

The Implementation of Classroom Management for Interactive Classes of Students Based on Online Learning Grade VIII IN SMP Swasta Santo Paulus

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Abstract

This study aimed to find out how English Teacher at SMP Swasta Santo Paulus implement online classroom management so that it becomes an interactive class even though it is done online during the Covid-19 pandemic. The methodology of this study is descriptive qualitative research. Data were collected using several instruments such as Observation and Interviews. The findings of this study reveal that during the pandemic, teachers manage online classes by using several learning applications to carry out the online learning process, and according to the teachers studied that this method is less efficient and ineffective in learning for students. The results of this study indicate that classroom management is a teacher's skill in creating a conducive learning climate and controlling the classroom atmosphere if there is disturbance in the learning process. Teachers must have the ability to create an attractive classroom atmosphere and be able to manage the class well. In carrying out learning activities, the teacher will play three functions, namely the instructional function, the educational function and the managerial function. Class management greatly determines the effectiveness of learning activities carried out by teachers and students.

Keywords: *Implementation, Classroom Management, Online Learning, and Interactive Class*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana guru bahasa Inggris di SMP Swasta Santo Paulus menerapkan pengelolaan kelas daring sehingga menjadi kelas yang interaktif meskipun dilakukan secara daring pada masa pandemi Covid-19. Metodologi penelitian ini adalah penelitian kualitatif deskriptif. Pengumpulan data dilakukan dengan menggunakan beberapa instrumen seperti Observasi dan Wawancara. Temuan penelitian ini mengungkapkan bahwa selama masa pandemi, guru mengelola kelas online dengan menggunakan beberapa aplikasi pembelajaran untuk melakukan proses pembelajaran online, dan menurut guru yang diteliti bahwa metode ini kurang efisien dan tidak efektif dalam pembelajaran bagi siswa. Hasil penelitian ini menunjukkan bahwa pengelolaan kelas merupakan keterampilan guru dalam menciptakan iklim pembelajaran yang kondusif dan mengendalikan suasana kelas jika terjadi gangguan dalam proses pembelajaran. Guru harus memiliki kemampuan untuk menciptakan suasana kelas yang menarik dan mampu mengelola kelas dengan baik. Dalam melaksanakan kegiatan pembelajaran, guru akan menjalankan tiga fungsi, yaitu fungsi instruksional, fungsi edukatif, dan fungsi manajerial. Pengelolaan kelas sangat menentukan keefektifan kegiatan pembelajaran yang dilakukan oleh guru dan siswa.

Kata Kunci: *Implementasi, Manajemen Kelas, Pembelajaran Online, dan Kelas Interaktif*

INTRODUCTION

Classroom management is what teachers must do in dealing with students, managing time, and managing places and teaching materials so that the learning process takes place. So, how the teacher manages the class well will determine the success of students in learning (Mandasari & Aminatun, 2022). Classroom management may also be defined as a planned activity carried out by teachers to create optimal conditions, fostering a pleasant socio-emotional climate, and foster positive interpersonal interactions with pupils. As a result, it is envisaged that the teaching and learning process would operate smoothly and effectively, allowing the learning objectives to be met.

Many tasks must be done indirectly or frequently referred to online in a pandemic situation, such as School From Home (SFH) and Work Form Home (WFH). This is being done to avoid the virus outbreak that is currently sweeping the globe. In the realm of education, all schools must adhere to existing regulations, such as doing learning and teaching activities at home (Machmut et al., 2023).

As we all know, learning is a process in which activity arises or changes as a result of a reaction to a current circumstance, with the caveat that the characteristics of the activity change the organism. Learning, in other word is change in behavior or appearance brought about by a succession of activities such as reading, observing, listening, mimicking, and so on. The instructor is a motivator when it comes to imparting learnings and processes. Taking part and establishing a good position as a professional educator is an important aspect of teacher education. In any situation of the teaching and learning process, he must be prepared to act as a mediator. Especially at this time, when everyone is learning from home, the teacher's role in organizing online classrooms is much more important so that students can study properly and effectively as normal (Reyes-Chua & Lidawan, 2019).

