



A Study of Classroom Teachers' Experiences in Mathematics Learning Management

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Abstract

Introduction to The Problem : This study aims to obtain an overview of teachers' experience in managing classes in mathematics subjects in elementary schools.

Purpose: From formulating the existing problems, the research objective is to obtain an overview of the teacher's experience in classroom management of mathematics subjects in elementary schools.

Design/methods/approach: The form of research used is qualitative with a phenomenological research approach. The data collection techniques used were in-depth interviews and document studies. The instruments used in this research were interview guidelines and documentation study guidelines. Data validity was done through triangulation. The triangulation used in this research is source and method. The data analysis technique uses interactive analysis which consists of 3 stages, namely: reduction, data presentation, and conclusion drawing/verification.

Findings: The results showed that 1) Learning resources used in the form of various kinds, including LKS, package books, the internet, teaching aids, and the natural environment, 2) Management of students, teachers always create good relationships with their students by giving freedom but still providing boundaries for behavior that can be done and not. Teachers also provide rewards or awards for students who behave positively; 3) In learning activities, it is pretty well done the way teachers create active and fun learning and can condition if there is a disturbance during learning; it is just that the use of learning methods is less varied, 4) Learning assessment is carried out with three aspects, knowledge, skills, and attitudes. Knowledge is obtained from daily grades, and PTS / PAS, skills are obtained from project results, portfolios, and work performance, while attitude assessment is obtained from direct observation.

Research implications/limitations: The study has limitations in the scope of the respondents studied, which is limited to only one school. Research on a broader scope is needed to obtain a more detailed picture of some school quality characteristics, respondents' backgrounds, and other scopes.

Originality/value: This is your opportunity to provide readers with an analysis of the value of your results. It is a good idea to ask colleagues whether your analysis is balanced and fair, and again, it is essential not to exaggerate. You can also conjecture what future research steps could be.

Keywords : Learning Resources; Learning; Management; Assessment

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Introduction

National Education, as stated in Indonesian Law no. 20 of 2003, chapter I Article 1 (1), states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control of intelligence personality, noble character, and skills needed by themselves, society, nation, and state. (Indonesian Law No. 20 of 2003 concerning the National Education System)

Education and learning cannot be separated from the role of an educator; the presence of teachers in the teaching and learning process still plays the most crucial role. Although we are in an age of technology, the role of the teacher as an educator cannot be replaced by machines, tape recorders, radios, or even the most modern computers. Some human elements such as attitudes, value systems, motivation, feelings, habits, and others can improve the teaching process, which these tools cannot achieve. The advantage of humans, in this case, is the teacher. (Saud, 2010, p. 23)

Teaching is a noble profession with the task of teaching and educating students. Teaching has a different meaning from educating; teaching is defined as a learning process where the teacher conveys teaching material to achieve learning objectives, while educating itself is a process of instilling character values in students. (Mutiaramses, June 2021) As an educator, it should not only be a transfer of knowledge but also expected to change behavior, provide encouragement or motivation to students, and create a pleasant learning atmosphere so that learning can be more memorable and develop students as much as possible. Teachers can create a healthy and pleasant learning atmosphere in their classes to encourage students to be highly motivated to participate in the learning process. (Daryanto, 2017, p. 50)

Teachers play an essential role in determining the success of learning; in the teaching and learning process in the classroom, the teacher's activities include two main points, namely teaching and managing the class. In teaching, activities mean that the teacher activates students to achieve learning goals. Working the class is intended to create and maintain a classroom atmosphere so that the teaching and learning process can occur effectively and efficiently; giving awards, developing good relationships between teachers and students, and developing game rules in group activities are examples of classroom management activities. (Minsih, 2018, p. 23)

The teacher's ability to manage the classroom is to be able to create and maintain optimal learning conditions and restore them if things happen that can interfere with the learning process by utilizing available resources such as facilities that lead to the preparation of teaching materials, facilities, and teaching aids, conditioning the learning space, realizing the teaching and learning process and setting the appropriate time so that learning takes place properly and achieves learning objectives. (Yolanda, 2022, p. 2168)

