

Teachers' Perspective on Managing School Facilities in Classroom Management: The case of Indonesian Elementary Schools in Indonesia

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Abstract

This research aimed at identifying the perspective of teachers on managing school facilities in classroom management and study the relationship between the perceptions of classroom management practice and school facilities level. This research administered a survey to 329 teachers who work at elementary school in Bogor city, Indonesia. Also, this research applied Taro Yamane formula to determine sample size and using the Stratified Random Sampling method to select the sample. To examine the relationships between the variables, inferential statistics (Pearson's correlation coefficient and stepwise multiple regression) were used in this research. The results found that the highest mean score of independent variable of classroom management was namely managing instruction ($\bar{x}=4.49$), followed by managing behaviours ($\bar{x}=4.33$), building a positive interrelationship ($\bar{x}=4.31$) and setting up rules and procedures ($\bar{x}=4.12$). The lowest mean score was namely organizing physical environment ($\bar{x}=4.02$). The overall mean score for classroom management was at a high average ($\bar{x}=4.25$). Meanwhile, the highest mean score of the component of school facilities was namely related to student learning ($\bar{x}=4.44$), followed by the quality is a conducive environment to student behaviors ($\bar{x}=4.25$), Facilities are maintained is related to student performance ($\bar{x}=4.04$), and the quality of school facilities is related to teacher motivation to teach ($\bar{x}=4.23$). The overall mean score for school facilities was high ($\bar{x}=4.30$). The perspective of teachers on Managing School Facilities in classroom management in Bogor City, Indonesia was at a strong and positive correlation with statistically significant at the level of .01 with a very strong correlation ($r=.83$). In the context, the Setting up rules and procedures ($\beta=.44$) was the most important predictor, followed by Building a positive interrelationship ($\beta=.27$), Managing instruction ($\beta=.13$), and Managing behaviors ($\beta=.15$), respectively. The summary statistics of the estimated regression equation showed the variables for which the coefficients are statistically significant. These four independent variables of classroom management practice were successfully contributing 83.5 percent of the variance towards school facilities.

Keywords: Classroom Management, School Facilities, Multiple Regression

1. Introduction

Even though a variety of variables affect student achievement in school, teachers continue to have a significant effect on the intention of that accomplishment (Stronge, Ward, & Grant, 2011). Nonetheless, given the widespread emergence of smartphones linked to the internet, teachers are now confronted with a new set of obstacles compared to the past (Wagner, 2008). For instance, evidence suggests that what students can do with their knowledge is presently the most crucial factor. In light of the

fact that students demand a more suitable approach to learning, it is clear that teachers' teaching skills must be enhanced periodically. It is irrelevant to construct a one-way learning process in which students just listen to the teacher's instructions and remember the material. In other words, the emphasis is on the teacher rather than the possibility for students to study independently.

Teaching and learning processes that are highly favorable to student achievement are intimately tied to the classroom management skills of the teachers. According to Pitsoe & Letseka (2013), classroom management refers to the methods or system used to organize classroom activities, instruction, physical structure, and other features over time, to create a conducive and productive environment, and to minimize behavioral issues and disruption to maximize teaching and learning effectiveness. The purpose of classroom management, according to Sieberer-Nagler (2016), is to offer students with chances to learn everything a teacher does to arrange students, space, time, and resources so that students may learn. Students should be allowed to realize their full potential, allowing them to establish suitable behavioral habits. Teachers must cope with unanticipated situations that arise during instructional time and can effectively manage student conduct by using classroom management techniques. That key moment necessitates classroom management abilities. Effective classroom management and the creation of a healthy classroom atmosphere are vital objectives for all teachers. Teachers are expected to provide such professional instruction.

In the ASEAN educational context, since the early 2000s, each member countries started to develop professional teacher. Including Indonesia was found out that teaching competencies requested teachers to have abilities on managing classroom in their pedagogic competency. Theoretically, classroom management studies examine a variety of organizational factors, including parent-teacher interactions, educational materials, overcrowded classrooms, seating arrangements, noise, and social-cultural activities (Macas, 2018). This is consistent with research reported by Sieberer-Nagler (2016), which revealed that the teacher's roles in the classroom have implications for classroom management, such as creating the setting, decorating the room, arranging the chairs, speaking to children, and managing their responses, establishing routines, developing rules, and communicating those rules to students. In addition, Aliakbari and Heidarzadi (2015) emphasized the need to assess teachers' classroom management skills. The rationale is that teacher performance in the classroom and classroom management practice have a significant impact on student progress and learning. Previously, Pedota (2016) discovered that successful classroom management practice, such as inspiring, challenging, and engaging students, not only enhance students' academic activities but also give the key for students to comprehend how to be aware as an individual who can show a good behavior towards facility in the school.

