

# Classroom Control Technique in Reducing the Level of Bullying for Adolescent in Online Learning

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**Abstract**— The aim of this study is to reduce the level of bullying for adolescent in online learning by implementing the classroom control technique. Before pandemic, classroom control technique implemented in the classroom manually by the teachers. Nowadays, teaching and learning process move to the digital platform. The previous study found that bullying in the classroom influence on the students' performance in learning especially for speaking class. Hence, the researcher has investigated the classroom control technique implemented by the teachers in online learning. A total of 4 teachers were recruited in a user for this study. In collecting the data, the researchers used observation and interview. Although the results showed that good classroom control technique can reduce the level of bullying in online learning. By reducing bullying during online learning the performance of students in speaking class will be easy to reach.

**Keywords**— Control Technique, Bullying, Online Learning.

## I. INTRODUCTION

Currently, the development of Information and Communication Technology (ICT) in the field of education has accelerated dramatically, and industrial revolution technology 4.0 such as IoT, big data, robotics, artificial intelligence, and cloud computing has proven to be extremely beneficial to educational progress [1][2][3]. This technology plays a critical part in assisting the learning process, which is still going strong during the covid-19 pandemic thanks to online learning [4]. Nowadays Online learning is a trend since pandemic era. Almost all the education sector started from the primary school until the higher education implemented the online learning class. Online learning is a learning system that uses internet media as a learning model [5]. After pandemic of Covid-19 online learning become a new model of learning.

While there are numerous advantages to online learning, there are also drawbacks, such as bullying. However, bullying happen not only during learning process in the classroom but also in online learning class. Especially for adolescent students, they have penchant for bullying each other. Bullying is a social common problem among adolescents in school. It affects the victims both mentally and physically. The mental effect can make the

students more silent, depressed; don't want to talk, etc. However, physical effects on students physical disability, trauma, etc. [6]. From both of affect, mentally is the most difficult to cure and more happening in daily life. However, bullying often occurs in the classroom during teaching and learning process.

Online learning class is very different with the offline, where the teacher and students should implemented the different technique during teaching and learning process. However, the way of teaching is already change from the traditional teaching by face to face into online learning. This situation makes the teacher change the way they were taught. Classroom management is becoming the crucial thing that should be changed by the teacher.

Furthermore, classroom management is a teacher's skill in creating and controlling learning condition optimally. Control technique is one of classroom management elements that used in controlling the teaching and learning process. Classroom control techniques provide the sequences activities which have big influence in controlling the process of teaching and learning process.

The previous study emphasize that good controlling in the classroom can make the classroom situation more conducive and effective to reduce the bullying in the classroom. Organizing and managing instruction is one of the ways for establishing and keeping the class organization. Classroom management can be regarded as an integration of all factors related to classroom organization with the aim of creating a safe and well-established learning environment [7].

Effective classroom structuring requires attention to the following features; the first features is creating a physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behavior, the second features is making efficient use of classroom time, including transitions between various classroom activities, the third features is ensuring that the nature and quality of student interactions is positive, and the fourth features is clearly communicating appropriate behaviors for particular classroom activities. For example, students may be expected to interact with one another during

cooperative learning activities but not during independent work at their seats.

By implementing effective classroom management it supports positive student behavior requires forethought and planning [8]. Classroom condition and atmosphere depend on how the teacher controls a class. Hence, even in the pandemic era by using online learning the teacher also should control the class maximally.

English subject is one of the most uninterested subjects for most adolescent students. Hence, bullying often happens in English class during online learning, where the effect can be seen on the student being more silent and don't want to talk in the online class. The researcher interest to this problem because there are many students don't want to speak in English class especially in speaking subject. They just keep silent in the class during teaching and learning process. There are so many factors that can be influenced why the students just keep silent in speaking class.

