



Classroom Management Problems Faced by English Education Students at FKIP Unram Undertaking the Campus Teaching Program

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Received : January 16, 2024

Revised :

Accepted :

Published:

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DOI:

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Abstract: This study addresses the challenges English Education students face in developing relationships, motivation, and engaging instruction in English classes. The research design is descriptive qualitative research, and the data collection methods include observation sheets, interviews, and document analysis. The study participants are five students who participated in the Campus Teaching (KM-5) program at UNRAM and seek to identify the problems they encounter in classroom management, how they solve them, and how well they manage their classrooms. The findings address the research questions, highlighting how KM-5 students apply classroom management strategies, the problems, and the efforts to overcome these challenges. The results highlight the need for further support and development opportunities for student teachers to enhance their classroom management skills and teaching practice.

Keywords: Campus teaching (Kampus Mengajar), classroom management, problems, developing relationships, motivating and engaging instruction.

INTRODUCTION

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has introduced a new policy to strengthen the quality and adaptability of Indonesian society, particularly in the higher education sector. This policy, outlined in the regulation number 3 of 2020, chapter 18, emphasizes the National Higher Education Standards, providing options for undergraduate and applied undergraduate program students to complete study periods and credits through various learning processes. Tobing et.al. (2022) stated that the importance of these programs in developing soft skills and adaptability to current needs. Another initiative under the Free Learning programs is the Campus Teaching (KM) program launched in 2020, which has seen significant participation. The KM program aims to recruit students to assist in teaching and holding learning activities in Indonesian schools. This program has seen over 70,000 students involved in various teaching batches across Indonesia. Furthermore, the KM program offers opportunities for students to develop creativity, capacity, and independence in seeking knowledge. To facilitate the KM learning activities, a Free Independent Learning Campus Policy (MBKM) page system has been developed. This integration with the Higher Education Database (PDDIKTI) ensures that only active students meeting the requirements can register and report learning activities.

Sakarinto (2022) explains that through those programs' policies, universities are expected to be able to develop and implement innovative learning techniques to facilitate the development of soft skills and be flexible to change and adapt to current needs. According to the Directorate General of Higher Education, Research and Technology (2022), the Free Learning programs have several programs such as Internships, Independent Study, Independent Student Exchange, Independent Entrepreneur, Indonesian International Student

Mobility Awards, Teaching Practitioners, Rise up by Google, GoTo, and Traveloka, Ministry of Energy and Mineral Resources ESDM)–Solar Electricity Initiative Movement (GRILYA), and one of them is Campus Teaching (KM). Since it was launched in 2020 by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the Campus Teaching (KM) program has recruited more than 70,000 students and placed over 15,000 schools in the course of Indonesia which is divided into 1) Pioneering of Campus Teaching, 2) Campus Teaching-1 (KM-1), 3) Campus Teaching-2 (KM-2), 4) Campus Teaching-3 (KM-3), 5) Campus Teaching-4 (KM-4), and 6) Campus Teaching-5 (KM-5). At Campus Teaching batches 1 (KM-1) and 2 (KM-2) in 2021, Kemendikbudristek has sent more than 30,000 students nationwide to teach Indonesian children. Meanwhile, there are 31,261 participants recorded at the Campus Teaching batch 3 (KM-3) and batch 4 (KM-4) in 2022. Student participants will be placed in several regions. Thus they are only sometimes in their respective areas. Hopefully, this will strengthen the sense of diversity among students (Kemendikbudristek, 2022).

