

ABSTRAK

IMPLEMENTASI MANAJEMEN KELAS OLEH GURU MATEMATIKA UNTUK MENUMBUHKAN KARAKTER DISIPLIN MURID

(Studi Kasus di SMA Negeri 1 Talaga)

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Penelitian ini dilatarbelakangi oleh pentingnya peran guru matematika tidak hanya dalam pencapaian aspek kognitif, tetapi juga dalam menumbuhkan karakter disiplin murid melalui implementasi manajemen kelas yang efektif. Dalam praktiknya, masih ditemukan berbagai permasalahan kedisiplinan murid yang menunjukkan bahwa manajemen kelas oleh guru matematika belum sepenuhnya optimal. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen kelas yang dilakukan oleh guru matematika dalam menumbuhkan karakter disiplin murid di SMA Negeri 1 Talaga. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, dengan subjek penelitian yang meliputi guru matematika, murid, kepala sekolah, pengawas sekolah, wali kelas, serta guru bimbingan dan konseling (BK). Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan studi dokumentasi, sedangkan analisis data dilakukan secara interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dijamin melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa: (1) manajemen kelas oleh guru matematika dilaksanakan secara sistematis melalui tahapan perencanaan, pelaksanaan, dan pengelolaan kelas yang terintegrasi dalam mendukung pembentukan karakter disiplin murid; (2) guru matematika berperan secara strategis sebagai teladan, pembimbing, pengontrol, dan motivator yang secara konsisten membentuk dan memperkuat perilaku disiplin murid dalam proses pembelajaran; (3) pelaksanaan manajemen kelas dipengaruhi oleh berbagai faktor, meliputi faktor guru, murid, lingkungan sekolah, kebijakan sekolah, serta keterlibatan orang tua yang secara bersama-sama memengaruhi keberhasilan pembentukan karakter disiplin murid; (4) terdapat keterkaitan antara manajemen kelas yang efektif dengan pembentukan karakter disiplin murid, yang tercermin dalam keteraturan pembelajaran dan konsistensi penerapan aturan, meskipun pada situasi tertentu masih ditemukan ketidakkonsistenan perilaku disiplin murid, terutama ketika pengawasan guru berkurang atau pada pembelajaran yang kurang terstruktur; dan (5) strategi manajemen kelas yang diterapkan meliputi strategi preventif dan kuratif, pendekatan disiplin positif, serta variasi metode dan media pembelajaran untuk menciptakan suasana belajar yang kondusif dan meningkatkan keterlibatan murid, meskipun penerapannya belum sepenuhnya konsisten.

Kata kunci: implementasi, manajemen kelas, guru matematika, karakter disiplin murid, studi kasus.

ABSTRACT

**IMPLEMENTATION OF CLASSROOM MANAGEMENT
BY MATHEMATICS TEACHERS IN FOSTERING STUDENTS'
DISCIPLINE CHARACTER
(A Case Study at SMA Negeri 1 Talaga)**

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This study is motivated by the important role of mathematics teachers not only in achieving cognitive learning outcomes, but also in developing students' discipline character through effective classroom management. In practice, various disciplinary problems among students are still found, indicating that classroom management implemented by mathematics teachers has not been fully optimal. Therefore, this study aims to describe the implementation of classroom management carried out by mathematics teachers in developing students' discipline character at SMA Negeri 1 Talaga. This research uses a qualitative approach with a case study design. The research subjects include mathematics teachers, students, the principal, school supervisor, homeroom teachers, and guidance and counseling (BK) teachers. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted interactively through data reduction, data display, and conclusion drawing. The validity of the data was ensured through source and technique triangulation. The findings of the study show that: (1) classroom management by mathematics teachers is implemented systematically through planning, implementation, and classroom management processes that are integrated to support the development of students' discipline character; (2) mathematics teachers play a strategic role as role models, guides, controllers, and motivators who consistently shape and strengthen students' disciplinary behavior in learning activities; (3) the implementation of classroom management is influenced by various factors, including teacher-related factors, student characteristics, school environment, school policies, and parental involvement, which together affect the success of discipline character development; (4) there is a close relationship between effective classroom management and the development of students' discipline character, reflected in orderly learning activities and consistent enforcement of rules, although in certain situations inconsistency in students' discipline behavior is still found, particularly when teacher supervision decreases or during less structured learning activities; and (5) classroom management strategies applied include preventive and corrective strategies, a positive discipline approach, and variations in teaching methods and learning media to create a conducive learning environment and increase student engagement, although their implementation is not yet fully consistent.

Keywords: implementation, classroom management, mathematics teachers, students' discipline character, case study.