## II. LITERATURE REVIEW

### A. Bullying

One of the factors that are influence on students why they don't want to speak is bullying. School is another crucial variable that affect bullying. It is found that more bullying occurs in school than on the way to or from school [9]. However, bullying of students by students is not the only issue that schools face. There is a limited amount of literature that addresses adult bullying of students and student bullying of adults [10]. Bullying is bad behavior or deviate because bullying behavior has a serious impact on the mental development of students. The phenomenon of bullying causes anxiety for educators and parents of students [11]. According to The National School Safety Center, bullying is the most enduring and underrated problem in US schools [12]. In a nationally representative sample, nearly 30% of students surveyed reported being involved in bullying in the current term, either as a perpetrator or a victim. A total of 29.9% of the sample reported moderate or frequent involvement in bullying, as a bully (13.0%), one who was bullied (10.6%), or both (6.3%). Males were more likely than females to be both perpetrators and targets of bullying [13]. From the data of previous studies, it can be seen that bullying often happens in school for most of time.

### B. Classroom Control Technique

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes [8]. Good classroom management will have good impact for student's educational outcomes. Successful teachers employ strategies "for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior [10]. Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience [14]. It means that the students behavior in the classroom during teaching and learning process is depend on how the teachers

manage the class. Effective teaching and learning cannot take place in a poorly managed classroom[15]. It believes that good classroom management will give good impact for the classroom condition during teaching and learning process. In classroom management, a teacher is as a controller for managing the classroom.

### C. Online Learning

In this digital era, technology is very important. Technology has an important role especially in education sector. Online learning is become a new trends during



by using mobile phones, laptops, etc. Nowadays online learning is a needed [18][19]. Covid-19 changes all the sectors especially for education [20].

## III. RESEARCH METHOD

This research used qualitative approach which emphasize on reducing bullying in online learning class. The data was collected through the observation and online questionnaire. The observation did by the researcher during online learning process in some meetings. The observation aims to found how the teacher controlling the online class during teaching and learning process. The samples of this research were 4 teachers who teach in English subject. To see the percentage for each of the questionnaires, the researcher analyzed it by using this formula;

$$\text{Percentage} = \frac{\text{Sum of teachers' serponse for each item}}{\text{Sum of ideal score}} \times 100 \dots \dots \dots (1)$$

In describing the criteria of each percentage, the researcher used criteria description below:

TABLE I. CRITERIA OF QUESTIONNAIRE PERCENTAGE

Percentage	Criteria
0 – 20%	Never implemented
21 – 40%	Seldom implemented
41 – 60%	Sometime implemented
61 – 80%	Often implemented
81 – 100%	Always implemented

The result of this research was measure by those criteria and calculated by the formula above. However, the result of this research will be described qualitatively.

## IV. FINDINGS

Online class and offline class has difference in how manage the students. Teacher is a key of successful in managing the class. However, the teacher should be understood the element of how control the online class. The data was collected through online questionnaire and

observation. The questionnaire and observation develop based on the indicator of classroom control technique. It takes from the element of classroom control technique and adapted to online class. There are four elements of control techniques of classroom management are:

#### A. Setting limits

Setting limits refers to the rules organization in the classroom. Students need to know what is expected of them and why. Clarity and consistency are vital in the establishment of rules. It means that the teacher must explain the rules of teaching learning clearly and run it consistently without any changes in the middle time of the rules are run. Before starting the further teaching process, it is better to have a few general rules that cover many specifics. In demonstrating the rules, the teacher should always discuss it with the students in order to find one decision.

#### B. Getting started

Getting started means the teacher starts all of her or his roles in the classroom after designing the rules that are going to be implemented in the classroom. In getting started, a teacher should develop and establish an efficient organizational system and supporting classroom procedures such as arrange the material, establish positive classroom environment, establish rules and consequences, plan well and make your content meaningful to the students. Getting started activity is also supported by preparing teaching material, media, and teaching style in good arrangement.

#### C. Criticism

Any kind of criticism that belongs to the suggestion can be used in classroom in order to inform the students about what they have done, what their mistake is, and what will be done next. It is important to motivate the students to be more conscious about things that should be done in the classroom.

#### D. Rewards

All of behavior must have some kind of payoff. The reward can be anything that causes the behavior increases in frequency. It is clear that teacher needs to give any reward in classroom in order to increase the students' desire to learn because they feel that they are appreciated by their teacher.

