

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSION

The findings revealed that teachers utilize a variety of methods to manage their classrooms effectively.

1. Teachers at SMP 35 Medan manage their classrooms using a variety of strategies that component of classroom management was physical design include arranging students into study groups. Rules and routines includes implementing structured routines is like taking attendance, come on time and complete wear uniforms. Relationships was like building positive relationships with students. Engaging and Motivations was like teachers smile and gently. The last disciplines was like come on time .
2. Teachers' management strategies are influenced by their understanding of their students' needs, such as the importance of teacher competencies. Teachers must have social skills, such as communicating effectively and inclusively. Commitment Teachers who are highly committed to their duties and profession tend to be more responsible and caring towards their students. Characteristics, students are able to distinguish each teacher by looking at the character and learning style of each. And finally, learning objectives, each teacher will teach different materials, so it is important for teachers to understand learning objectives. Both Data 1 and Data 2 emphasized the importance of structured teacher reasoning and creating an interesting and supportive classroom atmosphere to encourage better learning outcomes.

5.2 SUGGESTIONS

1. For Teachers:

- a. Implement Mixed-Ability Groupings: As observed in Data 1's classroom, forming groups with students of varying abilities can foster peer learning and collaboration. This approach encourages students to learn from each other and supports those who may struggle with certain concepts.
- b. Use Varied Seating Arrangements: Consider adopting flexible seating arrangements like Data 2's U-shaped formations. These can help maintain student focus, allow for better monitoring of classroom behavior, and facilitate free movement and interaction.
- c. Establish Structured Routines: Structured routines, such as starting lessons with greetings and check-ins, can set a disciplined tone for the classroom. This approach helps create a predictable and stable learning environment, reducing disruptions and enhancing student engagement.
- d. Build Positive Relationships: Invest time in building positive relationships with students. Regularly checking in on students' well-being and showing genuine interest in their lives can create a supportive and motivating atmosphere, encouraging better academic performance.
- e. Incorporate Diverse Teaching Strategies: Use a variety of teaching methods to cater to different learning styles. Interactive activities, multimedia resources, and hands-on projects can keep students

engaged and make learning more dynamic and enjoyable.

- f. **Address Behavioral Issues with Care:** Handle behavioral issues with a balanced approach. Combine verbal warnings with positive reinforcement and avoid punitive measures that may alienate students. Understanding the underlying causes of misbehavior can lead to more effective interventions.

2. For Researcher:

- a. **Expand Sample Size:** Future research should involve a larger sample size to ensure broader applicability of the findings. Including more teachers and students from various schools can provide a more comprehensive understanding of effective classroom management strategies.
- b. **Incorporate Quantitative Measures:** While qualitative insights are valuable, integrating quantitative measures can provide a more robust assessment of the impact of different classroom management strategies on student outcomes. Surveys, standardized tests, and observational checklists can complement qualitative data.
- c. **Explore Student Perspectives:** Including students' perspectives in future research can provide a more holistic view of classroom management effectiveness. Understanding how students perceive and respond to different management techniques can offer valuable insights for educators.
- d. **Longitudinal Studies:** Conduct longitudinal studies to examine the long-term effects of various classroom management strategies on

student performance and behavior. This approach can help identify which techniques have lasting positive impacts.

- e. **Cross-Contextual Research:** Investigate the applicability of effective classroom management strategies across different educational contexts, such as rural vs. urban schools, different grade levels, and diverse cultural settings. This can help in developing universally adaptable best practices.
- f. **Focus on Teacher Training:** Research on the effectiveness of teacher training programs in classroom management can provide insights into how best to prepare educators for managing diverse classrooms. Evaluating the impact of professional development on teachers' practices and student outcomes can inform policy and training program design.

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