Classroom management is necessary to conduct in the school effectiveness. As known that student behavior is always changing in every situation that happens in the classroom. Classes will always be dynamic in the form of behavior, actions, attitudes, mental, and emotional students. It is identified that classroom management and teacher teaching abilities are closely related to the process and learning outcomes in schools.

Setyaningsih & Suchyadi (2021) argued that classroom management is an effort to optimize the potential of the class in order to create a conducive atmosphere for students to learn and teachers feel comfortable in teaching. Meanwhile, Emmer (2015) defines classroom management as a set of teacher behaviors and activities directed at attracting reasonable, appropriate, and appropriate student behavior and efforts to minimize distractions. Therefore, classroom management is an effort to manage students in



the classroom which is carried out to create and maintain a classroom atmosphere/condition that supports learning programs by creating and maintaining student motivation to always be involved and participate in the educational process at school.

However, Weda (2018) identified that the instructional problem that happened massively in Indonesian classrooms was based in a teaching technique that excessively emphasized on memory. Teachers tended to lecture on the subject matter rather than encourage student engagement. The teachers' child-centered approach was not well-organized. Accordingly, Students were found to have weak problem-solving, analytical, and synthesis abilities (Weda, 2018). It was determined that the quality of classroom teachers who manage the learning process influences the quality of learning outcomes (Sulisworo, Sulisty, & Akhsan, 2017).

According to Evertson and Weinstein (2006) there are five types of actions to handle the classroom management. Teacher must develop caring, supportive relationships with and among students. Teacher must organize and implement instruction in ways that optimize students' access to learning. Teacher must encourage students' engagement in academic tasks, which can be done by using group management methods. For example, is establishing rules and classroom procedure. The teachers also must promote the development of students' social skills and self-regulation.

Therefore, effective management in the classroom is the responsibility of the teacher leading, directing, motivating, and guiding students to be able to carry out an effective learning and learning process in accordance with the functions and learning objectives. Activities in the classroom are monitored, recorded, and then evaluated so that it can be detected what is lacking and can reflect on what needs to be improved (Alderman, 2013). In addition, R. J. Marzano & Pickering (2010) cited instructional roles, curriculum, and classroom management as the three duties of successful teachers and emphasized that no one position alone is adequate to ensure student learning. Nonetheless, R. J. Marzano & Pickering (2010) said that successful teaching is a combination of classroom management tactics and fascinating teaching approaches that may function and encourage students to increase the attainment of teaching goals.

As known that student-centered do not rely only on their teachers, students actively participate in the learning process, and teachers are responsible for guiding, managing, and directing student acquiring knowledge. In support of this, R. Marzano (2006) asserts that successful teaching and learning cannot occur in classrooms that are insufficiently managed. One factor that influences teaching and learning is the school facilities (Syazali, Erfan, & Khair, 2021). The benchmark for the success of educational programs in schools can be seen through the availability of facilities provided by looking at the development of science and technology that is growing. Facilities and infrastructure need to be considered carefully to ensure effective and efficient learning and teaching activities as stated in the Minister of National Education Regulation No. 24 of 2007 Standards for Facilities and Infrastructure for the school (Alfajri & Andarwulan, 2021).

Educational facilities are all facilities that aim to facilitate direct educational activities and learning processes such as the availability of blackboards, textbooks, educational teaching aids. Permana (2017) writes that educational facilities are divided into several parts, namely school facilities are related to student learning, student behavior, facilities are maintained related to student performance, and quality of school facilities is related to teacher motivation to teach. Therefore, it is necessary to recognize that the classroom management of teachers determines the quality of teaching and learning in schools. This research aimed to determine how teachers' view on school facilities in classroom management in Indonesia.

2. Research Objectives

The main aim of this research was to explore the teachers' perspective on school facilities in classroom management In Bogor city, Indonesia.

- 1) To identify the perceptions of classroom management practice and school facilities level.
- 2) To study the relationship between the perceptions of classroom management practice and school facilities level.

3. Research Methodology

The researchers utilized a survey questionnaire as a method to collect quantitative data. The target group was 1867 elementary teachers who worked in elementary schools in Indonesia. According to Taro Yamane calculation at the 95 percent confident level, the sample size was 329 elementary school teachers in Bogor city, Indonesia. The samples were selected as a stratified random sampling to select sample size.

