

THE IMPLEMENTATION OF EFFECTIVENESS LECTURERS' KNOWLEDGE IN CLASSROOM LEARNING

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Abstract

The Implementation of Effectiveness lecturers knowledge is important in classroom learning, the goal of this research was to examine how lecturers' knowledge was used to English language instruction in the classroom. Knowing how the practices and the expertise of the presenters related to one another was also important. Using a qualitative case study approach, this study was created. A checklist for observation and an interview were used to collect the data. Eight English lecturers served as the main subjects, with their cadets serving as auxiliary topics. The interactive model proposed by Miles and Huberman was used to examine the results. The statistics showed that the participants' understanding of the classroom varied; one had sufficient knowledge, another demonstrated an average performance, and the other two were developing. Two lecturers demonstrated great classroom management during their practice sessions, whereas the other two put forth just mediocre effort. There were three groups of lecturers for the correspondence, with the first group having sufficient knowledge and applying it simultaneously, the second having average knowledge but applying it more skillfully, and the third having emerging knowledge and applying it in a way that is likely to be consistent with their knowledge in the classroom.

Keyword: Effectiveness, Implementation, Knowledge, Learning, Classroom

INTRODUCTION

Politeknik Penerbangan Surabaya is one of the primary socio-educational institutions where teaching and learning activities are carried out in a formally organized way. As a result, the main goal of education is to provide its students, or cadets, with the environment they need to manifest the intended behavioral changes throughout their entire personalities. Therefore, the efficient implementation of classroom instruction is critically necessary to the successful completion of such crucial aims.

The fundamental challenge, however, that right now demands the focus and dedication of the majority of education scholars is how to continually maintain instructional efficacy in classrooms with vast and diverse student populations. In fact, from the beginning up until

the present, a sizable number of people working in the field of education have been seen devoting a tremendous amount of their time, energy, and resources to coming up with a workable and trustworthy solution to the problem at hand. Unfortunately, none of them seem to be brave enough to summarize instructional success by assuming that it would be achieved solely by creating a solid curriculum. If the proper teaching strategies are not used, even the best curriculum and syllabus would stay lifeless (Aggrawal, 1996-79). However, even if the proper teaching strategies are used, as Callahan and Clark (1988-128) pointed out, the lecturer's efforts in the classroom will be completely ineffective if the students' attitudes are hostile toward classroom learning. Dunkin and Biddle (in Mohammed, 2002) argued that learning in the classroom is a

crucial prerequisite for learning, and that if the lecturer is unable to resolve issues in this area, we can disregard the remainder of the instruction. As the primary driver of the learning and teaching process, a lecturer's classroom skills are therefore the key to resolving the problem at hand. Few parts of education have caused as much worry as the classroom and administration.

Classroom management techniques offer a great chance to improve cadet performance and learning. Numerous studies show that one of the key elements influencing learning is the classroom. An effective instruction is essential for the advancement of learning, and an effective classroom prepares the classroom for that instruction. Varying educators throughout history have given varying definitions of the word "classroom". The actions and techniques lecturers do to keep the classroom in order are generally referred to as classroom activities (Doyle, 1986). The term "classroom" is used by Martin, Yin, and Baldwin (1998) to refer to all of the lecturer's attempts to supervise a variety of activities in the classroom, such as learning, social contact, and cadet behavior. Person, instruction, and discipline are the three main components of a classroom (Martin & Baldwin, 1993).

A lecturer will put out his best effort to provide a supportive and positive learning atmosphere for the cadets by maintaining an effective classroom. Numerous studies have been completed recently that address the importance of the classroom in supporting classroom learning.

One of the findings showed that the classroom is a crucial feature to apply in elementary classrooms (Cotter, 2011). The foundation for the cadets' ability to build their beliefs about their knowledge and learning is elementary schooling. As a result, it is considered suitable to introduce the cadets at this level to a well-managed classroom in order to aid them in developing well-organized learning habits. Additionally, in

order for the elementary cadets to study and perform at their best, they require a tidy and welcoming environment.

