THE DEVELOPMENT OF STRATEGIC MODEL OF CLASSROOM MANAGEMENT BASED ON MIND STYLES AND ACADEMIC ACHIEVEMENT OF STUDENT’S EDUCATIONAL ADMINISTRATION STUDY PROGRAM AT UPI

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ABSTRACTS

This study aim to obtain a description of the information needs formula and model framework for developing a classroom management strategy in one of the Study Programs at UPI. For this reason, the research questions are asked: 1. What is the tendency of mapping student thinking styles; 2. What are the achievements in academic achievement; 3. How is the pattern of thinking style related to the academic achievement of students; and 4. Design of classroom management that is feasible, acceptable, and vulnerable as to what is for student learning. This research uses a descriptive method with qualitative techniques. To analyze the data in this study the “SSA” model was used. In general, it is formulated that there is a tendency of students’ mind style domination in various categories related to the achievement of academic pesticides as well as variations in the dominance of the top four ranks which generally show proportional demands to maintain and change or develop the learning design of what has been running.

Keyword: Academic Achievement, Classroom Management, Mind Styles

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1. PREFACE

A thinking style is a set of outside behaviors that shows the strength and mental capacity that underlies the individual. Thinking styles can be grouped into four categories (DePorter, Bobbi, & Mike Hernacki, 2000), namely concrete sequential (CS), abstract sequential (AS), random abstract (RA) and random sequential (RS). The development of
knowledge about planning in organizational management both in the public and private sectors and also in the profit and nonprofit sectors, after being very popular after the integration of the "system thinking" movement is now arriving at the "saturation" point. This is not because of the lack of principles and or methods that have proven to be very effective for their time. However, the tide and turmoil of the changing order of life that is increasingly very fast seems to be the concept of "planning" that requires emphasis and emphasis on the dimensions of "decision" attached to it (Mankins and Steele, 2006).

In the context of learning planning in which the instructor is required to consider the possibilities of change and the needs of students. In this connection, multi-dimensional and dynamic learning does not only require more suitable decisions but also more accommodating. In the mean-time, it becomes urgent for the presence of classroom management styles based on student mind styles. However, the determining factor lies in the perpetrators themselves.

The first important thing is the description of the information needs formula and the model framework for developing a class management strategy for a Study Program in Higher Education. Indeed, in practice, there can be significant problems in implementing learning strategies. However, the application of learning strategies has a positive effect on student achievement (Selçuk, Sahin, & Açık Göz, 2011). Among the important reasons why educators do not include more strategy training in their regular teaching programs are concerns about time and concentration being limited to the curriculum. Even so, it still needs a model framework that is produced which is a mapping design for the classroom management model that is needed for the formulation of strategies for implementing lecture program units for lecturers. In such cases, it is important to try to increase the similarity in the way educators interact with students (Hagen & Ellen, 1995). Learning design mapping can be directed and then used as the basis for the lecturer team to improve the quality of lecture-based learning service quality.

That the conditions of student learning where mind styles in diverse learning require quality service compatibility by their respective characteristics. For this reason, the lecturers designed the mapping of thinking style and tried to examine its relation to the academic achievements of the students. Based on these studies, a more adaptive classroom management strategy model with the learning modality of students can be developed. For this reason, the first step needs to be known: how is the tendency of mapping student thinking styles, what are the achievements of students' academic achievement, how are the patterns of thinking styles related to academic achievement, and the design of classroom management that is feasible, acceptable, and what are the vulnerabilities for student learning. Knowing how the characteristics of individual problems are important because they will provide insight into the causal mechanisms that make good problems. Besides, it will be useful to include outcome measures such as student involvement and academic achievement to examine how the characteristics of the problem predict learning and student performance (Sockalingam, Rotgans & Henk, 2011).

Learning is an internal activity and a key personal development skill. Learning brings changes in the way we act, think and or feel about ourselves, other people and the world around us. Such changes may be permanent or temporary, depending on our perceptions about the importance and relevance of the knowledge obtained.
Individual learning abilities vary and depend not only on abilities but also on motivation, personality, learning styles and awareness of the learning process. It is generally recognized that learning takes place in an iterative cycle, a series of ongoing processes. There are many examples of this process in action - we usually learn the basics of a subject or skill before advancing to intermediate, advanced, and ultimately expert level. At each stage, we build on the knowledge and experience we have acquired, acquire further knowledge, experience or techniques and repeat the learning cycle (Kolb, 1984).