Survey questions in the form of questionnaires were distributed to the 329 teachers to collect information on their perceptions on classroom management and school facilities. This method benefited in terms of describing phenomena, objects, beings, and various fields (Kaptan, 1998). Hence, it is easier to comprehend and associate concepts by dividing them into groups. Survey model is ideal for studies aiming to describe phenomena as they are (Karasar, 2007). Moreover, providing an excellent means of measuring attitudes and orientations in a large population which can, therefore, be generalized to a larger population (De Lisle, 2011).

The survey questionnaire instrument was administered in Indonesian language to ensure that the respondents were clear about the statements. There were 77 questions in three sections in this instrument.

Section A of the questionnaire was intended to gather information regarding demographic factors of the respondents which included information pertaining to their personal background such as age, gender, level of education, and working experience.

Section B was particularly designed by the researchers to assess the frequency of the classroom management practice. There were five components of classroom management, namely Setting up rules and procedures (8 items), building a positive interrelationship (7 items), organizing physical environment (10 items), managing instruction (8 items), and managing behaviors (12 items), giving a total of 45 items. To measure the respondents' responses toward classroom management practice, a five-point Likert scale was applied.

Section C of the instrument was used to gain information about school facilities. Four criteria of school facilities were assessed, giving a total of 32 items in Section C. This section was used to measure the conditions of school facilities such as school facilities are related to student learning, (8 items), the quality of school facilities creates an atmosphere that is related to student behavior (8 items) facilities are maintained is related to student performance (10 items), and quality of school facilities is related to teacher motivation to teach (6 items). Section C was scored using a five-point Likert scale.

This questionnaire was evaluated by several experts for comment and feedback for validation contents. The experts were selected using the criteria based on their expertise. The five experts were a professor in educational administration, two excellent teachers from elementary schools. The feedback gathered by the experts concluded that some modifications were made to the original instrument.

Pilot testing of the instrument was conducted using 25 teachers, but they were not included as part of the actual study. They were elective so that their structure and population representation were the same as in the actual study. To improve the quality of the items in the instrument, they were also asked to give suggestions and comments on the items in the instrument. Revisions were made based on the suggestions and feedback from the 25 participants from the same place as selected sample. It could be concluded that the instruments were reliable and valid to use as the Cronbach alpha values indicated that all the research variables had high values ranging from .81 for classroom management and to .84 school facilities, respectively.

Descriptive statistics were determined based on the mean score and standard deviation. Furthermore, inferential statistics (Pearson’s correlation coefficient and multiple regression analysis) were used to explain the relationships between classroom management practice and the school facilities.

4. Results

The perceptions of classroom management practice and school facilities level

Table 1 shows the mean scores and standard deviations of the components of classroom management including setting up rules and procedures, building a positive interrelationship, organizing physical environment, managing instruction, and managing behaviors. As indicated in Table 1, the mean score for the five components of classroom management ranged from 4.08 to 4.32. The identification of the level of variables based on mean score used the interpretation criteria proposed by Srisa-ard (2003) 4.51 to 5.00 refers to the highest level, 3.51 to 4.50 refers to the high level, 2.51 to 3.50 refers to the medium level, 1.51 to 2.50 refers to the low level, and 1.00 to 1.50 refers to lowest level.

Table 1 Mean and Standard Deviation of teachers’ perspective on school facilities in classroom management

No.	Classroom Management Practices (Independent Variables)	Descriptive		No.	School Facilities (Dependent Variable)	Descriptive	
		\bar{x}	S.D.			\bar{x}	S.D.
1.	Setting up rules and procedures	4.12	.51	1.	related to student learning	4.44	.57
2.	Building a positive interrelationship	4.31	.62	2.	conducive environment to student behavior	4.25	.51
3.	Organizing physical environment	4.02	.55	3.	related to student performance	4.04	.54
4.	Managing instruction	4.49	.53	4.	related to teacher motivation to teach	4.23	.56
5.	Managing behaviors	4.33	.67		Overall	4.30	.54
	Overall	4.25	.57				

The results of the study revealed that all the components of classroom management were at high level. Considering the first three orders, the highest was Managing instruction (\bar{x} = 4.49, S.D.= .53). The second order was managing behaviors (\bar{x} = 4.33, S.D.=.67), followed by building a positive interrelationship (\bar{x} =4.31, S.D.=.62) and setting up rules and procedures (\bar{x} =4.05, S.D.=.56). The lowest mean score was

organizing physical environment (\bar{x} =4.04, S.D.=.70). The overall mean score for classroom management was high (\bar{x} =4.33, S.D.=.57).

