



Classroom Management In EFL For Young Learners At SDIT Syahiral 'Ilmi : The Strategies And Challenges

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Abstract: This study aims to examine classroom management in EFL for young students, especially about strategies and challenges. This research uses qualitative methods with case study design and data collection techniques using semi-structured interviews and observation. The participants of this study were 2 English teachers who teach at SDIT Syahiral Ilmi and were selected using a purposive sampling technique where the participants involved were English teachers who taught as homeroom teachers. The findings of this study are that the teacher uses seating arrangements based on student qualifications and uses a rolling system, the teacher tries to maximize the lesson plan, the teacher corrects the students depending on the student's condition and based on the student's pronouncement, the teacher also uses storytelling strategies and by provoking students' curiosity, class rules read and agreed at the beginning of the semester. This study also found several challenges for teachers in classroom management including; there are some children who are hyper active in class, parents are dishonest to the teacher, discipline the class, make students focus, then there are some children who are inclusive.

Keywords: Classroom Management In EFL, Young Learners, Strategies and Challenges

Abstrak: Penelitian ini bertujuan untuk meneliti mengenai manajemen kelas dalam EFL pada pelajar muda khususnya tentang strategies dan challenges. penelitian ini menggunakan metode kualitatif dengan design case study dan teknik pengumpulan data menggunakan semi-structured interview serta observation. participants dari penelitian ini adalah 2 orang guru bahasa inggris yang mengajar di SDIT Syahiral Ilmi dan dipilih dengan teknik purposive sampling dimana participant yang terlibat adalah guru bahasa inggris yang mengajar sebagai wali kelas. temuan study ini yaitu guru menggunakan pengaturan tempat duduk berdasarkan kualifikasi siswa dan menggunakan system rolling, guru berusaha memaksimalkan rencana pembelajaran, guru mengkoreksi siswa tergantung kondisi siswa dan berdasarkan pronounce siswa tersebut, guru juga menggunakan strategi bercerita dan dengan memancing rasa ingin tahu siswa, peraturan kelas dibacakan dan disepakati diawal semester. penelitian ini juga menemukan beberapa tantangan bagi para guru dalam manajemen kelas diantaranya; ada beberapa anak yang hyper aktif dikelas, ketidakjujuran orang tua kepada guru, mendisiplinkan kelas, membuat siswa fokus, lalu ada beberapa anak yang inklusif.

Kata kunci: manajemen kelas di EFL, pelajar muda, strategi dan tantangan

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INTRODUCTION

Nowadays, most of the teachers and people in general say that classroom management is only limited to how to regulate student discipline. Some others say that classroom management is about how teachers arrange students' seats in the classroom, whereas classroom management is a broader subject for educators to discuss (Anon 2022). Basically, good classroom management will have an impact on students' understanding in class during learning. vice versa inefficient classroom management will cause the learning process in the classroom to be not optimal (Yunita et al. 2022). So, classroom management is a very important thing in creating an effective learning process and improving students' knowledge and abilities.

Classroom management is not only limited to learning in the classroom (Abdullah 2009). The researcher believes that the discussion includes a broader ability about how to organize (Khidr and Muhammad 2022) and control a learning process both in the classroom and practical activities outside the classroom. To manage a class a teacher must have certain ability, by understanding the characteristics of the students in their class, teachers can also take advantage of certain techniques in managing their class (Marzulina et al. 2021). the use of certain techniques will create an effective learning process and motivate students. If the learning process runs smoothly and effectively, it will certainly affect the ability (Korpershoek et al. 2014) of students in the class.

The scope of the discussion on classroom management for young learners includes the teacher's work in grouping students and seating, arranging class routines, managing activities (Marzulina et al. 2021) and time use, setting and sequence of tasks, giving instructions to students, providing feedback and monitoring students (Habibi et al. 2018). and student behavior management, on the other hand, includes activities such as preventing, correcting and directing inappropriate student behavior and developing individual learners (Soleimani and Razmjoo 2019). With these many and broad aspects, of course, there are some obstacles in the process. The overcrowded of students and the size of the classrooms are one of the factors that become obstacles in classroom management for some teachers (Mahmood 2022). Another obstacle is that the class is very noisy because the students are difficult to manage during the lesson. This is also in line with the indications of the problem that the researchers suspected after conducting pre-liminary research for several weeks at Sdit Syahirah 'Ilmi located in Bukittinggi. Some of the obstacles encountered by the researchers were that some teachers had difficulty calming students down while studying, the seating arrangement was still random so that it might cause students to be noisy and uneasy in class, some teachers had not used appropriate classroom management strategies and used the same techniques in teaching various learning materials.