Those elements adapted to be an indicator for online questionnaire and observation. The general indicator of elements of class control technique can be seen in the table below:

TABLE II. GENERAL INDICATORS OF CLASSROOM CONTROL TECHNIQUES

Control Technique for Online Learning	General Indicator
Setting the limits	<ul style="list-style-type: none"> <li>a. Explaining online class rules at the beginning of each meeting</li> <li>b. Join and leave the online class on time</li> <li>c. Informing what have to be done and to be avoided during online class</li> <li>d. Discussing the rules with the students</li> <li>e. Informing the consequences of breacking the rules</li> </ul>

Getting started	<ul style="list-style-type: none"> <li>a. Preparation all of teaching needs</li> <li>b. Establishing the appropriate teaching strategies and classroom environment</li> <li>c. Running all of online class rules consistently</li> </ul>
Criticism	<ul style="list-style-type: none"> <li>a. Giving positive critic toward students' class activities</li> <li>b. Establishing suggestion after correcting</li> <li>c. Appreciating students' achievement during online class</li> </ul>
Rewards	<ul style="list-style-type: none"> <li>a. Rewarding the students' achievement wisely</li> <li>b. Rewarding by reinforcing</li> </ul>

By implementing elements of classroom control technique during online class it believes that can reduce bullying for adolescents' students. From the results of two instruments; questionnaire and observation, good implementing of classroom control technique t reduced students' misbehavior and they participated actively during speaking class. Therefore, the process of teaching and learning process run well. The data of implementing classroom control technique can be seen in the table below:

TABLE III. TEACHERS' IMPLEMENTATION OF CLASSROOM CONTROL TECHNIQUE

Questionnaires		Observation	
1 <sup>st</sup> participant 93,1 %	Always implemented	1 <sup>st</sup> participant, 27 items implemented	Well implemented
2 <sup>nd</sup> participant 87,5 %	Always implemented	2 <sup>nd</sup> participant, 27 items implemented	Well implemented
3 <sup>rd</sup> participant 78,7 %	Often implemented	3 <sup>rd</sup> participant, 27 items implemented	Well implemented
4 <sup>th</sup> participant 72,4 %	Often implemented	4 <sup>th</sup> participant, 27 items implemented	Well implemented

Based on the finding above, it shows that the implementation of classroom control techniques implemented by teachers in teaching speaking was good. It shows by the percentage of the questionnaires between 70% - 90%, and the categories of the questionnaires are always implemented and often implemented. Next, the observation checklist and field note show that the four participants implemented almost all classroom control techniques although there were a few activities were not implemented but these activities did not affect the process of teaching and learning speaking significantly. In short, because the teachers implemented classroom control techniques effectively, it reduced students' misbehavior and they participated actively during speaking class. Therefore, the process of teaching and learning process run well.

## V. CONCLUSION

Classroom management is teachers' role in creating a good and positive classroom condition which serve the students a good learning condition during teaching and learning process. Classroom management can be leaved by every teacher because it is clear stated that teachers must have good understanding toward classroom management. In addition, the person who will run the classroom management is teacher. Besides, teachers also need to

understand each element of classroom management which has high correlation each others; teaching material, teaching strategies, classroom management approaches, and classroom control techniques. These key elements have to be understood by the teachers in order to achieve an effective teaching and learning process. Every single element has its own importance, such as the importance of classroom control techniques because the focus of this research is on classroom control techniques. Classroom control techniques appear to be characteristics of effective classroom managers. This statement implies that classroom control techniques are crucial to be implemented.

Based on the research finding, the researcher formulated the conclusion into; the result of both questionnaire and observation shows that the implementation of classroom control techniques implemented by teachers in teaching speaking was good. It shows by the percentage of the questionnaires between 70 % - 90 %, and the categories of the questionnaires are always implemented and often implemented. Next, the observation checklist and field note show that the four participants implemented almost all classroom control techniques although there were a few activities were not implemented but these activities did not affect the process of teaching and learning speaking significantly. In short, because the teachers implemented classroom control techniques effectively, it reduced students' misbehavior and they participated actively during speaking class. Therefore, the process of teaching and learning process run well.

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