Because classroom management is an important feature of the curriculum, research on the implementation of classroom management has attracted many scholars to conduct research in that area (Triangulation, 2014). Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and social-emotional learning. The inclusion of classroom management within the roles required of the teacher has been and will continue to be vitally important although instruction in classroom management has been identified as a core part of teacher preparation in a curriculum policy. have written that teachers should be seen as communities whose opinions, argument suggestions, and conclusions must be considered. The teacher, therefore plays important role in determining the success of students and the classroom. For teachers to create effective and efficient teaching-learning appropriate to the needs of their students, the classroom situation must include a skillful system of students' task behavior (Clunies-Ross et al., 2018).

From the foregoing, it is reasonable to conclude that classroom management is an attempt to maximize the capacity of classroom teachers in organizing learning activities and motivating students to make learning more effective and pleasurable. Classroom management is defined as the attempt to keep the classroom in order. According to the modern definition of classroom management, it is a selection process that involves the use of a tool to solve problems and manage classroom settings.

This study uncovers some issues, such as the fact that not all teachers comprehend or master technology, resulting in teachers' lack of understanding of online learning tools such as Zoom, Google Classroom, Gool Meets, and others (Damayanti & Ismowati, 2021). Due to a lack of teaching time and unpredictable network circumstances, teachers are unable to transfer material effectively to students, causing the learning process to stutter, and there is frequently a breakdown in communication between professors and pupils. Teachers are not optimal in giving lessons to students due to teacher observations of student character, such as distinguishing which students are diligent in learning, which are lazy, and which students are

active or passive in the classroom, because there is no direct interaction relationship between teachers and students (Wazeer, 2023). How can a teacher bring disparate pupils' perceptions and interactions together? The teacher must be innovative in developing materials and assigning activities that encourage kind to challenge their teachers, peers, and parents. This can strengthen the bond between parents and students while also assisting students with their educational needs. To overcome these challenges, educators needed creativity. They should place students as 'listeners' or 'viewers' and encourage their active participation to interact, dialogue, collaborate, share, and build knowledge together. If educators could make the learning process more fun, students would be more interested in participating in the learning process (Ertmer & Newby, 2013).

Teachers must develop learning strategies to make the class more engaging to manage online classrooms in the presents pandemic condition. This is the difficulty a teacher faces when administering an online class. There are a variety of things teachers can do to increase student interest in learning, such as strengthening online interactions between students and teachers, teachers creating appealing media so students are more interested in making interactions when learning, teachers creating interactive quizzes so students can conduct question and answer sessions to build interaction in the online class, and so on (Evertson & Weinstein, 2019).

When did the internship notice the situation or learning conditions in each class, based on the internship experience at SMP Swasta Santo Paulus. I got the opportunity to observe and begin teaching in Grade VIII at the time. This was, however, before to the outbreak of the pandemic. As a result, the learning environment is no longer the same as it was previously (Ficarra & Quinn, 2014). Following the coronavirus outbreak, Grade VIII SMP Swasta Santo Paulus began to implement the government's recommendation to conduct teaching and learning activities at home, also known as School From Home (SFH). The findings were then transmitted to numerous English teachers via Whatsapp messaging, and they were asked several questions concerning present online learning. Initially, many teachers, including some English teachers who were respondents in this study, will find it challenging to administer online lessons as a result of the Covid-19 virus epidemic. Some of these teachers stated that when online learning at home first began, they found it difficult to administer the class due to the insufficient development of teacher technology at the time. The teacher was at first unsure about how to utilize the application, but with time and training from the school, he was able to use it to teach from home. Meanwhile, teachers must be more creative in handling online classes and seek out novel methods so that students can continue to study well and the classroom remains engaging even while the pandemic continues (Yeşilbağ et al., 2020).