Classroom management is an effort or activity carried out consciously by the teacher to organize the teaching and learning process systematically and directedly. Managing the classroom includes activities to organize the layout of the learning space and create a conducive climate for the teaching and learning process. In this regard, at least several things need to be considered in classroom management, namely learning space, arrangement of learning facilities, student seating arrangements, temperature lighting, warm-up before entering the subject matter, and atmosphere in the learning process. At the elementary school or madrasah ibtidaiyah level, learning success is primarily determined by the teacher's efforts to facilitate and support the student learning process. One of the subjects taught at the primary level is mathematics learning. (Vini, 2018, p. 27)

Mathematics is a universal science that underlies the development of modern technology, plays a vital role in various disciplines, and advances human thinking. Information and communication technology can develop rapidly based on the development of mathematics in number theory, analysis, algebra, probability theory, and discrete mathematics. So, to be able to master and create a technology in the future requires a vital mastery of mathematics from an early age. The word mathematics comes from the Latin *manganin* or *mathema*, which means learning or being learned,

while in Dutch, mathematics is called *wiskunde*, which means an exact science, and everything is related to explicit and systematic reasoning, structure, or connection between solid concepts. (Vini, 2018, p. 9)

For some students, mathematics is a scary and less popular subject because they think it is not easy to understand. After all, the material is abstract and requires sound reasoning; if the math teacher lacks mastery and proficiency in managing the class, then learning becomes less than optimal. The condition that often occurs in the classroom is applying the scientific approach in education that is less than optimal. Learning tends to use the lecture method. The lecture method itself cannot be blamed because it is the basis for carrying out every activity. Still, this method does not involve observing, questioning, reasoning, trying, and presenting activities. (Syarifah, 2021, p. 6)

Teachers must create and maintain optimal learning conditions so students feel a sense of belonging and comfortable learning in class. The need to revive enjoyable learning can motivate students to learn; this can prevent students from feeling bored and tend to seek their pleasure. The interaction between teachers and students is minimal, and teachers do not provide problems that require students to want to ask questions or offer questions that need students to think critically. Often, learning is only teacher-centered and does not involve students experimenting with learning. When students are involved in conducting experiments, students will be able to experience it directly so that learning becomes more meaningful. (Syarifah, 2021, p. 7)

Compared with other countries, Indonesia's education quality is still lagging. Several factors affect the quality of education, one of which is the teacher factor; there are still many obstacles related to the condition of teachers to date, including the following:

1. Quality aspects

Although teachers are not the only factor that determines the success of education, teaching is the central point in education. As a reflection, if an educator is a qualified person, it will also have an impact on the quality of education. Thus, an educator has a significant share and responsibility for the quality of education.

2. Quantity aspect

From the quantity aspect, the number of teaching staff is insufficient to face the increasing number of students and the demands of current development. The lack of teachers at various levels, especially at the elementary school level, is a big problem, especially in remote or rural areas. (Daryanto, 2017, p. 32)

Based on the abovementioned reality, the researcher wants to know the teacher's experience in classroom management in mathematics subjects. The researcher conducted a qualitative descriptive study describing a thing's condition to find out this. Through this research, the researcher intends to explain how teachers in classroom management in mathematics subjects. The researcher is interested in conducting more profound research on the "Study of Teacher Experience in Classroom Management in Mathematics Learning."

Literature Review

1. Pengalaman Mengajar

Regarding the meaning of experience, Djamarah states, "Experience is the best teacher. Experience is a teacher who never gets angry. Experience is something that contains power. Therefore, everyone always seeks and has it". Agreeing with Djamarah's statement, Yamin stated, "Experience is a good teacher." Several figures explained their opinions about teacher experience about teaching, including Damay saying that "teaching experience is related to the tenure of a teacher at a certain level, type, and unit of formal education." Djamarah noted that "teaching experience is quite useful capital for teachers to develop their ability to manage teaching and learning interactions in the classroom." (Ramadhanti, 2019, 56) Experience is something a person has experienced in a certain period. Meanwhile, teaching is a series of events that can influence students' learning. A teacher's experience in teaching is valuable. Teaching is considered not only an art but also a skill. Teaching is defined as a skill because it is a form of actualization of theoretical knowledge poured into the teaching and learning process. There are many skills in teaching, and thus, they need to

be mastered by the teacher to carry out interactions in teaching and learning optimally. (Kurniawati, 2022, p. 14)

Based on several opinions or theories from several figures explaining experience and teaching, the conclusion is that teaching experience is an activity in providing material that has been passed or carried out by an educator, which then becomes a separate learning for the teacher to try to be better than before. Teaching experience is the length of service carried out by a teacher. In line with the more extended or more work experience that teachers have gone through, the skills and abilities of teachers in teaching will increase, which can positively impact improving the quality of education.