By looking at some of the indications of these problems, it is important for researchers to conduct in-depth research on how effective classroom management strategies are and what are the obstacles experienced by teachers in managing their classrooms. Another important goal of this study is to explain the relationship between classroom management and effective teaching to see how classroom management can contribute to effective teaching. In addition, this study aims to assist teachers in determining effective classroom management strategies so that they can be used in the learning process in the future and serve as a reference in maximizing classroom management in order to increase the effectiveness of learning process.

To strengthen the basis of this research, the research conducted a review of several previous studies to get better discussion results. The first study reviewed by researchers was from (Tantangan et al. 2022) which stated that the challenges experienced by teachers were the first, namely the difficulty in arranging student seats, the second, the lack of student compliance with existing rules and routines, the third, mostly students

ignore instructions or warnings from the teacher, and furthermore, the teacher has difficulty understanding the characteristics of students and controlling the classroom (Tantangan et al. 2022). However, from these obstacles, the researcher got seven strategies that can be used by teachers to deal with this. namely being friendly to students, being personally close to children, practicing patience with students, making agreements and rules, being able to give appropriate reprimands to students, being an assertive teacher, and keeping quiet and correcting excessive children (Tantangan et al. 2022).

let's look again at the obstacles experienced by teachers in classroom management, based on the study (Khidr and Muhammad 2022) shows that one of the challenges in classroom management is that teachers experience is limited time. in this case the teacher does not have enough time to manage the class but on the other hand they have a syllabus that must be completed as their lesson plan. Therefore, teachers sacrifice one for the other such as sacrificing classroom management or a step in their syllabus. Next is Managing a large class is a tough challenge for teachers because there are many students who have different learning styles and interests. To be able to manage such a class, teachers need a lot of experience, skills, and most importantly, patience to go through the process. So being able to Organize a class requires a lot of skills like problem solving, patience, and critical thinking. Therefore, it is very important for teachers to be ready and have a lot of skills in classroom management in order to create effective learning.

The next discussion is about preventive and reactive class management (Korpershoek et al. 2014). first let's look again at about classroom management, that is about creating a good and interesting environment to attract students' interest in learning. Classroom management strategies are tools that teachers can use to help create an effective environment, from activities to improve teacher-student relationships to rules governing student behavior. however, when classroom management efforts fail or do not provide effective results in learning, teachers should use reactive control strategies. It is therefore very important to distinguish between preventive and reactive classroom management strategies. What this means is that there should be a difference between the strategies used to "prevent" behavior problems and the strategies used to "respond to" behavioral problems in the classroom management process.

Next is a study from (Mcmanus 2021) which is about social-emotional learning (SEL). Based on this research it was found that many schools and educators have used the SEL program to complement and replace various strategies from how to classroom management. Research shows that children's social, emotional and cultural practices and experiences are very important for inclusive learning for children. This SEL program is very often used to more closely resemble a behaviorist class management system. Based on this research, we can see that to control a class in class management, social-emotional control in children is also very important in the process.

Next in research on overcrowded classrooms from (Mahmood 2022) in the results of this study discuss various aspects of classroom management ranging from infrastructure, pedagogical challenges and policies that are common in the problem of population density. This study shows that at the policy level of the school's department of education it is necessary to survey individual conditions with regard to infrastructure, staff shortages, school buildings, location and class size as a place of learning. Furthermore, those related to the school governance model need to be improved to improve classroom conditions for teachers and students (Mahmood 2022). So, in classroom management also includes things around it that will affect the process of classroom management. when the required factors are met, it will increase the effectiveness and results in the learning process. This study will also be a reference for researchers in this research instrument and researchers will adapt several components of the indicators in this study.