METHOD

The qualitative descriptive research type will be used to design this study. "Qualitative research seeks to understand occurrences by collecting data as deeply as possible," (Villyastuti et al., 2022) stated. Qualitative research is primarily concerned with the quality of the information gathered. The higher the quality of this qualitative study, the more in-depth and detailed the data acquired. Descriptive research involves describing a variable, either one or more (independent) variables without conducting comparisons, or variables that are connected (Iskandar, 2015). This study uses a qualitative descriptive design to learn how teachers use online classroom management to make it an interactive class in SMP Swasta Santo Paulus, even though it is conducted online.

The role of the source is critical in qualitative research, not only as a responder but also as the owner of the material. Data sources in qualitative research are informants or persons who offer information, as well as actors who decide the success or failure of a study based on the information provided. The source of data in this research is the interview with the English

teacher while doing an internship at SMP Swasta Santo Paulus. There is one English teacher, they are Mrs. Elsa Sitorus, S.Pd, and Mrs Asprina Surbakti, S.Pd.

Observation and interview are the methods utilized to obtain data. The goal of observation is to determine how the state or circumstance of the object we'll be looking at is currently. While the interview attempts to learn more about how teachers manage their classrooms. The data will analyze using a qualitative descriptive approach. Information will be gathered through observation and interviews. These details were required to learn more about how teachers used online learning to organize their classrooms for being an interactive class in online learning (Lemon & Hayes, 2020).

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Lemon & Hayes, 2020). There are four types of triangulation there are:

1. Method Triangulation: Method triangulation involves the use of multiple methods of data collection about the same phenomenon. This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes.
2. Investigator Triangulation: Investigator triangulation involves the participation of two or more researchers in the same study to provide multiple observations and conclusions. This type of triangulation can bring both confirmation of findings and different perspectives, adding breadth to the phenomenon of interest.
3. Theory Triangulation: Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.
4. Data Sources Triangulation: Data source triangulation involves the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data

RESULT AND DISCUSSION

This chapter describes and analyzes the results of a survey conducted by second-grade teachers at St. Paulus Private Middle School . This chapter also explains the results of interviews and online learning observations. This qualitative research aims to explain the implementation of classroom management for online learning-based interactive student classes. here the teacher gives his opinion about online learning-based student classroom management, explaining how the teacher applies it in managing the class starting from planning, implementing, and understanding student character in online learning. The interviews were conducted in Indonesian and the researchers translated them into English. Observations were made by researchers when entering online classrooms and observing teachers and students during the online teaching and learning process.

Data Analysis

The SMP Swasta Santo Paulus campus served as the study's location. The qualitative research techniques used in this study include documentation, interviews, and observation. Three categories of information were used to organize the data: activities, principles, and functions related to classroom management. The settings used to carry out the activities in online classes include Student and Facility settings. The three guiding concepts were: challenge, flexibility, and discipline. Classroom management included the activities of organizing, planning, acting, and managing in the classroom. Interviews with Two English teacher, Mrs. Elsa Sitorus S.Pd, and Mrs Asprina Surbakti S.Pd, provided the research data. The English teacher are given eight questions.

The Problem Faced is “The Implementation of Classroom Management for Interactive Class of Students Based On Online Learning”

Table 1. List of Interview Questions

No.	Formalization of the Issue	Questionnaire
1.	Implementation	How is your implementation of you as a teacher in managing the class?
2.		How do you know that your students understand the learning you provide?
3.	Creativity	How is the implementation of online English learning that you do?
4.		How do you, as a teacher want to create an active and conducive classroom atmosphere so that online learning goals can be achieved?
5.	Problem	What are the obstacles you experience in managing classes starting from planning, implementing, and understanding student characters in online learning?
6.		In teaching it is necessary to have a class manager so that online learning can be effective, what needs to be managed and how?
7.	Efforts	How do you overcome the difficulties or obstacles that exist in managing the class during the teaching and learning process so that it becomes an interactive online class?
8.		How do you overcome the problem of class managers in carrying out the learning process online?