2. Classroom Management

Class management is composed of two words, namely management and class. The word management comes from the root word manage; another term for management is management, which means running and managing an activity, management, and leadership. According to Suharsimi Arikunto, the definition of management or management in general is the process of administration and how to organize an activity. The word management comes from the English language "Management," which means managing, driving, running, and leading. Management is organizing or managing individuals or a group of people to carry out various activities to get results that individuals cannot achieve alone. (Syarifah, 2021, p. 15)

Classroom management is a complex pattern of behavior used by teachers in creating and maintaining conditions and atmosphere in the classroom with such efforts as to enable students to take an active role in learning activities to achieve the desired learning objectives. Larrives said that classroom management is a critical part of a combination of several effective teaching strategies, such as meaningful subject matter content, teaching strategies, and structures that can support productive learning activities. Efforts that can be made to manage the classroom include organizing students in the room and the time and materials needed to support the continuity of learning activities in the school. (Yolanda, 2022, p. 2169)

Classroom management activities are stages to carry out programs made in planning. Teachers must have creativity in teaching and learning activities to create and arouse students' interest in learning according to the plans that have previously been prepared. Teachers must also be able to determine how learning is appropriate to the situation and conditions in the classroom based on proper assessment, whether the learning process needs to be stopped, or change the learning method, repeating past lesson material if students are judged not to have achieved learning objectives. (Saud, Teacher Professional Development, 2010)

3. Classroom Management Function

According to Karwati & Priansa (2015) and Rozak (2019), there are four functions in classroom management, namely: (1) planning, (2) organizing, (3) leadership, and (4) control. Managing the planning and organizing of a class that is designed in such a way will significantly affect the effectiveness of learning. Thus, it is expected that teachers can provide positive instructions to students in developing commitment to maximum learning behavior standards to achieve goals. Karwati & Priansa (2015) stated, "The success of a goal can be seen from the effectiveness in achieving that goal and the level of efficiency of using various resources owned." The goal is the target of an activity and is used as a foothold for the implementation of further activities. In Djamarah (2014), Arikunto states, "The purpose of classroom management is so that every child in the class can work in an orderly manner so that teaching objectives are achieved effectively and efficiently." Teachers, as implementers of education, must be able to manage and determine what goals will be achieved through efficient classroom management that can optimize the abilities possessed by each student. (Rozak, 2019, pp. 31-32) The scope of classroom management can be classified into two types, namely:

- 1) Classroom management that focuses on physical things.

- 2) Classroom management that focuses on non-physical matters.
4. Techniques in classroom management

With classroom management, learning as a process has techniques and strategies to make teaching and learning activities effective. These efforts are made by the teacher in order to create and maintain the class in a conducive, optimal, and pleasant learning condition and atmosphere so that the learning process can run well and achieve the expected learning objectives to the maximum, including the selection of learning resources; Structuring the learning environment; Teacher teaching methods; Behavioral arrangements and motivating students; Implementation of Assessment.

5. Math Learning

Mathematics is a science that contains logic, form, structure, magnitude, and concepts that are always related to one another. Mathematics is divided into three major parts: algebra, analysis, and geometry. The word math comes from the Greek language, which means to study. In other words, mathematics is a science related to reason or reasoning. Empirically, mathematics is built from a process of experience that occurs in humans and is processed in such a way as to analyze with reasoning until the formation of concepts that can be easily understood by others and operated appropriately. The conclusion is that mathematics is formed because of the thinking process, so it is said that it is clear that the basis for the formation of mathematics is logical. (Wandini, 2019, p. 60)

According to Elea Tinggih (Wandini, 2019), mathematics is a science obtained by reasoning. However, this does not mean other sciences are not obtained through reasoning. Still, knowledge in mathematics is more emphasized in activities in the world of ratios (reason). At the same time, in other sciences, the emphasis is more on the results of observation or experiment than on ratios. The definition of mathematics put forward by several experts expressed by R. Soedjadi: (1) Mathematics is a branch of exact science organized systematically. (2) Mathematics is learning about numbers and calculations at the elementary school level. (3) Mathematics is knowledge about logical reasoning and dealing with numbers. (4) Mathematics is knowledge of facts or data that are quantitative and problems about space and shape. (4) Mathematics is a science of logical structures. (5) Mathematics is a science of strict rules. (Wandini, 2019, p. 62)