Further research on problems in student speaking class management (Batang and Tapanuli n.d.). based on the results The findings of this study indicate that the teacher's lack of ability in managing the classroom well. In the learning process, most teachers often

use the same technique in teaching various subject matter. In addition, students' desire to speak increases when teachers change their teaching methods. It can be seen that the strategy in classroom management is very important in order to achieve the learning objectives. To deal with this, it is necessary to rearrange the techniques in managing the class and match it with the learning that will be carried out. Study from (Muluk, Zulfikar, and Akmal 2021) is also related to the management of this speaking class. The findings of this study indicate that teachers should use several strategies such as classroom arrangements and seating arrangements, fostering discipline in students, and providing interesting topics to discuss. The data also shows that lecturers face challenges in managing their teaching. Problems such as inadequate equipment or making teaching media to support speaking activities, lack of confidence in students, and lack of vocabulary are among the challenges faced by educators.

Finally, it is true that Classroom management is a big issue that greatly affects the quality of the environment and the overall learning experience for students. Classroom management also determines whether the learning environment and experience is conducive to students (Zein 2018). Classroom management for young learners must be directed at developing a conducive classroom in order to get maximum results in the learning process. Teacher instructions will not be effective unless the class is in conducive conditions. English Young Learners (EYL) pedagogy which generally still focuses on instructional management (Zein 2018), Classroom management consists not only of an instructional dimension but also a behavioral dimension. So, the relationship of various factors in classroom management will have a positive impact on every aspect such as schools, educators, and students.

RESEARCH METHOD

This qualitative research focuses on the classroom management strategies and challenges for young learners. The researchers examined strategies and challenges in classroom management for young learners, particularly on the aspects of classroom management that teachers utilized to create an effective learning environment. To support this research, a case study is used for this research to examine and explore teachers' classroom management strategies and challenges. Therefore, in terms of research design, this research can be considered a case study as it examined the strategies and challenges of classroom management for young learners deployed by English teachers in the classroom during learning process.

A. Participants of the research

The participant is an English teacher who teaches English as well as a homeroom teacher at SDIT Syahiral 'Ilmi which is located in Bukittinggi City. In this research, researcher used technique of data collection such as interview and observation to collect the data. The researcher was choosing 2 English teacher at the SDIT Syahiral 'Ilmi to interview and observed.

B. Data collection

In this research instrument, the researcher uses a combination of several theories that have been discussed in the previous introduction. First instruments are interview and second is observation, in the interview guide, the researcher adopted and adapted the questions to answer the purpose of this study, the researcher would ask some questions related to strategies and challenges in classroom management for young learners to the English teacher who became the participant. The main indicators are definition of classroom management and how they use classroom management strategies, seating arrangements, encouraging participation, correcting students errors and how to handling trouble, providing interesting topics and engaging students in learning (Muluk et al. 2021), classroom rules and behavior management, what is teachers' role in classroom management, what is the factors that affect classroom management, and last what are classroom management challenges or difficulties (Khidr and Muhammad 2022).

C. Data analysis

In this study, the data were analyzed using the interaction model analysis (Interactive Model Analysis) by Miles and Huberman, 1994. The analysis model has four steps: data collection, display, reduction, and conclusion or verifying. The study used classroom observations and interviews with teachers, the next stage was the researcher collected all the data then the researcher matched back the data from class observations and teacher interviews and then checked them again. When the Matching is done in order to avoid mistakes and errors from the researcher in collecting the data. After collecting all the necessary data, the researcher analyzes and compiles the findings. After all data is collected, the data will be described in an explanation in the form of paragraphs. Next in analyzing the data were collected, the participants were addressed through the symbol "T". For example, "T1" that refers to Teachers 1.