The findings of the questions offered in performing this research, such as those in the table above, revealed that the teacher provided some of his responses or answers, as well as the reasons for the questions asked. The teacher also said that to stimulate students' interest in online learning, the teacher showed many videos relating to the content being studied (Morcom, 2018). Furthermore, the teacher places a higher importance on students who are fast to catch up and complete assignment on time. Teachers feel that if this is done, pupils will be eager and interested in online learning. Furthermore, the teacher can make the lesson more interactive by assigning students to study groups online and then asking questions to each group so that they are more engaged in responding to questions.

The Activities of Classroom Management

If face-to-face learning is used, the teacher frequently positions pupils based on body posture, for example, students with smaller bodies are placed in the front, or based on students traits such as diligence, laziness, activeness, or passiveness. So industrious students can offer a good example for lazy students. It is however, distinct from modern online learning. Due to online learning, the teacher is unable to regulate the class based on body posture. Teachers can only administer classrooms using an online group division approach based on absentee numbers at this time, but the instructor rotates group members every week so that students can continue to communicate with other friends in each group.

The following are the goals of managing learning facilities and infrastructure, which are carried out directly to provide professional services linked to educational facilities and infrastructure so that the learning process can run smoothly. In classroom management, the teacher performs a series of actions ranging from planning to implementation to evaluation, all of which are interrelated. The tasks are also effective and on track to be completed, as well as

efficient, and the management spearhead has a productivity aim. For instance, the instructor keeps track of student attendance, collects student work (checks and assesses), makes good use of stationery, and distributes learning materials and tools, among other things. The teacher delivers directions first in the class WhatsApp group to tell about learning that would be carried out online through a zoom meeting, which is slightly different from face-to-face learning. The teacher then provided a link and instructed pupils to join the Zoom conference. Following the pupils' arrival, the teacher conducts a face-to-face check of students attendance. The teacher then provides pupils with a recap of the previous weeks subject before moving on to the current material a zoom meeting or another tool. There are various distinctions in the layout of facilities and infrastructure that occur during direct learning and online learning, as shown in the table below

Classroom Management and Its Role

The class function in online learning is the same as it is in face-to-face learning, with a few minor differences in implementation, such as:

1. Classroom Planning

Teachers at SMP Swasta Santo Paulus provide planning in managing online classes during the current pandemic by involving teachers in deciding what activities are most appropriate to the material to be discussed, what sequence of activities will have the most impact on learning, and being thoroughly prepared to carry out activities. Planning also include arranging activities to ensure that students and teachers engage harmoniously online.

2. Classroom Organization

Teachers must consider the use of appropriate resources to undertake online learning, how teachers split groups online, how to know the character of their students to separate groups, and how to divide activities that are completed online when organizing in the classroom. During the current pandemic, this is something that teachers must consider while planning online classes.

3. Acting in the Classroom

Teachers must be able to encourage students to behave well in online learning by engaging in online classes and providing examples of excellent behavior. Remember to give students examples of appropriate discipline in online learning, such as teachers demonstrating discipline in attendance when undertaking online learning, collecting assignment online, and being accountable for what is done in online classrooms.

4. Classroom Management

The teacher can regulate the behavior and actions of students in the online class by controlling the online class. Teachers can also impose punishment or penalties on students who fail to follow the teacher's instructions and engage in inappropriate behavior that disrupts current online classes. To maintain control over the online class, the teacher can incorporate several elements, such as determining how the learning process works in the online class so that the class remains disciplined and becomes interactive.

Strategies to Overcome Problems When Implementing Classroom Management

One of the strategies for overcoming problems in implementing classroom management the teacher's task in overcoming problems in implementing classroom management is to improve guidance, direction, and supervision to students by using various learning strategies so that teaching and learning activities can run effectively and achieve the desired goal. The strategies carried out by These teachers include the following:

1. Learning to concentrate, namely giving encouragement to students to focus on the lesson.

Psychologically, a person who focuses on something that faced, it would easily sink into his memory.