Furthermore, the overall average mean score of school facilities was high. Considering each component of school facilities, the ranking in order from high to low of school facilities were namely related to student performance (\bar{x} =4.04, SD=.54), followed by teacher motivation to teach (\bar{x} =4.23, SD=.56), conducive environment to student behavior (\bar{x} =4.25, SD=0.51), and related to student learning (\bar{x} =4.44, SD=.57). The mean scores ranged from 4.04 to 4.44, indicating that all four components were highly practiced. The overall mean score of school facilities was high (\bar{x} = 4.30, SD = 0.54).

The Relationship between the perceptions of classroom management practice and school facilities level.

Based the interpretation of correlation coefficients by De Vaus (2002), he suggested for the absolute value of $r = .00-.19$ referred to relationship between classroom management and school facilities was “very weak”, $.20-.39$ “weak”, $.40-.59$ “moderate”, $.60-.79$ “strong”, $.80-1.0$ “very strong”.

The Pearson’s correlation coefficients between the five independents variables of classroom management and school facilities showed a significant relationship at the .01 level, with the association being strong and positive. Considering the strength of the correlation results, the ranking in order from high to low was managing instruction, setting up rules and procedures, organizing physical environment, managing behaviors, and building a positive interrelationship. The following table shows the r value and p .

Table 2 Correlation coefficient between classroom management with school facilities

No.	Independent Variables of Classroom Management	r value	p
1.	Setting up rules and procedures (X_1)	0.71	.00
2.	Building a positive interrelationship (X_2)	0.64	.00
3.	Organizing physical environment (X_3)	0.74	.03
4.	Managing instruction (X_4)	0.89	.00
5.	Managing behaviors (X_5)	0.81	.01

As indicated in Table 2, the independent variables of classroom management were significant, positive, and very strongly correlated with all components of school facilities. The strongest strength was managing instruction ($r= 0.89$; $p<.00$), followed by Managing behaviors ($r=0.81$; $p<.01$), organizing physical environment ($r=0.74$; $p<.03$), setting up rules and procedures ($r=0.71$; $p<.00$), respectively. The only variable of building a positive interrelationship with the weakest association strength ($r=0.64$; $p<.00$), but it still had a moderate correlation.

To identify the significant predictor for school facilities, Multiple Regression Analysis was calculated. In this analysis, the five components of classroom management were treated as predictor variables, while school facilities were treated as the dependent variable. The result of ANOVA calculation was significant with the sig value .00 as know that $.00<.05$ interpreted as significant. Based on SPSS 24, the score of R^2 was .835. This indicated that the independent variables of classroom management practice were 84% influencing on managing school facilities.

The purpose of calculating multiple regression was to identify the independent variables of classroom management practice that have a significant impact on managing school facilities, that is, the components which constitute the predictors for school facilities. The estimated regression equation was significant at .01 ($p < .01$), implying that from the five predictor variables, four variables (Setting up rules and procedures, building a positive interrelationship, managing instruction, and Managing behaviors) had an impact on school facilities, thereby qualifying these to be the predictors for the next calculation.

In light, these four variables had a linear relationship with school facilities. The adjusted R^2 of .835 shows that the impact of the four significant predictors accounted for 83.5 percent of variation in the dependent variable. The adjusted R^2 of .835 in Table 3 shows that the impact of Setting up rules and procedures was 78.4 percent, building a positive interrelationship was 3.8 percent, managing instruction was 1.0 percent, and the managing behaviors was 0.3 percent. In conclusion, the four variables accounted for 83.5 percent of variation in the dependent variable.

In this analysis, the size of the standardized coefficient (β) directly indicated the importance of these predictors relative to one another. In this context, the Setting up rules and procedures ($\beta = .44$) was the most important predictor, followed by Building a positive interrelationship ($\beta = .27$), Managing instruction ($\beta = .13$), and Managing behaviors ($\beta = .15$), respectively. As shown in Table 3, the summary statistics of the estimated regression equation showed the variables for which the coefficients are statistically significant.