FINDINGS

After conducting interviews with 2 English teachers at the school, which were conducted on 28th and 29th October 2022. The researcher asked questions using English and Indonesian so that the questions could be understood better by the teacher, as well as the participants were also allowed to answer in English and Indonesian language so that the information conveyed can be collected more clearly. After data related to strategies and challenges in classroom management for YL were collected and analyzed based on research methods, the researchers grouped the findings from this study into several parts as follows; the definition of classroom management, what is the strategy of class management used by the teacher; arrangement of student seating, how to encourage student participation in class, how to correct student errors and handle a problem in class, how the teacher gives interesting topics and how to involve students in class, classroom rules and behavior management, what is teachers' role in classroom management, what are the factors that affect classroom management, and lastly what are classroom management challenges or difficulties. These are the responses from the participants;

Table 1. teachers' strategies and challenges

Indicators	Response T1	Response T2
1. The definition of classroom management	In my opinion, classroom management is an effort made by a teacher to improve the learning process so that it is even more conducive.	Classroom management is an activity or strategy pursued by a teacher so that teaching and learning activities run smoothly to create a conducive classroom situation in order to achieve maximum learning goals.
2. The strategy of class management used by the teacher	- arrange student seats according to the child's qualifications, such as visual, audio-visual or scientific children - maximize apperception - focus about the pronunciation. - focus more on children who like to tell stories actively in class but their comprehension skills	- rolling system by looking at the background of each student - designing lesson plans as much as possible so that they are not monotonous - Depending on the condition of the child - discussed with the student's parents and communicated smoothly with his parents

	are low in class.	- use storytelling techniques, some are in the form of gifts, and sometimes by doing literacy or reading stories
	- By asking question to students	
	- making an appointment or agreement with the children	- by dictation class contracts at the beginning of the semester
3. Teachers' role in classroom management	as a facilitator for children in learning	teacher is only a learning facilitator
4. The factors that affect classroom management	The factor is that it focuses more on understanding the character of the children in the class	Learning contracts and class rules must be carried out regularly so that children know their own duties. Furthermore, the teacher must be professional and master pedagogic competence and the teacher must be able to facilitate himself to always learn continuously
5. Classroom management challenges or difficulties.	difficult to discipline the class, making students focus, then there were some children who were inclusive.	there are some children with special needs like that who need to be taken to a psychologist and when they tell their parents they don't agree. Children who are hyper active in class, they are able to learn lessons but because the child is hyper active it becomes difficult When he disturbs his friends, dishonesty of parents.

DISCUSSION

Definition of Classroom Management

In the first question in the interview session, the researcher asked about the teacher's opinion about what classroom management was. This question aims to test and get an overview of classroom management according to the participants. Their responses are as transcribed as follows: In my opinion, classroom management is an effort made by a teacher to improve the learning process so that it is even more conducive (T1). Related to that, the second participants said; Classroom management is an activity or strategy pursued by a teacher so that teaching and learning activities run smoothly to create a conducive classroom situation in order to achieve maximum learning goals (T2).

The opinions of the two teachers are almost the same, namely that they say that classroom management is an effort, activity or strategy carried out by a teacher to create conducive classroom conditions so that learning objectives are achieved optimally. This is in line with the opinion of experts who have been reviewed by previous studies in (Mahmood 2022) The initial goal of classroom management is to create a peaceful and tranquil environment in the classroom so that learning objectives can be achieved.

The Strategy of Class Management Used by The Teacher

The second question is about what strategies are used by the teacher in his classroom management (Korpershoek et al. 2014). The researcher also includes important indicators in the classroom management as follows;

The first indicator is student seating arrangements that teachers used in classroom management. These are the response as follows; I arrange student seats according to the child's qualifications, such as visual, audio-visual or scientific children. So, the children are seated in groups and individually (T1). Then according to the second participant state that, I use a rolling system by looking at the background of each student because in my class the conditions of their children vary, there is a low vision who uses thick glasses so I will place him in front of the class because, if he is behind and far from whiteboard, he will have difficulty seeing and taking notes, then the others will occasionally roll up the seat to create a new atmosphere. Sometimes using a circle pattern and others adjusting the learning material(T2)

Both of these teachers' opinions regulate student seating based on the qualifications of student learning styles and from the physical and psychological conditions of students in their class. These two things are very interesting to note because they are important things in classroom management. So, to arrange the student's seat, it can be based on the student's learning style and the physical and psychological condition of the students in the class.

