A LECTURER'S E-CLASS MANAGEMENT
(A Case Study of an English Lecturer at Higher Education)

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Abstract

The objective of this research was to find out an English lecturer classroom management in an e-learning class. This study employed a qualitative method with case study design, the subject of the research was an English lecturer at one of the universities in Kuningan. The data was collected by using an observations checklist, document analysis, and interview. The result of the research revealed that the e-learning class was managed well and there are 4 strategies used by the lecturer in managing the e-learning class; 1) Rules and Routines 2) Relationship, 3) Engaging and Motivating Instructions, and 4) Addressing Discipline. Therefore, it could be concluded that the English lecturer used four strategies as mentioned by Garret (2014) in managing the classroom. As remote learning makes students study from home, the physical design is not counted.

Keywords: classroom management, e-learning, higher education

1. Introduction

Coronavirus disease 2019 (COVID-19) has become a worldwide pandemic, originating in Hubei Province, Republic of China. This virus has infected many countries. In January 2020, the WHO Emergency Committee declared a global health emergency as COVID-19 confirmed cases have been expanding globally. In Indonesia, the first case was discovered in Depok on 2 March 2020. Due to the situation, the Indonesian government closed all the schools and made policies by conducting online learning or distance learning. According to Mendikbud (2020a), The Minister of Education and Culture of the Republic of Indonesia instructed schools and universities to carry out online learning or distance learning since 17 March 2020 for COVID-19 affected areas. This policy was taken to stop the transmission of COVID by closing schools to promote physical distancing. After that, the Ministry of Education and Culture of the Republic of Indonesia requires all schools and universities to conduct distance learning activities from 24 March 2020 due to the growing number of positive cases of COVID-19 in Indonesia and to protect the health of students, teachers or lecturers and all educational staff (Mendikbud, 2020b). This policy guides students to study from home and teachers to work from home as well.

In dealing with government policies, all the teachers in various colleges, universities and schools using the e-learning system in conducting the teaching-learning process during this pandemic. The e-learning process in higher education is being conducted with the help of numerous online platforms. Overall, the period, many terms have been used to explain online learning, such as computer-based learning, web-based training, e-learning systems and Learning Management systems. Currently, the teaching-learning process in universities carries out online learning.

However, during the e-learning class lecturers should find a suitable way to promote the learning process academically and socio-emotionally. The lecturer also should be able to manage the class in an

online classroom (Lathifah, Helmanto, & Maryani, 2020). In line with Jones & Jones (2012) beginning teachers and even those who are more experienced, often struggle to manage the classroom where students can learn. For this reason, teachers or lecturers need knowledge about classroom management. According to Brophy (2006), classroom management involves all of the step teachers take to build and sustain a learning environment.

Moreover, managing online classes will be different from managing conventional classes because lectures use an online platform to carry out the learning process. Based on explanation above, this research is formulated to answer the following question: "How does an English lecturer manage the e-learning class?". The researcher tries to find out out an English lecturer classroom management in an e-learning class.

2.Theoretical Background

2.1 E-learning in Higher Education

The coronavirus pandemic has affected the teaching-learning process in higher education institutions. As a result of the pandemic, colleges were forced to conduct the teaching-learning process and interactions with students through e-learning. E-learning becomes an important element for maintaining the activity of schools or universities. E-learning is the use of Information and Communication Technology (ICT) to enhance and support learning in tertiary education, state by OECD (as cited in Ayu, 2020). E-learning includes online learning, virtual learning, distance learning, networked learning or web-based learning. Since the letter "e" in e-learning refers to the term "electronic", it will include all educational practices conducted by individuals or groups operating online or offline, synchronously or asynchronously through networked or standalone computers and devices.

Horton (2006) the use of information and computing technology to construct learning opportunities is known as e-learning. In line with Engelbrecht (2005) describes E-learning as the concept that uses electronic media represented by the internet, CD-s, mobile phones, or even television to provide distance learning and teaching. In short, e-learning refers to transferring knowledge and education by using various electronic devices.

Rosenberg (as cited in Utami, 2020) mention that e-learning is described as the use of internet technologies to distributed learning content so that the students can access it. More specifically, Khan (as cited in Utami, 2020) e-learning is the delivery of learning content to anybody, wherever, and at any time using different platforms in a free, flexible, and distributed learning environment. Through e-learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher. From the definitions of e-learning, it can be concluded that e-learning can be accessed at any time and from any place by using various technologies and devices, enabling learners to learn about whatever they want. On the other hand, an e-learning system held to accommodate the teaching and learning process from home during this pandemic situation. In other words, the traditional class face to face meetings will be integrated with a mixed learning system using e-learning.