According to Bruner, learning mathematics is learning related to mathematical concepts and structures in which there is material to be learned and connecting between these mathematical concepts and structures. According to Amin Suyitno (2004) and Wandini (2019), Mathematics learning is a process or activity carried out by mathematics teachers to teach mathematics subject matter to students. There are also teacher efforts to create an atmosphere and services for the abilities, potential, interests, talents, and needs of students in learning mathematics, which are very diverse so that there is maximum interaction between teachers and students and between students with each other in learning mathematics. At every opportunity to learn mathematics, teachers should begin by introducing problems that follow the situation around students (contextual problems).

Methods

This research focuses on the object and source of data collected, including Phenomenological research. Phenomenology is one qualitative research method applied to explore and reveal the ordinary meaning of a concept or phenomenon: the life experience of a group of individuals. Phenomenological research tries to explain or reveal the meaning of the concept or phenomenon of experience based on the awareness that occurs in several individuals. Phenomenological research is conducted naturally, so there are no limitations in interpreting or understanding the phenomenon being studied. (Murdiyanto, 2020, p. 5)

The approach taken in this research is qualitative, namely the use of data not in the form of numbers and research procedures that produce descriptive data in the form of written or oral narratives of observed behavior and people. Qualitative research is a type of research that produces

findings that cannot be achieved using statistical procedures or other quantification methods. Straus and Corbin (2008) detail that qualitative research can be used to examine people's lives, history, behavior, functional organizations, social movements, or kinship relationships. (Murdiyanto, 2020, p. 10).

In this case, the researcher's position as an instrument and a data collector was obtained from MI Ya BAKII Karangjengkol. Researchers as participant observers, in other words, actively participate in researching and observing in the research process. The research used is collaborative action, namely the cooperation between researchers and school residents. Thus, the researcher goes directly to MI Ya BAKII Karangjengkol to obtain complete and in-depth data. Thus, the focus of the research to be carried out is that the researcher seeks to examine and examine the study of the experience of classroom teachers in managing mathematics learning in Madrasah Ibtidaiyah.

Result

The results of the research on how the classroom teacher's experience study in managing mathematics learning MI Ya BAKII Karangjengkol, namely:

1. Learning Resource Management

Based on the results of interviews related to learning resources, most of the many learning resources available still use textbooks only for learning. As in the following interview:

"While still using handbooks and books from the ministry of religion such as LKS and others, looking for materials or books that cover complete material for learning math" (W.GK02).

The grade 1 teacher also stated this in the following interview:

"Yes, usually books, yes printed books can also be used with teaching aids according to the existing material; we use teaching aids or make teaching aids according to the materials in class one. Usually, LKS is often used because there is a material and there are also exercises" (W.GK01).

In line with interviews conducted with grade 4 teachers related to learning resources used during math learning

"I am here using learning resources LKS, sometimes the internet, sometimes textbooks, LKS, and everything are almost used, but more often it is LKS and textbooks; for LKS, all students have each, and then at school, there is also a textbook used too, but if the textbook is not brought at home but provided at school if the student holds the textbook" (W.GK04).

Learning resources can also be physical tools, often called hardware, to present teaching materials. They can include computers, laptops, tape recorders, projectors, and VCDs / DVDs. Internet utilization can also be used for learning resources so that teachers can be more creative in finding and obtaining more varied learning references. This can be done to avoid student boredom while participating in learning; for example, the teacher can provide concrete objects that may not be presented directly. However, the internet is presented by showing photos or videos for reference and student learning materials. This was conveyed in the following interview excerpt:

"There are three learning sources: the first is from the LKS, the second is from the textbooks available at school, and the third is from the internet or googling, if the textbooks are rarely used because the number is uneven, for example, the number of textbooks is 1 for 3-4 children, the point is that what is in this MI school is not adequate with the number of children or less so most often between LKS and the internet" (W.GK05).

In addition to books, it is also supported by using the internet to present learning resources. However, because the facilities and infrastructure are inadequate with the number of classes available, usually the use of LCDs to support learning are not used at all times because only one projector and LCD is available, so when it is needed to display

learning videos, it takes turns with class 6 because the tool is permanently installed in class 6.