Some of the following basic learning principles:
• People learn best when they are treated with respect and are not spoken to or treated as stupid.
• Learning opportunities should, if possible, be linked to previous positive experiences - this involves self-awareness on the part of the student and understanding and empathy on the part of any facilitator.
• If possible students should take part in planning learning activities.
• People learn best when their physical environment is comfortable.
• Interaction with the facilitator is very important.
• Learning and / or delivery activities must vary, to cover a variety of different learning styles and help students maintain interest and motivation.
• Instant rewards help.
• Self-evaluation and reflective practice are important.

According to the responsibility of educators is to connect content, processes, and products (McCarthy, 2014). Learners respond to learning based on readiness, interest, and learning profile. Content, processes, and products are what educators cope with all the time during lesson planning and instruction. This is an area where he has extraordinary experience in everything from lesson planning to assessment. After the curtain is removed as to how these three fields can be distinguished, meeting diverse student needs becomes clear and easy to do - because it is always present.

The content consists of knowledge, concepts, and skills that students need to learn based on the curriculum. Distinguish content including using various delivery formats such as video, reading, lecture, or audio. Content can be packaged, shared through graphic organizers, handled through group jigsaws, or used to provide different techniques for solving equations. Students can have the opportunity to choose content focus based on interests.

The process is how students understand the content. They need time to reflect and digest their learning activities before moving to the next segment of the lesson. Think of a workshop or course where, at the end of the session, you feel bursting with information, maybe even overwhelmed. Processing helps students assess what they do and don't understand. This is also an opportunity for formative assessment for educators to monitor student progress.

Products can range in complexity to align to a high level for each student. The key to product choices is to have clear academic criteria that students understand. When a clean product aligns with learning targets, student voice and choices develop, while ensuring that significant content is addressed.

There are several different methods for educators approaching student participants with different learning styles (Narwocki, 2005). First, there is the Bridging Approach, all students do activities together. Strong style demand in one style. Educators offer techniques to help all learners deal with
style and content in a successful way of bridging. Second is the Variation Approach. In this approach, educators rotate between four styles. All students complete all activities. There is no one order of style that is correct. Third, there is an Award Approach where educators offer choices in each style to students. Learners complete one activity. Educators can consider which approaches and methods of learning are deemed appropriate for the students' mind styles. We cannot change their dominant style but we can make students more aware and develop skills in other styles.

Likewise, there is a lot of work applying mind styles (Gregorc, 2006) to teaching styles (Butler, 1986). Learners who have a concrete style is they learn best when one instance or another concept in a linear way. Jumping around is a problem and can be frustrating and confusing. For those who have a concrete style Randomized, they can pass around fairly quickly, but they need an example to lock. They are quite effective at cutting through the fog and finding where the rubber meets the road. As for who has the style of Abstract Sequential is ... And that has a simple style of Abstract Random had time to learn because the order is not important, but it can have a hard time sharing what they know.

Classroom management refers to the range of skills and techniques used to create learners educators organized, orderly, focused, attentive, task, and academically productive during the study (Abbott, et al., 2012). When the class-management strategies implemented effectively, educators minimize behaviors that impede learning for learners and their respective groups, while maximizing behaviors that facilitate or improve learning. In general, effective educators tend to show class-management skills are strong, while the less effective educator characteristic is a chaotic classroom filled with students who do not work or pay attention.

In practice, classroom management techniques may appear deceptively simple, yet successfully and seamlessly integrate them into the instruction of learners usually require a variety of sophisticated techniques and a large number of skills and experience. That the classroom context influences mastery and performance goals, efficacy, and self-regulated learning related to each other (Hagen & Weinstein, 1995), While the specific techniques used to manage classes and facilitate learning can vary in terminology, goals, and implementation. Among several techniques in classroom management (Lemov, 2014) provides a brief introduction.

- Entry Routine is a technique in which educators establish a consistent daily routine that starts as soon as the students enter the classroom - prepare instructional materials, making the task of sitting down, past the homework, or doing the physical activity a short "warm-up" everything will be routine sample entry. This technique can avoid interference and wasted time that may characterize the early period of the class.
- Do Now is a short written activity that students are given as soon as they arrive in class. This technique is intended to make learners calm, focused, productive, and ready for learning as quickly as possible.
- Tight Transitions is a technique in which educators define a transition routine is learned and can do learners quickly and repeatedly without much direction from an educator. For example, a teacher might say "time to read," and students will know that they are expected to stop what they’re doing, keep their materials, take their books and began to read his own quietly. This technique helps maximize instructional time by reducing chaos and delays that may accompany the transition between activities.
• Seat Signals is a technique in which learners use nonverbal signals while sitting to show that they need something, like a new pencil, resting in a small room, or help the problem. This technique sets expectations for proper communication and helps minimize distractions during class.