The use of e-learning in higher education generally gives an impact in usefulness and a positive influence on student performance. E-learning facilitates the educational process by improving collaboration and interaction with students, as well as providing flexibility and assisting students further in understanding lectures (Burac, Fernandez, Cruz, & Cruz, 2019). The e-learning process in higher education is being conducted with the help of numerous online platforms. Overall, the period, many terms have been used to explain online learning, such as computer-based learning, web-based learning, e-learning systems and Learning Management systems. All of these platforms share the use of the Internet, as well as certain features that enable registration, assessment of learners' and teachers' activities, and also encourages lecture delivery and engagement between

students, their colleagues, and teachers. One of the most important features of online learning platforms are forums, which allow asynchronous student-teacher communication and coordination, web conferences, which allow video, audio, and written communication, and chat, which allows users to send messages and receive responses in real-time (Cacheiro Gonzalez, Medina Rivilla, Dominguez Garrido, & Medina Dominguez, 2019).

One of the universities in Kuningan developed a learning management system called the eclass. According to Ouadoud, Chkouri, & Nejjari (2018) a learning management system (LMS) is defined as software that operates and includes a variety of services design to assist teacher in managing their teaching and learning activity. E-class platform aims as media for lecturer upload document of learning materials, or quizzes and assignments. Not only for lecturers but e-class also as media for students to get learning materials and collecting the assignment that lecturer made for students.

2.2 Classroom Management

Managing the classroom is one of the most important skills that a teacher should have in the teaching and learning process. Marzano (2003) stated that the most important roles of the teachers are as a manager. Classroom management is a concept used by teachers to create a conducive, comfortable, and pleasant atmosphere in the classroom. Based on Brophy (2006), classroom management involves all of the step teachers take to build and sustain a learning environment. In brief, it can be said that classroom management was procedures or strategies teachers or lecturers to organize the class and it has an enormous role in the success of the teaching-learning process.

The purpose of classroom management falls broadly into two categories Evertston and Weinstein (as cited in Garret, 2014). First, it is creating an environment for academic learning. academic learning refers to the learning material defined in state education requirements such as learning to read and write, reasoning, scientific, math, social studies and so on. Second, creating an environment for social-emotional learning. Social-emotional learning fosters the development of social skills and the ability to express feelings maturely. Classrooms are well-managed only if the educator has built environments that encourage all types of learning.

Garret (2014) define classroom management as a five-step that includes organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and efficient teaching, and dealing with discipline issues.

The physical design of the classroom

The physical design is about how the classroom is laid out. It is about arranging student desks, where the lecturer table is, where learning centres and materials are located, arranging other furniture, equipment, decor, create adequate space for interaction and so on.

Rules and Routines

Rules and routines are important components of effective classroom management and developing an environment conducive to learning. The majority of classroom rules concern overall conduct. On the other hand, routines are often more applicable to individual tasks and often provide some direction for how these tasks can be completed. In addition to the rules, routines are crucial to the general fluidity of the classroom. It shows the students how to do basic activities in an effective and organized manner. Most routines fall into three board categories: movement, routines, lesson-running routines, and general procedures.

Relationship

The concept of developing caring relationships was frequently overlooked. By maintaining good interactions with students, the classroom will be a place for any person to share their emotions and work together. Academic achievement relies on the close relationship and guidance that teachers and students share.

Engaging and Motivating Instruction

The fourth component of classroom management involves instruction, which involves the use of instructional strategies that maximize students' engagement and interest in learning. Engaging and motivating instruction goes a long way toward eliminating behavior problems before they start. To ensure that a lesson runs smoothly, the lecturer must develop a clear understanding of the numerous managerial tasks that must be accomplished before, during, and after a lesson to implement an engaging and motivating lesson.

Addressing Discipline Issue

Discipline requires actions by the lecturer toward the students when the students' misbehavior disrupt the learning process or breaks the rules created by the lecturer before. Discipline revolves around the lecturer focused on preventing and responding to students' misbehavior. Discipline does not mean punishment, nor does it only mean the actions that the lecturer takes after misbehavior occurs. Discipline also includes lecturer actions that prevent misbehavior.

METHOD

This research used a qualitative method as an approach to get the detailed description and information in the process of conducting the research. The qualitative approach is to emerge from the behavioral and social science as a method of understanding the uniqueness, dynamics and integrity of human beings (Creswell, 2014). Thus, this research used a case study design to gain the data of each variable. Creswell describes the qualitative approach to a case study with the investigator focusing on one or more cases over time through detailed, in-depth data collection involving multiple sources of information (Creswell, 2013).