2. Learner Management

The management of students is carried out by conditioning all forms of activities carried out by students in participating in learning. Based on the following interview excerpt:

"The attitude of students when learning in class if mathematics is yes, the first is that students are always required to pay attention because this is related to formulas that must be understood properly, but sometimes yes, some pay attention, some do not, but if there are children who do not pay attention, I reprimand them, and then there are students who condition them not to be noisy during learning." (W.GK04). For students who are disruptive or noisy, the sanction is usually nothing, the most reprimanded is given advice not to be noisy in learning so that they can follow the KBM optimally" (W.GK04).

The grade 3 teacher also conveyed this in the following interview excerpt:

"Alhamdulillah, each child has their criteria, so there are those who sit sweetly, some walk around, and some chat with friends; if there are children who are like that, we approach them and advise them not to walk around chatting with their friends" (W.GK03).

Researchers observations when learning mathematics place are that the class is still not in a neat state, there are still students who are late for class even though the bell has been rung, with that the class teacher invites to tidy up the place and arrange it so that it is comfortable to learn, for students who are late, first ask the reason why the child can be late then give him advice to be more disciplined again.

For student seating arrangements, researchers observed that in the lower grades, the position of tables and chairs was always as usual, and students never made patterns such as the shape of the letter U or sat in groups. Chairs and tables are arranged as usual, straight facing the blackboard; it is just that there is an exchange of seats every week so that all feel like sitting at the back and also at the front, while for upper grades, there are usually variations in seating arrangements so that they do not get bored with the usual layout, usually formed in a U pattern or a circle in groups.

3. Management in Learning Activities

In managing classroom learning in introductory activities, teachers carry out several activities before entering core activities, such as prayer, attendance, and linking to past material. Like the excerpts of interviews conducted in managing the class in the following activities to start learning:

"In the introductory stage of every lesson in every subject, yes, we mean that in the morning, for example, we pray, take attendance, then after that, we relate the material that we will convey to students with the previous material so that they first wake up their minds oh now we want to learn this, learn this, we relate it to the previous material or the environmental experiences around us" (W.GK05).

"Yes, in the preliminary activities, we must pray for attendance, memorize multiplication or math formulas, then ask about the previous material and relate it to the material to be taught, then convey the learning objectives, usually to arouse enthusiasm, we sing or clap first as ice-breaking" (W.GK06).

To start learning, all teachers do what is in the lesson plan, such as praying, student attendance, memorizing math formulas, linking the learning to be conveyed with the previous material, or linking it to the surrounding environment so that they wake up their minds, ice-breaking is also done to arouse their enthusiasm to start the lesson.

4. Management in learning assessment

To evaluate learning, an assessment is needed to measure the extent of students' abilities after participating in learning. The assessment used by classroom teachers in assessing aspects of knowledge and skills as in the interview in the following excerpt:

"For assessment, yes, the assessment can be done with written and oral tests" (W.GK01).

"The assessment is like a direct oral assignment" (W.GK02)

"Yes, so there are knowledge and skills, if the knowledge is usually with UTS, or daily grades that are carried out every lesson, if the skills are obtained from the value of students' skills when doing something, for example, making skills or presenting the results of the discussion, that can also be an additional value of skills." (W.GK06)

Based on the interview results for implementing knowledge assessment using daily grades, oral tests, and PTS / PAS scores. Students are given questions for each lesson to measure their abilities in each material. Meanwhile, the skills aspect can be assessed from practice, portfolio, and performance. In addition to assessing knowledge and skills, it is also essential to assess the attitude of students in the learning process, as in the following interview:

"Assessment is not only knowledge but yes, attitude is also assessed, how the child's attitude during learning, how discipline, responsibility, and others are assessed by direct observation if, for knowledge, the child is given assignments every lesson to do the questions" (W.GK01).

"The assessment is now using K 13, so there are spiritual values attitudes, so the first may be for knowledge, yes, daily PTS scores; for the value of skills, there is a portfolio value, we do practice every time there is a portfolio, we collect it in folders, every child has a project and performance" (W.GK05).

In the assessment of knowledge itself, there are obstacles from students who usually get scores below the specified standard / KKM. To overcome this, teachers usually do remedial, which aims to boost previous scores so that they become better.