• Props are acted to publicly recognize and commend students who have done something good, such as answering difficult questions or help colleagues. The teaching aids are done by the whole class and usually short movements or phrases are spoken. This technique is intended to establish a group culture where learning achievement and positive actions are socially valued and appreciated.

• Nonverbal Intervention is when educators make eye contact or making gestures that make the students know that they are not on duty, not paying attention, or behave badly. This technique helps educators efficiently and quietly manage students’ behavior. Positive Group Correction is a verbal reminder that is fast and uplifting which allows a group of students to know what they have to do. Related techniques are Anonymous Individual Corrections, oral reminders aimed at anonymous learners; Personal Individual Correction, a reminder given to a student as separately as possible; and Lightning General Corrections, quick and positive reminders that tell a student what to do and not what to do.

• Do It Again is used when students do not do basic tasks correctly, and educators ask them to do it again the right way. This technique establishes and reinforces consistent expectations for quality work.

2. RESEARCH METHOD

This research uses a descriptive method with qualitative techniques. To analyze the data in this study an "SSA" (Soft System Analysis) model was used by Peter Checkland et al as introduced by Walsh and Clegg (2004). SSA encourages ways to explore and reveal inherent discontinuities in the system.

The population of this study is the students of the Undergraduate Education Administration (Administrasi Pendidikan) Study Program class of 2018. For the sake of research data collection, the sample collection is done by using a total sample. Data collected in this study consisted of (1) primary data, obtained from respondents with indirect techniques, namely through research instruments in the form of questionnaires, and (2) secondary data, obtained utilizing documentation studies regarding the research to be conducted. The number of 2018 FIP UPI Administrasi Pendidikan Study Program students as respondents was 83 people. Data were obtained through tests of the potential for mind style using the modification instrument of the Anthony Gregorc test model (DePorter, Bobbi & Mike Hernacki, 2000). Seventy-seven incoming data that can be processed.

3. RESULTS AND DISSCUSSION

3.1. RESULTS

Obtained distribution of learning styles or mind styles of students that are categorized dominantly in one of the styles of Concrete Sequential (CS), Abstract Sequential (AS), Random Concrete (RC), or Random Abstract (RA), dominant in a combination of two styles (2S), and dominant in three styles (3S). The distribution of mind style in percentage is known as shown in the following graph:

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That most students have a dominant mind style tendency in the concrete random style and the concrete sequential style. There is also a mind style that tends to be a dominant combination between two styles and there is a dominant one in a combination of three styles.

It is known that student academic achievement spans four levels: Good, Excellent, Almost Special, and Special. The percentage distribution is as shown in the graph as follows:

It seems that the academic achievement of students is more in the category of academic achievement almost special, more than half of it. In a relatively small proportion even on special and excellent academic achievement. Only a very small proportion of the academic achievement category is good.

The range of academic achievement spreads to students who have different mind styles. The tendency of dominance in certain academic achievement rankings by groups of students with certain mind style also occurs. There is even a contrasting dominance. The trend is as shown in the following graph:

It appears that the tendency that leads to the highest academic achievement (special), in contrast, is more dominated by students with the mindstyle of the concrete sequential category. While the three academic achievement ranks below (almost special, excellent, and good) are dominated by students with a concrete mind style categorized as abstract. The most contrasting condition of domination occurs in the category of excellent academic achievement.
The learning design that is relatively feasible, acceptable, and flexible for groups of students is generally divided into two major trends. The first tendency is to maintain the design that is already running and the second tendency to make changes or developments to the basic concepts that have been applied.

The strategy of maintaining an existing learning design is aimed more at the majority of students in the concrete mind style category, both sequential and random, and in a small proportion that dominates in other mind styles categories. The strategy to make changes or development of learning designs that have been carried out is done for a small group of students with a concrete mind style and for most groups of students with a mind style that dominates in the abstract category (both sequential and random) and which dominates both in the category and three categories mind styles.

3.2. Discussion

In line with Gregorc's concept (2006) that most (around 70.13%) students have a concrete mind style (sequential and random) showing a tendency of interest to study in related study programs dominated by students characterized by learning more concentration on the data list through direct use and application physical senses. However, the relatively balanced group of students can be distinguished between those who tend to think linearly and those who jump up and down. This thus leads to the consequences of learning services that need to be adjusted to the indicators of the character of each student group.