A chaotic classroom environment prohibits cadets from learning to the fullest extent possible and makes it impossible for the classroom to function effectively. A primary school classroom should be a delightful place to be while simultaneously serving as a place where students can actively study. Additionally, the classroom is essential for important school-day events including safety and communication. Unfortunately, the lecturer has discovered in its use that it is challenging to distinguish between the strategy of how to manage the class and how to control cadets' discipline (Cotter, 2011). The speaker frequently makes connections between the classroom and the kind of punishment that might be used to develop, reinforce, and create excellent conduct. This fact has an impact on the creation of the regulation that has repercussions that, in reality, do not considerably aid the cadets in accomplishing their educational objective. These lecturers don't realize that managing the classroom involves controlling all elements in order to prevent misbehavior that can interfere with class activity. As a result, it serves as more than just a means of forcing the cadets to sit still and keep quiet in class as required by the lecturer; rather, it aims to foster an environment that encourages learning rather than disruptive behavior. Any subject at any educational level, with the exception of elementary school English class, could experience the issue associated to the implementation of an effective classroom. For the cadets, studying English as a foreign language may either be thrilling or terrifying, especially for those still in primary school. As a result, the success of the lesson largely depends on the English lecturer's capacity to control the classroom and foster a supportive environment. Given the importance of effective classrooms in supporting the teaching and learning of English in

elementary classrooms, it was deemed crucial to conduct a thorough investigation into the lecturers' understanding and usage of effective classrooms, particularly in an elementary school. Given the subject matter, this study was carried out as a case study and will be carried out in a private school in Surabaya. It was decided to conduct this study at Politeknik Penerbangan Surabaya because of how well-liked it is and how many parents choose to enroll their children there.

The researcher was very curious about how the English lecturers managed the large classes so that the cadets could reach their learning objectives because she was aware that this school has a large number of cadets with a renowned reputation in the community. Therefore, this study was completed to assuage the curiosity and learn more about the lecturers' classroom expertise that might be effectively incorporated into their practices. The correlation between lecturers' knowledge and their behaviors was thoroughly analyzed as a final step in this inquiry, making the report a comprehensive product of the investigation.

PURPOSE OF RESEARCH

In order to aid the cadets' learning process, this study attempted to explore a case that occurred in a specific location in relation to classroom practices based on the knowledge of the lecturers. In particular, it attempted to ascertain the lecturers' understanding of the classroom and how the knowledge was put into effect by the lecturers themselves in a classroom context.

The two would then cut off their correspondence, and perhaps the outcomes would provide the lecturers and the school with insight into how to improve the quality of their classroom instruction

METHODS OF THE RESEARCH

To characterize and analyze lecturers' knowledge and practices on effective classroom in, this study

employed a qualitative case study technique. A case study, according to Merriam (2001), is a way to fully comprehend a circumstance and what it means to everyone concerned. Therefore, this type of design was consistent with the study's goal, which was to closely examine the knowledge and application of the classroom that the lecturers in the selected setting possessed.

The English lecturers at Politeknik Penerbangan Surabaya served as the study's subjects in this qualitative case study. These participants were selected using a technique known as purposive sampling, which allows the researcher to choose which subjects to include in the case under investigation. Although they are employed by comparable institutions, the researcher chose those individuals in order to have a variety of study results. Additionally, the cadets who were being taught by the study's subjects had been included as secondary subjects in order to augment and validate the data.

This study used certain qualitative methodologies to get the data in order to achieve the goals. In this study, three qualitative methods of data collecting were used: tests, observations, and interviews. Therefore, the test used in this study was used to address the first research topic about lecturers' classroom expertise. The following step in this study was observation, which was taken after the test had been completed. This thorough observer observation was used to record the cadets' behavioral patterns while the lecturer used a particular teaching strategy, thoroughly document the lecturers' classroom procedures, and later gather more in-depth data or information that could be used to create interview questions. Thus, this approach effectively addressed the second research issue, which concerned the use of classrooms for classroom instruction. The third technique was a focused group interview, which was similar to a regular interview but was more likely to be

divided into groups according to categories selected by the researcher. In this study, the focused group, focused directed group, and groups of cadets were the three different groups to which the interview was directed.