This research conducted in one of the universities in Kuningan at English Study Program. The participant of the research was one English lecturer who teaches morphosyntax subjects in one of the universities in Kuningan. The lecturer choses as participant because she has been taught for ten years and morphosyntax subjects is one of difficult subjects.

In this research, the researcher used observation, document analysis and interview as the instrument. The observation chose to observe how the lecturer manages the e-class. The observation was done directly through google meet. 4 aspects observed namely 1) rules and routines, 2) Relationship, 3) engaging motivation and instruction, 4) addressing discipline.

This research gains the data only in one day. The researcher adopted and modified theory from Garret (2014) as observation sheet. Then, the document analysis was used. The documentation of this research used E-class platform screenshot activity, students 'assignment and students' attendance one-class platform, WhatsApp activity, lesson plan, etc. After that, the researcher interviewed the lecturer to complete the data about the lecturer strategies in managing e-learning class. This research chose to conduct a Semi-structured interview. The researcher interviewed the lecturer via WhatsApp and made a transcript according to the content of interview. The researcher adopted the eleventh question from theory Garret (2014). Furthermore, this research used technique of analyzing data by Creswell (2014) divides the process of analysis into six phases, namely organize and preparing data for analysis, reading through all data, coding the data, themes/description, interrelating themes/description, interpreting the meaning of themes/description.

RESULT AND DISCUSSION

This research was conducted in order to know how the lecturer managing e-learning class during the COVID-19 pandemic situation. The data in this research were taken from observation, document analysis, and interview. The detailed explanations of the findings of this research are presented in the following sections.

The English Lecturer Classroom Management

The first component of classroom management is rules and routines. Based on the observation, the lecturer didn't inform the rules during the class via google meet. Lecturer gave the material about the introduction of syntax and it can be downloaded by students via e-class. Then, the lecturer gave assignments to students through e-class and collected the students work through e-class as well. The assignments gave with clear directions and had a due date so that the students had to submit the assignments on time. This activity regarding giving and collecting assignment including to lesson-running routines.

Based on the interview, the lecturer had rules that she used when teaching in the class and the rules depending on how the course being carried out. The rules for google meet class, such as the students should joined the google meet using their own account, turn on the camera, turn on the microphone when asking questions, and the students had to fill the attendance in chat column of google meet. if the class didn't use Google meet, students fill out their attendance directly on the e-class platform. Students are required to fill out the attendance form in the e-class before the course begins. Attendance is available at 8.00 a.m. for A class and 12 p.m. for B class. Then, the lecturer would check the students' attendance at every meeting via e-class or the chat column on Google Meet. The attendance data would be synchronized and then inputted so that students' attendance in class controlled well. This activity regarding taking students' attendance include to general procedure routines.

In short, the English lecturer made a specific rule and it becomes a routine in the class. These rules are made to help the lecturer manage the class and prevent misbehavior occurred. The rules and routine are important things in order to manage the class, this ensures that online learning activities run smoothly with as little time loss and distraction as possible. In line with this Emmer, Evertson, & Anderson (1980) state that rules and routines are vital aspects of a teachers' classroom management plan.

The next component of classroom management is developing caring relationships. Developing caring relationship is divided into two, the first is the teacher-student relationship. The lecturer relationship with students was good enough. The lecturer always greets her students in the beginning of the class. The lecturer created a pleasant atmosphere in the class by bringing humour to make the students more relax. Then, the lecturer provides discussion as opportunities for students to interact. The students also are invited to be risk-takers without fear. It means that the students were not seen afraid to ask if they found unclear material or instruction. Moreover, the lecturer providing extra help for student who needs it, she offered tutoring outside of class hours for students who are having difficulty complished the assignments. Students would believe that the lecturer cares about their academic success if the lecturer was flexible in creating feasible extra credit assignments.

In addition, based on the interview to created a supportive relationship and conducive learning environment both students and lecturers had to follow the rules in the class. Belongs to the research, the quality of relationships in the classroom has a direct impact on a teacher's ability to create a conducive learning environment (Newman, 2000; Pianta, 2006). However, the interaction between students is not very visible because the lecturer didn't make students work in groups.