Table 3 Multiple Regression analysis results of classroom management on school facilities

No	Independent variables of Classroom Management Practice	B	β	t	R^2	Change in R^2	p
	constant	1.108	-	11.440	-	-	-
1.	Setting up rules and procedures (X_5)	0.47	0.44	7.55	.754	-	.00
2.	Building a positive interrelationship (X_4)	0.29	0.27	6.22	.799	.030	.00
3.	Managing instruction (X_2)	0.15	0.13	6.84	.821	.020	.00
4.	Managing behaviors (X_1)	0.05	0.15	4.45	.835	.009	.01

For the independent variables of classroom management practices, the results of data analysis showed that only four out of five predictor variables were significantly correlated ($p < .01$) and thus included in the regression model. This means that only four of these predictor variables are the factors of school facilitators. Table 3 shows the regression analysis results obtained. In conclusion, the four variables accounted for 83.5 percent of variation in the dependent variable.

5. Discussion

This research was conducted to examine teachers' perspective on school facilities in classroom management. The result revealed that the teachers were rated high in the frequency of implementation of the five components of classroom management. Thus, the results indicated that the highest level of average value was managing instruction which means that teachers were emphasized on expertise for conducting conducive to teaching and learning (Emmer et al., 2003). Furthermore, the results indicated that the components of school facilities were high especially related to student learning. This finding was in line with the result of research conducted by Sulisworo et al. (2017) which showed that managing instruction is

the key to creating conducive place to teaching and learning. As the learning climate occurring, the meaningful learning will take place during the students and teachers agree to add and replace knowledge and information.

The results of the present research indicated that the correlation between school facilities and all five components of classroom management was significant, positive, and strong. The evidence from this research shows that teachers' performance is related to their mindset to present and provide students with meaningful learning process. Similarly, the positive relationship between school facilities and all five components of classroom management emphasizes the importance of teachers' creative thinking practice to their competencies in managing classroom. Among the five components of classroom management, setting up rules and procedures was found to be the strongest related to school facilities. This result was in line with Merchant et al. (2014) who found that teachers' ability to obey procedure and rules needed to be included in teacher competence as well as being an important skill of the teaching and learning process in order to promote and support teachers' development. In addition, the findings of this research indicated that setting up rules and procedures, building a positive interrelationship, organizing physical environment, managing behaviors were the four significant predictors for classroom management in managing school facilities.

6. Conclusions

This research concluded that all the components of classroom management and the overall average mean score of school facilities were at high level. This indicated that the gap between what teachers can do with all school facilities required a new development. This means that teachers needed to be upgraded regarding perception that learning process does not need all learning equipment provided to take place. It is rather to be more aware of that teachers are challenged to present creative ways to provide students with the best quality of learning even though environment is less than effectiveness. Therefore, teachers must be provided with professional development that is stimulating teachers to open up mindset and becoming more creative is necessary to conduct.

The independent variables of classroom management were significant, positive, and very strongly correlated with all components of school facilities. The strongest strength was managing instruction ($r=0.89$; $p<.00$), followed by managing behavior ($r=0.81$; $p<.01$), organizing physical environment ($r=0.74$; $p<.03$), setting up rules and procedures ($r=0.71$; $p<.01$), respectively. The only variable of building a positive interrelationship with the weakest association strength ($r=0.64$; $p<.00$), but it still had a moderate correlation. This means that instruction process was the most important that teacher must put a lot of effort. However, the instruction nowadays is most likely shifting the role of teacher to become facilitator in which guide students to develop their own potential and intellectual.

In addition, the size of the standardized coefficient (β) directly indicated the importance of these predictors relative to one another. In this context, the Setting up rules and procedures ($\beta=.44$) was the most important predictor, followed by Building a positive interrelationship ($\beta=.27$), Managing instruction ($\beta=.13$), and Managing behaviors ($\beta=.15$), respectively. This means that the mindset of teachers tend to choose that setting up rules and procedures will affect the learning process. One of teaching beliefs that they have is too conservative in which wishing for the adequate and complete school facilities can be happened with the setting up rules and procedures.

7. Recommendations

From the findings of this study, the researchers recommend that teachers' performance and beliefs should affirm on the four significant predictors— setting up rules and procedures, building a positive interrelationship, organizing physical environment, managing behaviors — so that teachers will be able to manage classroom in an innovative way using proper school facilities. Therefore, teachers should apply classroom management effectively and provide student with learning material and tools that are present already in school not to ask for the best quality and complete one. Additionally, school administrators should recognize all the five components of classroom management appropriately which would result in its student learning effectiveness. Hence, school administrator must have intention for teachers to open up about learning process by providing them with professional development that stimulates teachers to upgrade instruction and mindset. Continued research, such as a carefully designed survey with control group, is suggested to provide evidence on the generalizability of the approach. Moreover, the study of other educational stage or other city is recommended in future studies.

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