The focus group was made up of a number of lecturers who fell into the first and second quadrants of the matrix. These Lecturers applied between 50 and 100 percent of their knowledge to the classroom. While targeted directed interviews were utilized to get information from groups of lecturers who had little or no experience and used it insignificantly as a result of which they were positioned in the bottom of the quadrant. In contrast, the cadets' interview focused mostly on overall evaluations of their lecturers' work and individual remarks on the difficulties both lecturers and cadets experienced in the classroom.

The English Lecturers who are the study's subjects and some cadets who served as support participants are the interviewees in this instance. The third study question, which concerns the consistency between lecturers' understanding of good classroom practice and its application in the classroom, would be addressed through the interview session. The information gathered with this method is in the form of descriptions and explanations that are based on the thoughts, ideas, and experiences of the interviewees and are guided by the researcher's list of interview questions.

The information obtained through a number of data gathering procedures was finally analyzed using the interactive data analysis model established by Miles and Huberman (1994). This type of data analysis strategy utilized three concurrent activity flows that sought to provide a study's representative results. Data reduction, data visualization, and conclusion drawing/verification were the three activities. Data reduction is the process of choosing,

concentrating, streamlining, abstracting, and transmitting any information gleaned from the data collection process. The data that were left behind after data reduction were then shown or visualized to help the researcher come to conclusions regarding the study. When all the data had been displayed, the researcher could now draw conclusions about the study based on the information gathered. Additionally, the correctness of the result was confirmed by re-questioning the individuals regarding the accuracy and authenticity of the data.

As a result, the study's overall conclusion was equitable for both the researcher and the subjects. With the help of this type of data analysis, the researcher may move steadily between these English domains (data collection was the English one) in order to arrive at a well-organized and analytically sound conclusion or study result.

RESULT AND DISCUSSION

By combining the key findings from each speaker, this part provides a comprehensive overview of the study's findings. The part opens with a discussion of lecturers' understanding of effective classroom methods, classroom practices, and correspondence between these two elements. The observation of lecturers' classroom practices revealed a range of scores, indicating that each lecturer implemented several indicators' points in their own unique manner.

All English lecturers received a score of 1 for the first indicator, which measured whether the lecturer taught in an ideal classroom. It was due to the fact that all of them taught a class of more than 35 cadets in a cramped classroom with just 1 adult available to assist with learning. This type of class would have an impact on the cadets' academic performance and the lecturer's capacity to support each cadet with their unique issues and diversity. The application of lecturers' broad knowledge of the classroom and its implications

was the subject of the following indication. Due to their performances meeting all of the criteria for this indicator, lecturers 1 and 4 received a full score, while lecturers 2 and 3 received a partial score. The following point discussed qualities of a successfully run classroom using cadet performance as the gauge. Out of the English lecturers, one received a perfect score, one received a two, and the remaining two received a one. Almost all of the Lecturers provided ample evidence of their personal and professional characteristics when it came to managing the classroom. Lecturer 1 received a perfect score on both indications, but Lecturers 2 and 3 had average scores on both indicators, and Lecturer 4 displayed mediocre performance on the personal quality but received a perfect score on the professional quality.

The classroom approach was another crucial element that could be observed in classroom activities; it was possible that each lecturer might use a combination of two or three approaches rather than just one for each lesson. Consequently, the grade was determined by observing two lessons. In this instance, lecturer 1 earned three points for using two separate techniques effectively in the appropriate situations and activities, while lecturer 4 earned two points for combining two ways, although only one of them was dominating and the techniques weren't actually employed well. Lecturers 2 and 3 only received 1 point for using one approach, which wasn't exploited to its full potential, and the lecturer displayed an unclear cut for the strategy she used. In terms of instructional techniques, lecturers 1, 2, and 3 each received a score of two because they failed to implement some components of the strategies, such as establishing norms and procedures, allocating time, motivating students, and working with both poorly and highly motivated cadets. But lecturer 4 received a grade of 3 for making every effort to use all the techniques.