The second indicator is about encouraging students' participation in learning and the participants explain about this topic briefly and concisely. The response is for this reason, we can maximize apperception at the beginning of learning, brainstorm and provide questions that can trigger or stimulate students' basic knowledge of a subject matter(T1). Well, according to the second participants, stated that by designing lesson plans as much as possible so that they are not monotonous so that children are happy in learning by varying learning methods such as singing, clapping, etc. to increase children's participation(T2). These two opinions are related to maximizing learning activities so that students become interested and excited to take part in learning.

The third indicator is how teachers correct students' mistakes and the participants state as follows; To correct students' mistakes, it is more about the pronunciation, because for the writing, I don't require the children to always write correctly. At least they know how to pronounce the correct pronunciation for the student's vocabulary. My way to correct their pronunciation is when they deposit their memorization, namely the vocabulary; when they mention the pronunciation with their own version in the future then I will correct their mistakes with the correct pronunciation(T1). Depending on the condition of the child too, if the child is a bit slow in understanding the material it will be explained. Back to learning focused on the child and there is also the use of peer learning, for friends who already understand I ask to explain Back to the children who do not understand and ask them to study with friends who understand better. Because there are some children who, if I explain myself, do not understand, but they understand better when explained by their friends. And I also use different questions or questions according to the child's ability because there are high and low students' understanding abilities(T2).

Both of teachers have a different focus on correcting errors in students. Based on these data, the way to correct errors in students by the teacher exists directly or indirectly, namely by learning strategies with peers. of the two methods, each has its own advantages, namely students can be corrected directly by the teacher and students can study independently with their friends. Based on the experiences of the two teachers, both methods were very effective in helping students learn.

The fourth indicator is the way the teacher handles problems in the classroom, the participants state that; to handle problems in class is more about arranging the seat, such as the child's character there are two; the first is a child who likes to tell stories but has a strong grasping power, the second is a child who likes to tell stories but has a low grasping power. Now I focus more on children who like to tell stories actively in class but their comprehension skills are low in class, I use them to move them forward or sit them with children who are smart enough to help the child memorize the vocabulary that is being studied that day(T1). The second response is; depending on the problem, such as students who are often late, namely by interviewing and communicating well with students asking

why they are late? What's the problem and in line with that I also discussed with the student's parents and communicated smoothly with his parents(T2). Based on the way the teacher handles a problem, it can be seen that there are differences in how to approach students. but the essence of both ways is to understand the students in the class well.

The fifth indicator is about providing interesting topics and engaging students in learning, the following is responses from participants; How do you take your children or ask if you've ever worn these accessories? What do you wear when you go out? It's like that, so students are enthusiastic about participating in learning at the beginning because they are already interested in knowing what vocabulary they learned today, about what, so they are more enthusiastic. and regarding engaging students in learning, in my opinion, by requiring the children to bring the module, it's because if they don't have the module book, in my experience, the children will invite their friends to tell stories so that the friend who brought the module was initially influenced by the child who didn't bring the module. the other children did not focus and were lazy to deposit their memorized vocabulary(T1). And in line with that the second respondent said that; Well... there are many ways, in the introduction I use storytelling techniques, some are in the form of gifts, and sometimes by doing literacy or reading stories because children like to tell stories like how their experiences at school were like that. and how to engage students in learning, namely by bringing the child directly into learning, as my explanation was only a little so I will explore the student's abilities so the answers will come from the students themselves. Inviting and increasing students' curiosity(T2).

To create interesting material for students, of course, every teacher has their own way depending on what kind of approach they use. Based on the data above, the strategies of the two teachers were by provoking students' understanding and by inviting students to play interesting games. The next step is about how the teacher invites students into learning. Based on the analysis of the data above, it can be seen that learning media such as books and the way in which the learning materials are delivered will determine student participation in learning.

The last indicator is regarding classroom rules and behavior management from teachers. the following is the participant's response; usually at the first meeting such as making an appointment or agreement with the children to always bring the module book, if 3 times in a row it does not bring it then the child will be reported to the homeroom teacher and will be processed by the homeroom teacher. and if for the habit of students speaking English more to the high class (4, 5, 6) if to the low class I have not run it. such as preparing classes for grades 4,5,6 they will prepare classes in English and each child will have the opportunity or turn to prepare their classes. So that's what I do in class(T1). And for the second respondent combine the two things as follows; by dictation class contracts at the beginning of the semester, as well as class rules to mutual cooperation. So, they already know their job by working together. For the rules, such as when entering class, they read greetings, where they meet the teacher, they must shake hands, come on time, and there are rewards if they obey all the rules so they are excited to live them(T2).