2. Involve students in the teaching and learning process, namely how the teacher views an issue and what theory used in solving a case, because it will
3. Conditioning students to be ready to learn in class, namely the mental readiness of students to accept the material that will be delivered by the teacher.
4. Stimulate Students to be active Ask questions in class, namely a teacher armed with patience, must always make students learn more actively, meaning that the teacher gives freedom for students to carry out the activities they like in the teaching and learning process. The teacher does not demand that the classroom atmosphere must be quiet, calm and students just keep quiet listening to the teacher's explanation, but by involving all students in the class it will be far more effective to explore the potential of each student.
5. Using the right method and varies. A teacher is required to have the ability to use appropriate method and combine several relevant methods in order teaching and learning activities that take place are not boring and with will be active in class. Keep in mind, that in the selection of methods learning must also pay attention to the characteristics of students.
6. Set a good example for students and class discipline. Instilling a good attitude is intended to increase changes in student behavior where student behavior becomes better than before. Thus this strategy becomes a means of specification and qualification of the desired behavior cha of teaching and learning carried out.nge as a result of teaching and learning carried out.
7. Do a variety of approaches towards students during the teaching and learning process.

Findings

From the analysis results that have been obtained by the researcher the researcher found the results of the teacher's opinion about managing the class and also the constraints that exist in managing the class during the teaching and learning process.

Table 2. Findings About How Teacher Implement Classroom Management for an Interactive Class of Students Learning Based on Online Learning

No	Formalization of the Issue	Questionnaire	The Results of the Teacher's Answer
1.		How is your implementation of you as a teacher in managing the class?	The implementation that. I have realized in managing classes is: students become more aware of the learning videos provided in Google classroom and can make learning videos with their friends.
2.	Implementation	How do you know that your students understand the learning you provide?	By providing continuous training
3.		How is the implementation of online English learning that you do?	- Google Classroom
4.	Creativity	How do you, as a teacher want to create an active and conducive classroom atmosphere so that online learning goals can be achieved?	- Convey the rules firmly but empathetically -Build good communication with students - Involve students in making rules - Observe and understand the behavior of each student - Provide student support in learning

5.		What are the obstacles you experience in managing classes starting from planning, implementing, and understanding student characters in online learning?	Obstacles faced, namely: internet network, student character/behavior is difficult to monitor online
6.	Problem	In teaching it is necessary to have a class manager so that online learning can be effective, what needs to be managed and how?	Students' attitudes must be managed for the better.

Table 3. Findings About How Teacher Overcome Problems When Implementing Classroom Management for an Interactive Class in Online Learning

No	Formalization of the Issue	Questionnaire	The Results of the Teacher's Answer
1.	Efforts	How do you overcome the difficulties or obstacles that exist in managing the class during the teaching and learning process so that it becomes an interactive online class?	- manage varied online learning - motivating students
2.		How do you overcome the problem of class managers in carrying out the learning process online?	Make learning more varied so it's not boring.

The situation outside of the classroom influences the background noise level and hence the receptive ability of the students. The other problems that occurred in the classrooms were those located in between or next to a sports-field. The loud noises and shouting by the students and their instructors doing physical exercises created an uncomfortable situation in the adjacent classrooms due to the high background noise. Delivering polite, straightforward and easy to understand words must be done in the teaching-learning process in line with the curriculum. Based on the results, each the teacher was easy to understand. We found no inappropriate or taboo words, phrases, and sentences used in their teaching, no racism, sexism, etc. The results from the interviews and the also support this result.

The teacher also discussed with both students and teachers the numerous difficulties or impediments that exist in online learning. the problem, from the student's perspective, is that there is no internet package for learning because the majority of pupils come from low-income households, and without an internet package, they are unable to follow the present teachings. Others do not have access to an Android phone at all to study. The issue or impediment for instructors, even elderly teachers who are having difficulty learning to use technology again, is how they master modern technology. Unlike the first teacher, the second teacher is more likely to adhere to the government's guidelines for learning at home or online. The second teacher solely discussed how to manage an online class. How to come up with innovative ways to pique students' interest in online learning. Teachers face additional challenges when teaching online, such as the fact that the majority of students at this school come from low-income families, making online learning difficult due to the lack of a student internet package or the fact that some students do not have cellphones at all, and as a result, too many students do

not participate in online learning or submit the assignment. As a result, it is difficult for teachers to assign grades.

