# Learning Strategy in Class Management: A Reflection from Manado Case

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**Abstract:** This article is a research conducted with qualitative approach with various case studies underlining a strategy that becomes the basis for classroom management. The article discusses and links to the learning revolution that becomes today's demands, including a discussion that analyses the condition of learners. The article based its data preliminary study conducted in Manado in the province of North Sulawesi in Indonesia. This region has its own characteristics with the encounter of Muslims and the Protestant community for century. Due to its uniqueness 3 Moslem schools and 3 Protestant schools in Manado were selected to study. Data collection was conducted for a year, from May 2016 to April 2017. The study employ four stages research steps: identification, data collection, data validity checking, and directed discussion. The stages include observation and in-depth interviews and conducting focus group discussions. Two important thought about the essence of learning strategy and learning revolution in class were shared briefly within this article.

***Keyword:*** strategy, management, classroom, Manado, multi-religions.

## 1. Introduction

An ideal educational setting a class is not only seen as a group of people gaining lesson from a physical figure only, but they also possess psychic. In that part then the teacher mentors the existing psychic in a process called education. There are different desires and objectives to achieve. So they are not only gathering and lining up. A class needs to be managed well. The presence of teachers becomes the key of better classroom management so that teachers need to convey material with appropriate methods. Before arriving at the part of method, the strategy applied should also be considered in accordance with the method to be selected. The precision between the two will be an intermediary so that the delivered teaching materials will be understood by the students.

Further, learning failure becomes an educational disaster therefore this condition should be avoided to prevent the occurrence of humanitarian catastrophe. It is when the learning material that is run in the classroom is completely incomprehensible. This can be started from a teacher who does not see the context. So the students cannot accompany the program designed by the teacher. As if the real world with each classroom stands alone.

The main task of teacher is to connect the class with the reality that takes place in the reality of the world. If what the teacher says in the classroom stands alone, it certainly will not be useful for the learners. They actually live in a wider world in the real world; not only for limited classrooms, but the school environment is also limited. A report card or diploma is not the main goal. Certificates are merely educational administrative, not more than that. The phase which is needed to think about is how learners will live after school time.

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Reflecting to the ideas above, this study tries to link with the reality where nowadays, the students who are sitting in school are part of generation that has a technological leap. They were born in a state of technological entirely different from the conditions of the previous years. The technology is growing day by day. Generations with information communication technology even every second receive information that overwhelms the old web. Not all information has been verified so that it is always open the possibility to be wrong. The world is in their hands. Nevertheless, when they are back at home, from the beginning, they have also been conditioned with the characteristics of communication technology media. Influence from TV, gadget or other electronic devices were something that need to put in mind regarding to educational settings. Yet, this conditions need to be considered when designing strategy. It is feared that the learning strategy will be useless because of incompatibility with the condition of the students with technological leap.

Another reality that needs to be stressed also the students who spend time not with their parents or without parents. Here, teachers need to present the activities that designed to nurture them in learning. Teachers need to clarify, then direct to the mastery of the ideal material. Where it then shows a valid and legit sources including the skills to obtain valid information. The strategy should lead them to learn independently and to select the right information in the real world.

To do so, this article describes how a strategy becomes the basis for classroom management in global then paralleled with Manado case. The discussion based its data from multicultural and dynamic ethnic where religions walk hand in hand and linked to the learning revolution that becomes today's demands, including a discussion that analyses the condition of learners to achieve the stated learning objectives.

## 2. Methodology

This article is a research conducted with qualitative approach with various case studies as mentioned earlier paralleled with one multicultural city in the region in North Sulawesi. This study selected North Sulawesi region due that this region has its own characteristics with the encounter of Muslims and the Protestant community. Thus, madrasah (school) is no longer simply teaching Arabic as part of the curriculum but also strengthening religious identity. This variable becomes a separate part in the preparation of this research design. The research was conducted in Manado City as a region that met the established research criteria.

To meet the ethical criteria of research, since the beginning the researchers have conveyed the identity of researchers, as well as declared the intention and purpose of research to madrasah managers (school manager). Research proposals are submitted to madrasah leaders and teachers to be an early consideration in providing answers to the posed research questions. The research proposal was also presented on two different occasions, the first was in a seminar on research proposals of Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, April 2016, and an educational seminar held by Institut Agama Islam Negeri (IAIN) Manado in May 2016. Both were to test the feasibility of the research proposal.

Data collection was conducted for a year, from May 2016 to April 2017. The research was conducted in four stages: identification, data collection, data validity checking, and directed discussion. For data collection, observation and in-depth interviews were conducted with the research subjects in accordance with the criteria of the research problem. Interviews were conducted on three groups: teachers, pupils, and madrasah management. All three were interviewed separately using the same question guides, while the observations were conducted six times with the same observation guidelines.

Furthermore, two-month extension of research was conducted in May and June 2017 to check again on two matters, they are, the condition of madrasah in Manado City area that has the same criteria, and checks on the same research subjects in the same madrasah. So it can be ascertained that the obtained data were valid data. The last part of the research carried out triangulation to check the validity of data

through presentation. There were three activities to present papers to get input from peers and expert opinion, among others through ELITE conference at Universitas Islam Negeri Syarif Hidayatullah, Jakarta;

Once again, to ensure the data validity, it was carried out by focus group discussions through peer meetings in the same research conducted at Institut Agama Islam Negeri (IAIN) Manado in June 2017. All of them were conducted in order to ensure that research has explained the phenomenon of the research problem.

## 3. Findings: Preliminary

After a year of collecting data this study sees the learning strategy in many classes from the selected schools somehow becomes the basis for classroom management both in Moslem and Protestant schools in Manado. This study underlines some specific findings that need to be share due its importance in a multi ethnics or religions classroom management.