In relation to the manner the lecturer addressed the issues that undermine classroom effectiveness, All English instructors improved by two points as a result of their shared approaches to handling issues in the classroom. After viewing the English disciplines, it was established that lecturers' approaches to creating an effective classroom varied depending on a number of criteria. The first one concerned their understanding of the classroom itself, followed by their individual reactions to and adjustments made in light of the various situations they face on the job, and finally the state of the cadets and the classroom at a certain point in time, particularly during the research period.

CONCLUSION AND SUGGESTION

To encourage cadets in studying at the greatest level, the lecturer must take into account the importance of the classroom. Not only would having a well-run classroom boost lecturers' confidence in their ability to teach, but it would also give cadets a comfortable place in which to learn so that their education would be worthwhile. However, in actual reality, there were still certain limitations on how the classroom was applied from all sides, including the Campus, the lecturers, and the cadets.

The Campus were unable to offer the lecturer and the cadet any resources or even policies that would help them carry out the teaching and learning process. Additionally, the lecturers' understanding of the classroom itself may be another barrier to their instructional strategies. Sometimes a lecturer finds it difficult to keep the class on track and provide suitable role models for the cadets' learning when they lack sufficient knowledge of the classroom or other topics that must be mastered. Although lecturers may make certain adjustments to their teaching methods based on their own values or feelings as educators, in order to enhance the support for the

cadets, they still need to arm themselves with knowledge or current issues in the field.

The final barrier could come from the cadets' perspective, as they may be less motivated to learn and exhibit inappropriate behavior during the teaching and learning process. As a top-notch elementary school in Surabaya with accreditation, Politeknik Penerbangan Surabaya served as the site for the study. English lecturers were monitored for this study to assess their knowledge and instructional strategies. Some information and facts were made available from the perspectives of both lecturers and cadets by means of tests, observational checklists, and interview guidelines. It was discovered that the English lecturers had a range of educational backgrounds, as well as personal and professional attributes that could have an impact on their understanding of the classroom. Following the collection of all test and observation checklist findings, this study determined the consistency between these English subjects' knowledge and instructional techniques. It was discovered that there were at least three groups of lecturers, with the first group having sufficient classroom knowledge and applying it simultaneously, the second group having average classroom knowledge but applying it more effectively, and the third group having emerging classroom knowledge and applying it slightly more or probably in line with their knowledge in the classroom practice. After learning certain findings from the study on lecturers' classroom knowledge and practices, there are some recommendations that may be made to lecturers specifically as well as the school, other educators, and other parties with an interest in education. Although students only learned a little about the classroom in college, it is hoped that the lecturers—both the subjects' lecturers and other lecturers—can increase their understanding of it.

There are a variety of things lecturers can do to increase their knowledge of the classroom, including reading articles about it, especially the most recent updates from specific educational institutions, participating in workshops related to classrooms, sharing experiences with colleagues to better understand different types of cadets, and more. It is intended that lecturers will be able to use their strong knowledge of the classroom in their teaching. Therefore, a class that is well handled would be more lively and supportive of cadets in realizing their full potential. To help lecturers stay on track in their classroom practices, it will be a good idea for the school to establish specific rules, processes, and wisdoms in relation to the teaching and learning process, particularly in the classroom.

The third recommendation is made to other educators or parties who care about education to raise the standard of living of people, particularly children, in the nation. These parties may become involved by offering lecturers at all levels more intensive workshops, conferences, or simply meeting time so they could discuss recent concerns relating to education in general and the classroom in particular. Inviting some educational specialists (who might be foreigners for English) for a visit so each school can, at the very least, give the lecturer examples of how the classroom might be run or how the content might be delivered differently from what they have been doing every day with sufficient passive and active references, it is envisaged that lecturers will be more excited while imparting knowledge to the cadets, and as a result, the cadets will be more motivated to learn.

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