DISCUSSION

The previous study findings are discussed in this section. The purpose of this study was to learn how teachers at SMP Swasta Santo Paulus implement classroom management for online learning-based student interactive classes in online learning. English teachers employed communication policies and tools for online learning to encourage students to participate in online learning so that teachers can easily administer online classes and make them interactive. The goal of this implementation is to help teachers understand what they should do. The implementation of communication policy, according to George C. Edward III's idea (Muhammad, 2020), is a policy that requires the implementor to know what to do, and where the policy's aims and objectives must be communicated to the target population (target group). While resource-based policies are clearly and consistently articulated, they will not be implemented effectively if the implementor lacks the resources to do so. Human resources, such as implementation competencies, and financial resources, such as learning infrastructure, are two examples of these resources. The outcomes of this chapter's research show that English teachers use person classroom management practices in online learning-based student interactive classroom.

The researcher interviewed the English teachers who served as resource persons in this study, based on the finding at the start of the activity, which is the first step of the research. At SMP Swasta Santo Paulus, the researcher inquired about the impact of the Covid 19 epidemic on learning. The first teacher then mentioned that the current Covid 19 has a significant impact on changes in learning methods in the field of education, with learning methods becoming ineffective and pupils losing interest in learning. as a result, the instructor seeks out ways to pique pupils' interest in their studies. Following the government's proposal that students study from home, the teacher sought out ways to establish a learning environment that drew students' attention and made the online class participatory (Muspawi & Sari, 2020). The first teacher additionally uses Zoom sessions or other learning technologies to facilitate online learning. This first teacher adds numerous more video lessons that discuss the content being taught so that students are more engaged in learning it, and divides students into several online study groups to create an interactive classroom atmosphere. As a result, the teacher can examine the character of pupils while also assessing their active participation in answering questions and interacting in groups with their peers. The second teacher's answer was nearly identical to the first teacher's namely that while organizing online sessions was less efficient, it was still necessary due to the viral spread, which necessitated learning at home. Managing the second teacher's class is similar to managing the first teacher's, in that it involves using a variety of learning apps such as zoom meeting, Google Classroom, and others to learn, as well as adding movies, PowerPoints, and other media to engage students in the learning process. However, because the majority of students at SMP Swasta Santo Paulus originate from low-income households that struggle to afford internet packages and others do not own a phone at all, this online learning method is ineffective for them. Nonetheless, teachers continue to place a premium on providing students with the finest online learning experience. The second instructor class is managed similarly to the first, with the use of multiple learning applications such as Zoom Meeting, Google Classroom, and others to learn and the addition of movies, PowerPoint, and other media to engage students in learning. researchers interactive class, as well as how processes assist teachers in creating online interactive classes, in this study. Only English teachers at SMP Swasta Santo Paulus were included in this study. The researcher intends to investigate Classroom Management's applicability in interactive student classrooms based on online learning by one English teacher. All teaching and learning activities in schools have been halted until now as a result of this pandemic. As a result, this study cannot be conducted with other English teachers SMP Swasta Santo Paulus

as a Class Management implementation for interactive students classes based on online learning by directly participating students and activities in the classroom. Because the title of the research used an internet method, as happened during the Covid-19 epidemic, only one English teacher at SMP Swasta Santo Paulus took part in this study without bringing in their pupils (Martin et al., 2019).