Based on observations and interviews, three assessments can be used to measure student abilities: knowledge, skills, and attitudes. Knowledge assessment can be done with daily grades, oral tests, and PTS / PAS; skills assessment is done with projects, portfolios, and for work, while attitude assessment can be done by direct observation of students. The assessment can help improve the quality of education so that teachers can improve learning activities to be better in achieving the learning objectives to be achieved.

Discussion

The discussion of the research results aims to find answers to questions about the experience of classroom teachers in managing math learning. Data were obtained through interviews, observations, and documentation. The discussion will describe the experience of classroom teachers in managing learning resources, students, learning activities, and assessments carried out.

1. Learning Resource Management

According to Larrives (Yolanda, 2022), classroom management is a critical part in which there is a combination of several effective teaching strategies in the form of meaningful subject matter content, teaching strategies, and structures that can support productive learning activities. Learning resources are all resources that can be utilized to provide convenience to someone in their learning activities. Learning resources can be in the form of learning media, teaching aids, data people, and certain forms students use to learn, separately or in combination. So that it can make it easier for students to achieve specific learning objectives or competencies. (Fitri, 2021).

In teaching, teachers usually use various learning resources for learning mathematics, including LKS, package books, the internet, and teaching aids, and can also utilize the natural environment as a learning resource for students. It is known that the learning resource most often used by teachers is LKS because its availability is sufficient for all students, and the materials presented are pretty complete, along with exercises that can be used for student learning. Package books are also provided for all classes to fulfill learning resources, but the number of books does not meet the number of students. So, package books are not distributed to each student; they can only be loaned during learning when

needed. Occasionally, the teacher also utilizes sources from the surrounding environment, whether in the classroom or outside, so that students can learn directly from nature.

Besides the handbook, teachers sometimes utilize internet technology for additional material and enrichment so that it is broader and not only limited to books. With the sophistication of the internet, it can also replace the teacher's role in explaining the material's content to students by displaying pictures or videos of math learning so that children are more interested in participating in the lesson. However, this is not often done because of inadequate facilities and infrastructure in the MI. Tools that can support images or videos, such as laptops and LCD projectors, are needed to display images or videos. However, MI only has 1 LCD projector item, so not every class has it because the tool placement is permanently installed in class 6. With limited facilities, using the projector as a learning support tool at any time is impossible. Still, if it is needed in learning, the solution is to exchange classes with grade 6 so that they can utilize the media as a learning resource.

2. Learner Management

In essence, class management is used as a process to control students' behavior in learning to achieve learning goals. Learning activities that have been selected, planned, and carried out must be adequately managed. Class management in teaching and learning activities aims to create an optimal classroom situation; thus, learning activities that have previously been designed can be carried out correctly. (Hasyin, 2018)

When starting mathematics learning, some classes are known to still not be in a neat state. There are still students who are late for class even though the bell has been rung, so the class teacher invites them to tidy up the place and arrange it so that it is comfortable for learning; for students who are late, first, ask the reason why the child can be late and then advise him to be more disciplined about time.

Each learner certainly has a variety of diversity, including those with different abilities in understanding; one with another cannot be equated in receiving and understanding a learning material. So, to address this, the teacher is seen to provide separate attention and direction for students with low understanding; the child is often given practice questions, often guided, and asked what difficulties are experienced. In the upper grades, some students experience delays due to the factor of children with special needs, so writing and calculating are very slow. To overcome these things, the teacher also communicates with the student's guardian that the child also needs guidance from the parents so that the teacher and parents can work together to address the student's behavior and find a way out if problems occur with students.

Practice in the educational process is based on the principles of freedom, demanding openness and intensity of dialog in the teaching and learning process. This is important because establishing an exemplary dialog atmosphere psychologically makes students feel involved, participate in creating, and even feel ownership. It is likely to impact the development of children's essential potential positively. (Mairani, 2020). It is known that a positive relationship starts from teachers who always pay attention to students by constantly asking how they are every time they learn, asking if they are happy during learning, in establishing a good relationship not only during learning for lower grades whose children still like to tell small things, the teacher is enthusiastic about listening to the story so that children feel valued. When children are quiet, the teacher will provide a unique approach, often asking so that they want to answer and often invited to interact so that they are more confident. It is known that for the management of student seating arrangements, researchers observed in the lower class that the position of tables and chairs was always as usual, never made patterns such as the shape of the letter U or sitting in groups. Chairs and tables are arranged as usual, straight facing the blackboard, except there is a seating exchange every week so that all feel sitting at the back and front. At the same time, for upper grades, there are usually variations in seating arrangements so that they are not bored with the usual layout, usually formed in a U pattern or circular in groups.