In general, at the beginning of the meeting or at the beginning of the semester, the teachers usually agree on class rules and so on with the students. This is done so that students are familiar with the rules and habits instilled by the teacher during class learning. This is certainly expected to be a supporter of the success of the teacher's learning objectives.

What is Teachers' Role in Classroom Management?

the next discussion is about what is teachers' role in classroom management. This question is discussed because the researchers want to know and see how the role of the teacher in classroom management according to the participants. the response is as follows; My role in class management is as a facilitator for children in learning(T1). Likewise, the second respondent answered; a teacher is only a learning facilitator, so a

teacher only helps a child to master learning. So, the teacher is also a parent at school and also as a colleague and as a student mentor in the learning process(T2).

Based on the two opinions above, it can be seen that the teacher acts as a facilitator in the learning process (Wicaksana 2016). In line with that, teachers are also considered to be able to adapt to students, namely by being second parents and friends for their students in order to create an effective environment for student learning (Marzulina et al. 2021).

What Are the Factors That Affect Classroom Management

The next discussion is about what are the factors that affect classroom management. This question aims to find out what factors can affect the teacher's perceived classroom management. the following is the respondent's explanation about it; The factor is that it focuses more on understanding the character of the children in the class(T1). And the second respondent said that; Learning contracts and class rules must be carried out regularly so that children know their own duties. Furthermore, the teacher must be professional and master pedagogic competence and the teacher must be able to facilitate himself to always learn continuously to improve his competence and improve the quality of education that will be given to his students(T2).

based on data that has been analyzed and matched with observations made by researchers, it is true that the character of students and how the teacher understands them are factors that affect the management of a class. Meanwhile, according to respondents, the two factors that influence class management are how the rules in the class are obeyed and the competence of a teacher is also an important factor for managing a class or learning.

Classroom Management Challenges or Difficulties

the last discussion is about the challenges and difficulties experienced by teachers in classroom management. It is hoped that after studying what problems the teacher experiences in classroom management, the researcher can help the teacher by providing suggestions and studies about it. the following are the responses from participants; the challenges and difficulties that I experienced such as it was difficult to discipline the class, making students focus, then there were some children who were inclusive, the inclusive category here is divided into 2, some have low grasping power and some are active, so I have difficulty because they focus on teaching it can't be for one child only, because if I only focus on that one child then the other children will be ignored(T1). And the second respondent said; there are some children with special needs like that who need to be taken to a psychologist and when they tell their parents they don't agree. Children who are hyper active in class, they are able to learn lessons but because the child is hyper active it becomes difficult When he disturbs his friends, dishonesty of parents is like defend their children who do not do their assignments because the teacher and parents should work together in educating the child, so when there is this, it becomes difficult to handle the child(T2).

After teaching for a long time, of course, there will be some obstacles and difficulties in teaching. the same thing with classroom management which is always done every day in class with students (Soleimani and Razmjoo 2019). There are two kinds of problems faced by teachers here, the first is from students and also from the factors of the students' parents. so, to deal with this, it is very important for teachers and parents to collaborate in educating students.

CONCLUSION

This study aims to analyze how the strategies and challenges in classroom management for elementary school teachers and young learners are. Based on the results of this study, it can be seen that the strategies used by teachers are almost uniform or the same as in student seating arrangements, student rules and behaviors, how to approach teachers in

responding to and understanding their students, and optimizing lesson plans that are important in classroom management. This study also discusses the challenges and difficulties experienced by teachers in carrying out classroom management.

Furthermore, this study also discusses the role of the teacher and what factors affect the classroom management experienced by the teacher. For further studies, it is recommended to explore this section to complete this previous research. It is hoped that this research can be useful and become one of the foundations for further researchers. and the results of this study may be useful for the person concerned and if there are errors and shortcomings in the writing.

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