Tohir (2020) emphasizes the responsibilities of the KM participants, such as improving literacy and numeracy, technology adaptation, and assisting in school administration. The University of Mataram (UNRAM) has provided support, especially for English Education students placed in schools. However, challenges arise, particularly in classroom management, where students may lack specific teaching preparation. The struggle with classroom management is further explored by the researcher, who had firsthand experience with the KM program. The researcher's personal perspective highlights the importance of effective classroom management, especially in teaching English subjects. Additionally, various studies have been conducted regarding classroom management problems in schools, utilizing pre-

service teachers and student apprentices as research participants. Tohir (2020) stated that in conducting the KM programs, the participants have numerous primary responsibilities, including improving literacy and numeracy, technology adaptation, and assisting school administration. University of Mataram (UNRAM) fully facilitates and supports all students undertaking KM, especially the Faculty of Teacher Training and Education (FKIP). The KM participants of English Education students placed at elementary or Junior high schools have several problems implementing the KM program, especially in classroom management.

The English Education Department program at FKIP-UNRAM has suggested that the KM students have to teach the English subject at their placement schools as a requirement for converting the 20-semester credit system (SKS), even though they have never received a micro-teaching class. Students of KM-5 have the responsibility to teach English subjects in the school, as a substitute for their micro-teaching class.

On the other hand, as a former student of the KM program, the researcher has an early perspective on classroom management during her Campus Teaching (KM-2) program in 2020 (KM batch 2) especially teaching an English subject. Class management makes a specific contribution to building an effective teaching and learning process at school and also as a main problem in conducting teaching and learning in class. Classroom management in English learning has several things that may be different from class management in other subjects. English classes are more focused on speaking and listening skills than other subjects that may put more emphasis on reading and writing. Effective classroom management in an English class will create an atmosphere that supports the learning and practice of speaking and listening skills. In conducting English classes, the teaching methods used are different, such as language games, simulations or play roles, and other creative activities. Effective classroom management is obligated to manage and organize class activities so that students can learn effectively and engage in learning.

Furthermore, several studies have been conducted regarding classroom management problems in schools. Prihartini (2020) conducted a similar study about classroom management problems using student apprentices (PPL) as the sample of her research study. Meanwhile, Kezer & Yavuz (2018) and Jayadi, et.al. (2022) conducted similar research using pre-service teachers as their research participants. Moreover, five students of KM-5 from the English education program were taken as participants in this research. This study aims to discover the classroom management problems faced by KM-5 students, especially in developing relationships and motivating and engaging instruction, how the KM-5 students solve the problems, and how well the KM-5 students of the English Education program manage the English classes in school. Based on the statement above, the researcher decided to conduct research with the title "Class Management Problems Faced by English Education Students at FKIP UNRAM Undertaking the *Campus Teaching* Program".

RESEARCH METHODS

The research design employed in this study is descriptive qualitative research, utilizing observation, interviews, and documentary instruments to gather data by Sugiono (2016). According to Devi (2021) stated that the descriptive qualitative research method is used to find knowledge or theory about research at a certain time. The goal in this study is to understand the classroom management problems faced by Campus Teaching batch 5 (KM-5) students, particularly in developing relationships and motivating and engaging instruction during the program. Five students who participated in the KM-5 program were the research participants, and data was collected from two schools, SDN 19 Cakranegara and SDN 32 Ampenan. Data collection involved observation, documentary research, and interviews. Observation was conducted in English classes at the schools, focusing on developing relationships and motivating and engaging instruction. The researcher observed the classes and examined the students' lesson plans. Documentary research involved analyzing the lesson plans to understand the components of classroom management used by the students. Interviews were conducted face-to-face with the KM-5 students to gather in-depth information, and audio recorders were used to facilitate data collection. The data will be examined using Miles et.al. (2018) interactive model of analysis. The data analysis procedure involved data reduction, data display, and conclusion drawing. Data reduction was necessary due to the substantial amount and complexity of data obtained through observations, interviews, and documents. Data display involved presenting the structured and compressed collection of information based on checklist observation sheets and interview transcripts. Conclusion drawing aimed to describe how KM-5 students applied classroom management, the problems they faced, and their efforts to solve these problems, particularly in developing relationships and motivating and engaging instruction. The findings were explained through descriptive text to elaborate on the results.