The third component of classroom management is engaging and motivating instruction which involved using interactional techniques that increase students' motivation and interest in learning. Firstly, plan for the necessary materials. Based on the observation, the lecturer used PowerPoint that she made before to explain the material to students. The PowerPoint contained the topic of the material being taught and presented to the students so they can easier to understand

the material. The topic of the material discussed about introduction of syntax. The material divided into two on the first half of the semester was discuss about morphology and after midterm was discuss about syntax with the first topic about Introduction of Syntax. These topics relate with the lesson plan and syllabus that the lecturer made for teaching morphosyntax.

Before explained the material, the lecturer gave some question about how many parts of speech as a warming up. This activity is known as brainstorming or ice breaking, but in online learning ice breaking activity does not take the form of physical activity, only in cognitive activity. The lecturer explained the material in an understandable way and detail. Sometimes, she explained by mixing English and Indonesian language so, the students could be easier to understand the material. After explained the material, the lecturer checked students understanding by asking some question. During the learning process, the lecturer motivated students to be more enthusiastic and more focused in learning syntax. The last, lecturer gave the assignment to evaluate the teaching-learning process. The assignment was giving through e-class with clear instruction.

The teaching-learning process was run smoothly. Before the class begin, the lecturer was making preparation and gave instruction to the students via whatsApp so the students prepared the necessary equipment they need such as laptop, smartphones, PowerPoints, etc.

Furthermore, based on the interview, lecturer made lesson plan, learning material, exercise, reviewing the research that related to the material before teaching in order to make the learning process can be effective and efficient. Then, the lecturer often give instruction to students to inform about how the class would be conducted. Aside from that, during the class lecturer was monitoring the students by giving a question. This question aims to check whether the student pay attention or not. In addition, the lecturers tried to gave as much time as possible outside of the google meet sessions to help

students and provide consultation so that material could be conveyed well. In conclude, the lecturer prepared the material well and gave clear instructions so that students would not be confused when they received materials or assignments. Lecturers also monitor student progress and provide feedback by answering students' questions and checking their work on the e-class platform.

The last component of classroom management is addressing discipline, include responding to behavior problems, rewards and punishment. Based on the observation, there was no serious misbehavior during the learning process, only a few minor misbehaviors that occurred such as there were some students who didn't turning on the camera during the google meet. The lecturer used I-message to warn the students who did not follow the rules during face-to-face meetings, namely turning on the camera.

During the class lecturer used rewards. For the reward, it implemented by appreciating them, lecturer said: "good job" or "excellent" and the highest appreciation was giving high score in assessment. The lecturer gave positive feedback or appraisal to students after students answer the question correctly. However, lecturer often gave tolerance to students who did not follow the rules as long as the students provided a clear reason.

Based on the interview result, the lecturer explained in more detail the punishment and barriers during the e-learning process. The students who did misbehavior would be expelled from Google Meet. In addition, there are several barriers that occur during the online learning process. Some of these barriers were mentioned by the lecturer in the interview such as internet connection unstable, and need another platform such as smartboard to make teaching and learning more optimal.

Furthermore, the previous study by Lathifah, Helmanto, & Maryani (2020), revealed that the teacher used 4 of 5 effective classroom management criteria, there are rules and routines, relationships,

engaging and motivating instruction and discipline in order to manage the online classroom. On the other hand, the parents also give the contribution in the learning process as extra help. Compare with this research, it was as well as the English lecturer used the four strategies to manage the e-learning classes in order to made the learning process run effectively.

Therefore, it could be concluded that the English lecturer managed an e-learning class well and she used four strategies of classroom management as mentioned by Garret (2014) in managing e-learning classes, there are strategies rules and routine, relationship, engaging and motivating instructions and addressing discipline.

CONCLUSION

Classroom management is an important thing in the teaching and learning process. Especially in this pandemic situation, the use of classroom management is needed to manage the e-learning class. Managing e-learning classes would be different from managing conventional classes because lectures used an online platform to carry out the learning process.

The result of research gathered through observation shows that there were three strategies of classroom management were used during face-to-face meetings through google meet; strategy to build a positive relationship between students, strategy to engaging and motivating instruction, and addressing discipline as a strategy to prevent and respond to the students' behavior. Thus, the strategy rules and routines were not established during the observation. This result can be seen from the interview data that rules and routines applied on students' attendance, collecting students' assignment and the rules when the learning carried out through google meet.

In short, the researcher finally could get the conclusions of the research which is the lecturer was managed the e-learning class well and used four of five strategies in managing the e-learning class, there are established rules and routines, build the positive relationships with students,

engaging and motivating instruction, and the last one is addressing discipline to prevent and respond to the student's behavior problem. As remote learning, the physical design is not counted as the strategy of classroom management because of the students' study from home.

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