The previous study findings are discussed in this section. The results of the study primarily showed that EFL teachers generally use productive discipline strategies such as recognition/reward, involvement and discussion more than counterproductive strategies like aggression and punishment. This implies that EFL teachers are perceived to be non-authoritarian, praise students for good behavior and involve them in the process of discipline decision making. The finding corroborates a few studies on EFL teachers' classroom management strategies revealing that while EFL teachers are interventionist in instructional management and people management, they are interactionist in behavior management (Ni'mah et al., 2022). Thus, while they are more controlling in structuring daily routines, managing classroom learning tasks, and monitoring their relationship with students, in setting classroom rules and establishing a reward structure they are more liberal and less controlling (Iskandar, 2015). A caring language teacher is the one who makes the ground ready for language tasks that need genuine interaction, communication and cooperation among students (Rahmawati & Sujono, 2021). Therefore, EFL teachers' "classroom management is not only a means to effective instruction; it also becomes a vehicle for providing students with a sense of community and with increased skills in interpersonal communication."

The previous study findings are discussed in this section. This is leads instructors/designers to ask two significant questions: Is there a single "best" approach and is one approach more efficient than the others? Given that learning is a complex, drawn out process that seems to be strongly influenced by one's prior knowledge, perhaps the best answer to these questions is "it depends." Because learning is influenced by many factors from many sources, the learning process itself is constantly changing, both in nature and diversity, as it progresses (Shuell, 2020). What might be most effective for novice learners encountering a complex body of knowledge for the first time, would not be effective, efficient or stimulating for a learner who is more familiar with the content. Typically, one does not teach facts the same way that concepts or problem-solving are taught; likewise, one teaches differently depending on the proficiency level of the learners involved. Both the instructional strategies employed and the content addressed (in both depth and breadth) would vary based on the level of the learners (Villyastuti et al., 2022).

The previous study findings are discussed in this section. This research provides empirical findings about classroom management implementation, processes and problems in accordance with the latest Indonesian curriculum, the 2013 curriculum (Kementerian Pendidikan, 2013). The processes which include teaching performance, classroom attitude and time management have mostly been in accordance with the 2013 Curriculum. The findings presented here also show that the problems that appeared in the process of implementation of classroom management have all been discussed in many previous studies (Rosnani et al., 2019).

The previous study findings are discussed in this section. Classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place. Effective teachers, who establish an efficient management system from the beginning of the school year, will have more time to devote to student learning than teachers who are constantly trying to use an inefficient management system Wong, Wont, Rogers, and Brooks (in Mackey & Evans, 2011). Classroom management also defined as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning Evertson and Weinstein in Oliver (2022). Cooper (2019) states that classroom management refers to teacher actions creating a

respectful, caring, orderly, and productive learning environment. An effective classroom management can be influenced through some factors.

CONCLUSION

Based on the data analysis and the results of the study, the researcher concludes that:

1. Here are the conclusions in answering the first problem faced regarding "what are the obstacles faced by teachers in implementing Class Management for online learning-based interactive student learning classes? In the explanation of the English teacher who was researched through interviews, the teacher explained that there were several obstacles he faced in implementing Classroom Management for online-based interactive student learning classes. Some of these obstacles are: Teachers feel that online learning is not effective and efficient, especially since students become less interested in learning because it is done online, so teachers find it difficult to encourage students to learn. Because most students come from underprivileged families, learning is difficult to apply to students due to the absence of android or not having an internet package so students find it difficult to follow online learning. The teacher has a little difficulty in recognizing the character of students because learning is done online and not face-to-face. So, there are still many students who are not serious about learning and more of them do not collect their assignment than students who collect their assignments.
2. The following is a conclusion that answers the second problem faced regarding "how do teachers apply Classroom Management for Online Learning-based interactive Classroom learning?" In applying Classroom Management for interactive classes in online learning, the teacher does the following: So that students learn enthusiastically online, the teacher gives students some additional interesting videos about the material being studied with the aim that students feel interested in learning that is done online by showing these videos. The teacher also motivates students by giving an appreciation of grades to students who are active in online classes by having good interactions with fellow friends and answering questions in online classes. Also gives a plus to students who submit the assignment on time.

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