RESULT AND DISCUSSION

This part presents the findings of the study. It provides a comprehensive analysis of the collected data, including observations, document analysis, and interview responses. The findings address the research questions, highlighting how KM-5 students apply classroom management strategies, the problems they face, and the efforts made to overcome these challenges.

The application of classroom management by the KM-5 students especially developing relationships and motivating and engaging instruction

The observation focused on how KM-5 students apply classroom management, particularly in developing relationships and motivating and engaging instruction. The first component, developing relationships, involved maintaining good relations with students and using techniques to gain their attention, as well as grouping students for collaborative activities. The observation revealed that three to five KM-5 students consistently maintained good relations with their students, while two others often did so.

Additionally, three of the five KM-5 students often developed relationships between students by grouping them in class, while two to five students did not group their students. The second component, motivating and engaging instruction, encompassed considerations before, during, and after the lesson. The students prioritized physical classroom design, created daily lesson plans, and utilized media such as laptops and projectors to display teaching materials. Furthermore, the students monitored students' activities and provided feedback to assist in understanding the discussed topics.

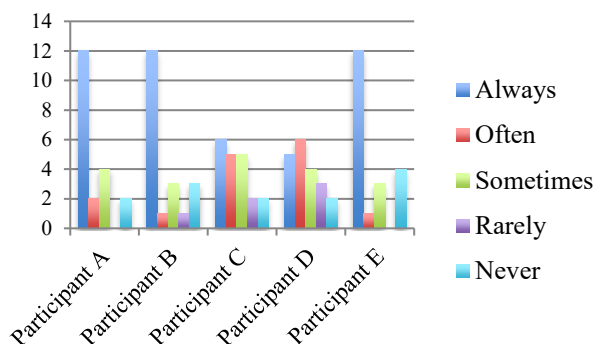


Figure 1. the result of observation checklist

Based on Figure 1, it can be seen that participants A, B, and E always carry out 12 points out of the 20 points listed on the observation checklist. Participant C did 6 points out of 20 points, and Participant D did 5 points out of 20 points.

The problems faced by KM-5 students during teaching practice in classroom management especially developing relationships and motivating and engaging instruction

The interview was a semi-structured interview aimed to answer the second and the third research questions, which have open-ended questions and focused on two components. The components were the problems of classroom management in developing relationships and motivating and engaging instruction. The researcher arranged the problems encountered in class by KM-5 students in this part of the findings. The researcher concluded the answers from the five research participants and obtained six main problems. The first problem is the students often act as they do not care about the class and underestimate their teacher in class. One of the statements comes from RP-A:

"...Yaa, ada saja ya beberapa siswa yang meremehkan saya sebagai pengajar, perilakunya lebih seperti tidak mau mendengarkan, ribut sendiri, ketika diberitahu malah tidak peduli yaa gitu dah..."
 ["...Well, some students underestimate me as their teacher. They are ignorant, crowded, and stubborn..."] (Research Participant A)

According to RP-A, the problem was caused by the student in that school, who did not have respect and was hesitant to the teacher. Because RP-A had just come to their school, the students at the elementary school thought that RP-A could not teach like the teacher who usually teaches the class. Statement from RP-A:

"...Yang buat masalah ini sering terjadi mungkin karena anak-anak tidak percaya kita bisa mengajar, dan karena kita masih mahasiswa jadinya mereka berfikir saya tidak mampu mengajar seperti guru mereka dan tidak setara sama gurunya gitu..."
 ["...It often occurs in this situation because sometimes they underestimate us as their teacher because they know the fact that we are still a university student, thus they thought I'm not capable as their teacher at school..."] (Research Participant A)

Naughty students were the second problem faced by the research participants in the class. According to RP-B the students in class only cared about themselves and did not listen to their teacher's instructions. They reckon the teacher was a joke when teaching in class. One statement from RP-B:

"...Ada beberapa siswa yang susah diajak berinteraksi, terlalu aktif dan interaksi yang dilakukan gurunya terkadang dianggap bercanda. Lalu ada saja siswa yang mebandel dan tidak bisa diatur..."
 ["...Some students find it hard to communicate with the teacher yet they are hipper active, they believe all kinds of communication or interaction is unserious. Afterward, some students are naughty..."] (Research Participant B)
"...Disini masalahnya sering muncul karena saya kan baru mereka temui, jadi mereka merasa tidak percaya mungkin yaa jika saya bisa mengajar dan mengelola kelas mereka. Jadi agak sedikit sulit membangun hubungan dengan mereka..."
 ["...Here the problem often arises because they just met me, so they do not put their trust in me, that I can teach and manage their class. So it's a little difficult to build relationships with them..."] (Research Participant B)

The next problem faced by the research participants was the students in class became highly interested in the topic discussion, which made a lot of noise in class. Nkomo & Fakrogha (2016) stated that successful classroom management is ensuring your class lesson runs well, setting rules, encouraging students to participate, upholding discipline, and creating safe learning environments in which students can succeed. Baharuddin et.al (2022) stated that classroom management is one of the most important components of the learning process. Without it, class efficacy may decrease, and even no improvement in information transfer can be achieved. From the statements of existing research participants, the enthusiasm of students who were too excited to answer questions in the class overwhelmed the teacher in managing the class situation. Additionally, the statements from RP-B and RP-C support these arguments:

"...Ketika menjawab soal suka pada rebutan gitu, jadi ga kekontrol situasinya..."
 ["...During the exercise, they seem uncondusive, so the situation gets out of control..."] (Research Participant C)

"...Beberapa siswa juga ada yang terlalu aktif sehingga menimbulkan ketidak disiplin di dalam kelas..."

["...Some students are either naughty or stubborn..."]
(Research Participant B)

The teacher could not handle their student's desires when answering the topic that has been questioned by the teachers when playing games. Moreover, lack of motivation and low interaction with each student in the class have still become other points that the teacher should pay attention to, half of them are interested in the teaching process, but half are not. One of RP-B's statements:

"...Beberapa siswa yang kurang aktif pada kegiatan kelas, malu untuk berkontribusi pada kegiatan kelas..."

["...Some students are passive in the class activities, and they were too shy to get involved and contribute to the class activities..."] (Research Participant B)

These problems must be considered more seriously to see the development of children's learning while studying in class. According to RP-A, these problems were caused by students' low motivation to learn English. English as a foreign language, considered difficult for students to learn, made students lazy to pay attention and learn it. One statement from RP-A:

"...Menurut saya karena motivasi siswa buat belajar bahasa Inggris itu kurang sekali, ada yang hanya diam saja ada juga yang ngelamun. Kadang siswa dikelas diajak main gitu ada yang diem saja seperti belum faham sama materinya karena sebelumnya tidak fokus memperhatikan..."

["...I consider it is because students lack of motivation to learn English, some students are passive, and some likes are daydreaming. Sometimes, they did not know the material so they could not engage with the games..."]

(Research Participant A)

Next, crowded classes and bored students are the other problems faced by all respondents in the class. Crowded classes were familiar during the teaching and learning process. According to the respondents, elementary-level students are young students who like to play more than to learn. Noisy classes and bored students are often encountered in teaching and learning. Those types of students are also found by the KM-5 students at their school placement. This was expressed by RP-A:

"...Mereka itu ribut aja sih, kalo yang lain yaa bosan dikelas gitu kalo lagi belajar suka bosan dan males memperhatikan..."

["...They were crowded, the others were bored in class, so when they're studying they're bored and too lazy to pay attention..."]

(Research Participant A)

These problems are caused by the lack of relationship between the teacher and students in the class, being too serious, not building a fun learning process, making students not interested, and choosing to mess with their friends. Supported statements from the RP-D and RP-E:

"...Masalah tersebut terjadi karena kurangnya pendekatan antara guru dan murid, serta proses pembelajaran yang kurang menyenangkan juga bisa menjadi faktor siswa merasa bosan pada saat proses pembelajaran..."