3. Management of learning activities

According to Amin Suyitno in Wandini (2019), Mathematics learning is a process or activity carried out by mathematics teachers to teach mathematics subject matter to students in which there are also teacher efforts to create an atmosphere and services for the abilities, potential, interests, talents, and needs of students in learning mathematics which are very diverse so that there is maximum interaction between teachers and students and between students with each other in learning mathematics. At every opportunity to learn mathematics, teachers should begin by introducing problems caused by the situation around students (contextual problems).

To start learning, in the introductory stage, the teacher does what is in the lesson plan, such as praying, student attendance, coupled with memorizing mathematical formulas, linking the learning to be conveyed with the previous material or linking it to the surrounding environment so that they wake up their minds, ice-breaking is also done in arousing their enthusiasm to start the lesson. The teacher can also provide a stimulus to provoke them to learn actively.

Teachers must be able to present learning that allows students to actively participate in developing their creative ideas to ask questions, solve problems that arise, and express their respective opinions. That way, the teacher's job is not to dominate the teaching and learning process fully but to guide and provide opportunities for students to explore and do many learning activities (Minsih, 2018).

Teachers can ways to create active and fun learning conditions by using exciting and customized methods, always involving students to learn by often giving oral questions and allowing students to answer according to their respective abilities; in an active class, they can also experience disturbances that make the class less conducive, So to restore a conducive learning atmosphere, teachers can have their style in handling it, such as making rules before learning so that children follow the KBM correctly. If anyone violates these rules, they will get punishment, for example, cleaning the class or standing in front; besides that, teachers constantly monitor every movement of student behavior one by one, teaching not only sitting or standing but also mastering the whole class and monitoring less focused students.

In class 1, conditioning the class requires two teachers because there are too many students, so when one teacher explains, the other one is behind in conditioning students, which can disrupt the learning process. Another way to do this is by giving the clap code 1-5 or other claps to restore student concentration. Then, to end math learning, teachers can also carry out several activities such as reflecting on recalling and summarizing the material that has been taught and not forgetting to provide assignments or homework so that children want to study at home in order to end learning with enthusiasm again; ice-breaking is done.

4. Management in learning assessment

Classroom management evaluation activities in mathematics learning are a series of activities to measure and assess the success rate of the implementation of the learning process to provide input as a continuation or improvement in the planning process and implementation. (Hasyin, 2018). Assessment of learning outcomes is carried out with three aspects, namely, the assessment of knowledge, skills, and attitudes. In the assessment activities that teachers usually use, namely knowledge assessment using daily grades, oral tests, and PTS / PAS scores. Each time after learning, students are given questions to measure their abilities in each material; this value is the daily value to evaluate learning that day and as a consideration for continuing the material or repeating the material if the average student score is below the KKM. Meanwhile, the skills aspect can be assessed from practical activities, portfolios, and demonstrations. Knowledge assessment itself has obstacles for students who usually get grades below the specified standard / KKM. To overcome this, the teacher usually conducts remediation, aiming to boost previous grades so that they become better. At the same time, attitude assessment can be done by directly observing students.

Conclusion

Research with the title Study of Classroom Teachers' Experience in Managing Mathematics Learning in Madrasah Ibtidaiyah which aims to find out the experience of classroom teachers in managing learning resources, students, learning activities, and assessment, the conclusions are as follows:

1. Learning resource management uses a variety of sources that can be used as teaching materials, including LKS, package books, the internet, teaching aids, and the natural environment.
2. In managing students, teachers always create a good relationship with their students by giving freedom but still providing boundaries for behavior that can be done and not. Teachers also provide rewards or awards for students who behave positively.
3. Management in learning activities is quite well done; the way teachers create active and fun learning can condition if there is a disturbance during learning; it is just that the use of learning methods is less varied.
4. Learning assessment involves knowledge, skills, and attitudes. Knowledge is obtained from daily grades and PTS / PAS, skills are obtained from project results, portfolios, and work performance, while attitude assessment is obtained from direct observation.

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Declaration of Interests Statement

There is no conflict of interest.

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