/MADRASAH DI PROVINSI JAWA TIMUR  
 TAHUN PELAJARAN 2017/2018  
 UNTUK TK/RA/BATKLB,SD/MI/SDLB,SMP/MTs/SMPLB,SMA/MA/SMALB/SMK DAN SEDERAJAT**

No	BULAN	TANGGAL																																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
1	JULI	L82	LU	L82	L82	L82	L82	PP8	PP8	LU	PP8	PP8	PP8	DU	DU	PC	LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13		
2	AGUSTUS	14	15	16	17	18	LU	19	20	21	22	23	24	LU	25	26	27	L82	28	29	LU	30	31	32	33	34	35	LU	36	37	38	39		
3	SEPTEMBER	L82	40	LU	41	42	43	44	45	46	LU	47	48	49	50	51	52	LU	53	54	55	56	57	58	59	60	KTS	KTS	KTS					
4	OKTOBER	L82	61	62	63	64	65	66	LU	67	68	69	70	71	72	LU	73	74	75	76	77	78	LU	79	80	81	82	83	84	LU	85	86		
5	NOPEMBER	L82	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	LU	103	104	105	106	107	108	LU	109	110	111	112					
6	DESEMBER	L82	113	114	115	116	117	118	119	LU	120	121	122	123	124	LU	L81	L81	L81	L81	L81	L81	LU	L81	L81	L81	L81	L81	L81	L81	L81	L81		
		27	28	29	30	31	32	33	34	35	LU	36	37	38	39	L82	40	LU	41	42	43	44	45	46	LU	47	48	49						
		50	51	52	LU	53	54	55	56	57	58	LU	59	60	61	62	63	L82	LU	64	65	66	67	68	69	LU	70	71	72	73	74			
		L82	99	100	101	102	103	104	105	106	107	LU	108	109	LPP	LPP	LPP	LU	110	LU	111	112	113	114	115	70	LU	117	118	119	120			
		L82	L82	L82	L82	L82	L82	LU	L82	L82	L82	L82	L82	LU	L82	L82	L82	L82	LU	L82	L82	L82	L82	L82	L82	L82	L82	L82	L82	L82	L82	L82		
KETERANGAN		L82	Libur Hari Besar		LPP	Libur Pemulaan Peserta Semester Ganjil		Semester Ganjil		: 125 hari				= Masa Tawaf Madrasah																				
		LU	Libur Umum		LHR	Libur Sekitar Hari Raya Semester Genap		Semester Genap		: 122 hari				= Penilaian Akhir Semester/																				
		L81	Libur Semester 1		8F	Hari Efektif Fakultatif		Hari Efektif Fakultatif		: 4 hari				= Penilaian Akhir Tahun																				
		L82	Libur Semester 2		KTS	Kegiatan Tengah Semester KTS		KTS		: 3 hari				= Pembagian Raport																				
														= USN dan UAMBN MA																				
Libur Hari Besar		17 Agustus, 2017	: Proklamasi Kemerdekaan RI		1 Januari, 2018	: Tahun Baru Masehi		16 Februari, 2018	: Tahun Baru Imlek 2569		17 Maret, 2018	: Hari Raya Nyepi Tahun Saka 1940		30 Maret, 2018	: Wafat Isa Al-Masih		13 April, 2018	: Isra/Miraj 1439 H		1 Mei, 2018	: Hari Buruh Internasional		10 Mei, 2018	: Kenaikan Isa Almasih		25 Mei, 2018	: Hari Raya Waisak 2572		2 Juni, 2018	: Nuzulul Qur'an		11-16 Juni 2018	: Hari Raya Idul Fitri 1439 H	

Analisis hari efektif

KEGIATAN TATAP MUKA  
 Hari/Tanggal : 25 Juli 2019  
 Tema : Diriku  
 Nomor RPP : 5

No	Jam	Muatan Pelajaran/ Sub Tema	Materi	Indikator	Ketercapaian dan Permasalahan	Tindak Lanjut/ Penyelesaian	Keterangan
1	2	3	4	5	6	7	8
1	1 - 2	Aku dan Teman Berkelompok	Bermain sambil Mengajar	Mengenal huruf kelembah membaca gambaran lain bersama teknik	Bermain Mengajar Huruf siswa dapat menuliskan huruf yang belum dan nama teman su. dan memasangkan huruf dari huruf teman baru	Siswa harus melaku- kan kerja bagiatan dan tertib	
2	3 - 4	- - -	- - -				
3	5 - 6	- - -	Mengenal Bilangan Bermain Teman Baru	Siswa baru meng- enal bilangan dengan membalik gambar	Siswa melakukan membalik benda dan memasah- kan serta memasangkan gambar sama temn jika		Hal. 1 Kuis 24 Kuis
4	7	- - -	- - -				

KEGIATAN NON TATAP MUKA DAN EKSTRAKURIKULER

No	Jam	Jenis Kegiatan	Materi	Dasar/Sumber Kegiatan	Ketercapaian dan Permasalahan	Tindak Lanjut/ Penyelesaian	Keterangan
1	2	3	4	5	6	7	8

Mengetahui,  
 Kepala Sekolah SD Muhammadiyah 03  
 Mohammed Zukhr S.p.d  
 NIPN.....

Tumpukan 25 Juli 2019  
 Guru Kelas/Mapel  
 Liliq Burhan A. Ma  
 NIPN..... 735. 954

Jurnal harian guru



Proses pembelajaran di kelas





Pembelajaran di luar kelas



Siswa kelas IA antri berwudhu



Siswa kelas IB antri berwudhu



Wawancara dengan guru kelas IA dan IB



Kelas IA melakukan sholat duhur berjamaah

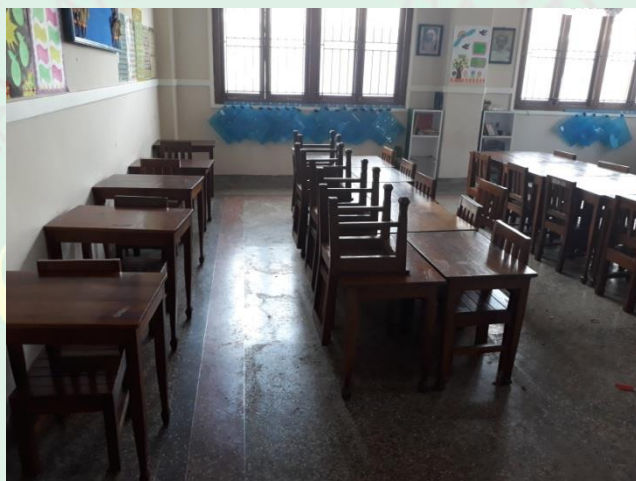


Kelas IB sholat duhur berjamaah





Formasi tempat duduk kelas IA



Formasi tempat duduk kelas IB

## CURRICULUM VITAE



Name : Baitul Rochmah Elmaila Suyuti  
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 Kab. Malang  
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 Email : [brezzila@gmail.com](mailto:brezzila@gmail.com)  
 Biography of Education : 2000-2002 TK An-Nur Tumpang  
 2002-2008 SDI An-Nur Tumpang  
 2008-2011 MTsN Tumpang  
 2011-2014 SMA Negeri 1 Tumpang