["...This problem arises because the teacher did not apply a variety of approaches, and causes the student not to get along with the teachers and materials that have been given..."](Research Participant D)

"...Penyebab mereka ribut biasanya dipengaruhi oleh satu siswa yang mulai kemudian merembet ke siswa yang lain. Penyebab lainnya juga karena mereka kurang tertarik dengan materi yang disampaikan sehingga mereka merasa jenuh..."

[...The reason for the noise is usually initiated by one student and then spreads to other students. Another reason is that they were not interested towards the material, so they feel bored...] (Research Participant E)

The KM-5 student's effort to solve classroom management problems especially developing relationships and motivating and engaging instruction

This section presents the efforts made by research participants to address classroom management challenges. The first effort focused on building strong teacher-student relationships in the classroom. Research Participant A emphasized the importance of mingling with students to establish a closer connection and better understanding of each other.

"...Sebenarnya gada yang spesial sih, cuma ya sering-sering ngobrol aja, sering berbaur bersama mereka aja sih supaya akrab dan saling kenal lebih jauh sama mereka..."

[...Actually, there's nothing special. I just mingle around with the students to establish the relationships between us...] (Research Participant A)

Other participants, such as Research Participant D, also highlighted the need for increased interaction with students to strengthen these relationships.

"...Saya berinteraksi lebih banyak dengan para siswa guna mempererat hubungan saya dengan siswa saya..."

[...I interact more with the students to strengthen my relationships with my students...] (Research Participant D)

The second problem was tackled by engaging students through questioning, providing small gifts, and offering motivational words. It is evidence with Brown (2007) stated that giving or receiving rewards is beneficial for reinforcing positive conduct, boosting self-esteem, and improving student

self-concept. Research Participant B described strategies for encouraging quiet students to participate and for refocusing hyperactive students by providing motivation and small rewards.

"...Jadi biasanya cara saya mengatasi anak yang pendiam tadi, dengan memberi motivasi yang menarik seperti kata-kata (Good job! Great job!) dan mendorong mereka agar lebih berani lagi untuk menunjukkan diri dan selalu mengingatkan siswa untuk mempelajari lagi pelajaran hari itu. Untuk anak-anak yang terlalu aktif itu saya biasanya memberikan hadiah-hadiah kecil untuk memfokuskan mereka..."

[...Usually, my strategy for dealing with quiet students is by giving interesting motivation such as words (Good job! Great job!), encouraging them to be brave in showing themselves, and always reminding students to study the day's lesson again. Then, I usually give small gifts to hyperactive students to refocus them...] (Research Participant B)

The final problem addressed the issue of crowded and bored classrooms. Research Participant A shared techniques such as using silent treatment and involving the class leader in managing noisy behavior. Additionally, efforts were made to alleviate boredom by introducing new games related to the topic of discussion and rearranging students' seating arrangements to enhance focus.

"...Naaa kalo bosen gitu saya ngatasi nya dengan cara main games dan ajakin bercanda aja dikelas, mereka suka hal yang baru gitu mereka ituu, nah saya buatin mereka games yang emang guru mapel nya gapernah lakukan itu jadi mereka suka banget..."