For groups of students who mind in the category of Sequential Concrete need learning services that are suitable for learning indicators characterized by the following things:

A. Tends to be organized, and neat.
B. Always do the task on time, planned, and do not like sudden things.
C. Not happy to do a multitude of tasks.
D. Usually a bit of a perfectionist who wants everything to be done perfectly and planned.
E. More suitable for the type of work that requires accuracy and neatness.

For groups of students who mind in the Random Concrete category need learning services that are suitable for learning indicators characterized by the following things:

A. Often considered a creative person because they like trying to get things done on their own.
B. Tend not to care about time.
C. Famous as "deadliner", because it often does something at the deadline, despite having a lot of time before.
D. Spontaneity and impulsiveness, because so many ideas appear in their heads.
E. Usually trusted enough to be a leader.
F. It's good to try something, to experiment, even though maybe many other people don't like it.

Academic achievement of more than half of students reaching the category of Almost Special (3.70) is a relatively good guide to sustain the achievement of the main performance indicator targets (KPI) set for student academic achievement. The target of achieving the KPI of academic achievement in 2019 is 3.42. But there are still those who, in small part, reach the Very Good category (3.4) and a very small proportion reach the Good category (3.0). Student group achievements in these two categories also need attention. Efforts should be made to move the groups in both categories towards higher ranks. Besides, those who have reached the category of "Very Special" in order not to decrease, even to reach an increase.

The academic achievement of students who dominate the highest grades (cumlaude), of which all reach the special
category and of the majority who reach the almost special category, should also be criticized in terms of quality assurance of learning. If overall cumlaude reaches more than 70%, is that enough? Even if everything gets quality assurance, it doesn’t matter. But if not, you need to watch out. There must be no "pseudo" academic achievement assessment. This can be refuted among other things by the evidence among the study program accreditation conferences.

The highest academic achievement (special), which is contrasted, is dominated by adpen students with a concrete mind style category, both sequential and random, that can be assessed concerning the graduate profile and with the priority of strengthening alternative learning strategies of adpen study program itself. If the graduate profile can be seen concerning the institutional dimensions of the study program, the strengthening of the learning strategy includes the approach to designing learning and classroom management.

The last link can refer to the concept of mccarthy (2014) in terms of connecting content, processes and products that must be done by lecturers and students based on readiness, interests, and profile. Likewise, lecturers need to consider several methods as suggested by narwocki (2003). As far as it goes, it should be maintained by the lecturers in serving the learning groups of students categorized as the real mind style. However, in terms of serving student groups, the abstract mind style category needs to be considered other class design and management alternatives(Abbott, et al., 2012).

Two major trends in designing learning to maintain designs that are already running and the tendency to make changes or development to the applied concepts are the challenges of the adpen study program. At least the challenges are related to the application of learning principles, learning design approaches, and classroom management.

In applying the principles of learning include challenges in implementing components of the learning cycle that includes considering, transform, produce, and apply (Matthew et al. 2011). In terms of the approach to designing learning, challenges are faced with the learner relationship considerations (McCarthy, 2014), namely lecturer preparation regarding content, process, and product on the one hand and student conditioning regarding the readiness, interest, and learning profile on the other. Whereas in class management the challenge is how the skills and techniques used to make students organized, organized, focused, attentive, tasked, and academically productive during class (stephen e. Abbott et al 2012).

4. CONCLUSION AND RECOMMENDATION

Based on the findings and discussion of the results of the study, general conclusions can be drawn that there is a tendency for the mindset of the 2018 students to vary in categories related to the achievement of academic pesticides as well as variations in the dominance of the top four ranks which generally show proportional demands of maintaining and changing or developing learning design from what has been running.

Some specific conclusions can be described as follows:

• In 2018 is more dominated by students with a nearly balanced Concrete category mind style in both sequential and random categories.

• The academic achievement of the 2018 students, for the most part, was ranked Nearly Special.

• The tendency of Adpen students in class 2018 who mind style the Concrete Sequential category dominates the highest academic achievement (special) and those who mind minding the Random Concrete category only dominate the academic achievement Excellent.

• There is a tendency to maintain the learning design that has been running for a
group of 2018 Adpen students with a certain mind style and make changes or development for groups of students with other mind style categories demanding a variety of implementation strategies.

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