### *3.1 The Essence of Learning Strategy*

Each strategy has its own uniqueness as well as strengthens and weaknesses. Each has its own advantages over the other strategies. So one strategy cannot be applied in all conditions or every classroom situation. At any given moment, there is a suitable strategy. However, on a specific situation, the strategy is completely unusable. There are different conditions from time to time, so that it is important to note, thus, an opportunity for the teacher to identify how the strategy can be effectively used in the face of a situation or similarity in the encountered conditions. By not generalizing any existing conditions, it is necessary to recognize which strategies are appropriate to the needs and conditions that occur.

Students get a chance in experiencing the process of learning new things. Experience after experience will emphasize the student learning cycle that will lead to a complete understanding of a phenomenon. For that, teachers have the task to manage the learning experience so that students will get the meaning of learning. From the learning process that is then replicated in real life to deal with the conditions encountered. Solving problems encountered, when the teacher was not on their side at the time. At that time, they know how to manage the real situation independently.

Teachers as facilitators need to look at the characteristics of learners. Every pupil have different tendencies and characteristics, therefore, it cannot be expected how the whole class members can have the same treatment or condition. The same condition is only in the part of desire to learn or knowing new things. This idea can be used to develop a learning program that can be used for the whole. In addition, teachers need to have a record of how learners learned before. As a class "leader" the teacher will direct the learning process toward the desired goal.

### *3.2 Learning Revolution in Class*

The current state of the learning media can be managed with the help of the media. The availability of media is very abundant. Teacher's task is to choose the right media and use the existing media to be used together. Each media has different characteristics. Thus, it should be recognized how a media can help teachers to deliver material to learners. Nevertheless, the media do not instantly become a substitute for teachers but only as an additional tool to help the learning process.

Student interaction with existing technology does not necessarily eliminate the teacher's role. Indeed, the technology is only a tool to support. As a learning medium to help activity that cannot be done by a teacher alone, technology is not as a pillar of education. The teachers are part of education so that it cannot be eliminated with any technological progress. So, teachers familiar with the use of technology ~~so~~ to enrich learning experiences and class activities.

In the activity, learners need to see, hear, and experience. These three conditions should united in a learning material. For sixty minutes of study, it can be divided into three phases, so each has a portion although they are not exactly the same. Each activity will have an impact on learners' understanding. Each phase is integrated with another phase. Lectures can no longer be used as a reliable method, because students' attention cannot concentrate on listening activity only. The students cannot sit and remain silent, while the active ones are their teachers.

Similarly, the cultural background inhabited by each learner is different. With these different cultures, they will need to be incorporated into cultures that can cross each group to be part of the learning process. They need to be united in team unity so as to bridge the learning process (Evans & Vergnaud 1998). Cultural differences when they are managed productively will be an element of learning so that students can traverse themselves. They will then understand how others act and do not mind the differences.

Classes become the best area in providing leap for students. They will relate the learning experience to the real world. Easily, the learning process can be done if you stand on the existing reality. Students will go through the process of knowing, understanding, and analysing. The process can be done easily with the teacher's presence as a facilitator. Teachers are not the only source of information. Students easily get information from diverse sources. However, the teacher still has the function to verify and become a facilitator in sorting out existing information. Teachers are still required forever; the existence of a teacher cannot be replaced by any technological advancement.

Teacher has a human element that technology does not have. So technology cannot completely have the function of interaction and response mastered by the teacher. One of the teachers' duties is to develop a culture of literacy among students. As they become accustomed to a culture of literacy, it is easier to overcome all learning challenges. Even students can help themselves to get their own learning experience to use independently. The condition of the 21st century is the information literacy (Loo & Chung 2006).

Some institutions introduce natural schools. Classes are conducted unrestricted by a school wall that keeps the distance between students and the actual situation. This is simply to be an alternative where during this time, school even further away from nature. So the class needs to be presented in the real world. Students' best practice needs to be in natural conditions. Because they will eventually be in a world filled with problems and challenges, not just a matter and reading material, or just with the buttons only. So the class needs to be connected to the natural conditions to deliver to the understanding of learning.

Students should be guided to learn happily. Learning activities should not restrain the students. We witnessed the annual ritual, how the students rejoiced when they graduated. The simple question is "are they feeling sad when they are in the school?" So that when they graduate must be celebrated in such a way as to excite the happiness that exists after so long confinement. Joy with teachers should be presented in the classroom. They should be guided to love the class, so that the time with their class and school breakup is sad. They miss those moments back to be with the best teachers who have helped them learn

## 4. Conclusion

Exploring learning strategy in class management from around the globe then paralleled with Manado Case reflecting many perspective and ideas to strengthening the old though in educational settings. This study sees the implementation of the strategies in some schools in Manado and tries to underline some thinking that the learning strategies is something exists in reality and realised that when the learning experience is obtained, then that is the peak of the success in learning process. The students will put it in memory if it is done in a structured repetition. At that time, the educational function to maximize the potential of learners in facing the real situation has been achieved. The true education is to

provide experience for real life. So when in school, students will be guided to face obstacles that will be faced at a time. School bench is not a fantasy that students will receive lessons that are not real, absurd, and useless at all. The real certificate is obtained from the society and the space of the vast devotion is in the community as well. So it is not enough to achieve a piece of paper and then stored neatly in the folder. After that, the students did not do anything. This is not what is expected, but the expectations of all parties are the best graduates, with the best skills, and the best abilities to apply in the real world.

Strategy is not a real thing that can be seen as it is. Learning materials mediate to see how the strategy works, strategies that will deliver the material to be used as teaching materials. In fact everyone has a different strategy though in the same material to be taught. The task of the teacher is to complete the strategy on a single subject so that students can arrive at the best understanding

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