[...Well, if they feel bored, I would ask them to play games and make little jokes in class. They like new things like that, so I made games that their regular teachers have never done before, so they are happy with it...] (Research Participant A)

Listiani et. al. (2018) stated that it is important for teachers to have a sense of self-efficacy in class. It is evident that teachers need to employ various strategies to ensure active student participation in the classroom. Sieberer & Nagler (2016) stated that all aspects of classroom management, including choosing the layout and decor of the room, positioning the chairs, interacting with students and managing their responses, establishing classroom routines, creating rules, and explaining those rules to the students, should be carefully built and thought out. Creating a lively classroom environment is essential to keep students engaged and interested in the learning process. These efforts demonstrate the commitment of the research participants to overcome classroom management challenges and foster a more enriching learning experience for their students. Furthermore, there are several classroom management challenges faced by KM-5 students teaching English in schools, with a specific focus on developing relationships

and motivating and engaging instruction. Based on the observations and constraints of the KM-5 student program, the study utilized the classroom management components outlined by Garrett (2014), concentrating on developing relationships and motivating and engaging instruction. The researchers found that although the KM-5 students prepared lesson plans and provided feedback during teaching, they encountered challenges in building positive relationships with students and creating an engaging learning environment. The study identified six main problems faced by the KM-5 students in conducting their teaching practice, especially in the areas of developing relationships and engaging and motivating instruction. These problems included students' lack of respect, misbehavior, hyperactivity, passivity, and boredom. The students made efforts to address these issues by building better relationships, using teaching media, providing clear instructions, and implementing strategies to manage noise and boredom. However, if these efforts were unsuccessful, the KM-5 students resorted to threatening students with lesson scores and informing the homeroom teacher about the issues as a last resort.

The research also explored the students' efforts to solve these problems, emphasizing the need to build strong student-teacher relationships, employ teaching media to create engaging learning activities, provide clear instructions, and use strategies such as silent treatments and games related to the topic of discussion (Hans, 2017). However, the study noted that these efforts did not always produce the desired outcomes. The journal article provides valuable insights into the challenges faced by KM-5 students in managing their classrooms and the strategies they employed to address these issues. It sheds light on the complexities of classroom management, particularly in the context of teaching English to elementary-level students. The study also underscores the need for ongoing support and training to enhance the classroom management skills of KM-5 students, considering the unique constraints and responsibilities associated with their school placements.

The findings and recommendations presented in this journal article are supported by relevant literature, including the works of Hazarika & Nasrin (2020), Ananthia (2018), Arisandi, et.al. (2022), Dwilestari, et.al. (2021), Hans (2017), and Garrett (2014), among others. These sources provide a theoretical framework and practical insights that complement the study's findings and recommendations, enriching the understanding of classroom management challenges and potential strategies for improvement in the context of KM-5 student education. Overall, the journal article offers a comprehensive analysis of classroom management challenges and the efforts made by KM-5 students to address these issues, contributing to the broader discourse on effective teaching practices and student engagement in elementary-level classrooms.

CONCLUSION

After analyzing the results and conducting a thorough discussion in the previous chapter, the researcher arrived at a conclusion regarding the classroom management techniques employed by KM-5 students. It was found that the overall management of classrooms was satisfactory, but there were

certain areas where improvements could be made. While the students had prepared lesson plans, they lacked proper ones. To teach their students effectively at their school placements, KM-5 students implemented various strategies. However, during their teaching practice, KM-5 students encountered several issues related to classroom management. These problems mainly revolved around developing positive relationships with their students and motivating them to participate actively in learning activities. The six major problems faced by these student teachers included naughty students, underestimation of authority by some students, hyperactive behavior of certain pupils, passive participation of some learners in classroom activities, overcrowding in classes, and bored students. To address these issues and enhance classroom management skills further, KM-5 student teachers utilized multiple strategies. Firstly, they focused on building strong teacher-student relationships to foster mutual respect and trust. Secondly, they tried to make lessons more engaging by offering small gifts to grab their students' attention or providing words of motivation. Lastly, they rearranged seating positions and created games related to topics being discussed to keep their classes lively. In conclusion, although KM-5 student teachers showed potential in managing classrooms effectively, this research highlights the need for additional training and knowledge acquisition to reduce instances of problematic behavior among pupils. By implementing appropriate strategies for classroom management techniques like building positive relationships with their learners or creating engaging lessons through games or rewards can be achieved successfully.

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