

Fitakhul Inayah. 2015. *Peran Guru Sebagai Pengelola Kelas dalam Membiasakan Siswa Kelas V SD Untuk Menyampaikan Pendapat (Studi Kasus Pada Siswa Kelas V-A SD Negeri Demangan 1 Kabupaten Bangkalan Tahun Ajaran 2014/2015)*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Hani'ah, S.Pd., M.Pd., Pembimbing II: Ira Fatmawati, S.S., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pembiasaan kegiatan menyampaikan pendapat di kelas V-A SD Negeri Demangan 1 Kabupaten Bangkalan Tahun Ajaran 2014/2015 serta penerapan pengelolaan kelas yang dapat mendukung kegiatan-kegiatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan teknik pengumpul data, yaitu wawancara terstruktur dan observasi partisipasi pasif. Analisis data pada penelitian ini menggunakan model Miles dan Huberman. Dari hasil analisis diketahui bahwa pembiasaan kegiatan menyampaikan pendapat di kelas tersebut terintegrasi dalam beberapa kegiatan pembelajaran, yaitu eksplorasi konsep, diskusi kelompok, presentasi, dan tanya jawab dalam penyampaian materi. Guru menerapkan pendekatan pengelolaan kelas, yaitu *eclectical approach*. Dalam penerapannya, guru melakukan pengelolaan pada lingkungan fisik, lingkungan organisasional, dan lingkungan sosio-emosional. Pada lingkungan fisik, guru mengelola tempat duduk siswa, ventilasi dan pencahayaan ruang kelas, perpustakaan kelas, kebersihan ruang kelas, dan penggunaan pelantang suara. Pada lingkungan organisasional, guru mengelola regulasi pada pemberian tugas kelompok dan pelaksanaan diskusi kelompok, pelaksanaan eksplorasi konsep, tata tertib kelas, pemanfaatan sumber belajar, pembiasaan perilaku saat kegiatan presentasi, pengoptimalan peran guru sebagai fasilitator dan motivator, regulasi waktu belajar, dan regulasi pergantian tempat belajar. Pada lingkungan sosio-emosional, guru mengelola tipe kepemimpinan dan sikap guru.

Kata kunci : pengelolaan kelas, pembiasaan, menyampaikan pendapat

Fitakhul Inayah. 2015. *The Role of Teachers As Classroom Manager in Customizing Habits of Elementary School Vth Grade Students to Communicate Their Opinions (Case Studies of Classroom-A of Vth Grade Students in Demangan 1 Elementary School Bangkalan Regency Academic Year 2014/2015)*. Thesis, Elementary School Teachers Study Program, Faculty of Teacher Training and Education, University of Trunojoyo Madura. Advisor I: Hani'ah, S.Pd., M.Pd., Advisor II: Ira Fatmawati, S.S., M.Pd.

ABSTRACT

This research aims to describe the customizing habits of communicating opinions activities in classroom-A of Vth grade students in Demangan 1 Elementary School Bangkalan Regency Academic Year 2014/2015 and the implementation of the classroom management which can support the students activities of communicating opinions. This research uses a qualitative approach and using the techniques to collect datas, consist of structured interview and passive observation. The process of datas analysis in this research use a Miles and Huberman model. From the result of analysis shows that customizing habits of communicating opinion activities is integrated in several instructional activities, consist of subject concepts exploration, group discussion, presentations, and interactive teaching. The teacher applies eclectic approach as classroom management approach. In practice, the teacher is doing to manage the physical environment, the organizational environment, and socio-emotional. In the physical environment, the teacher is doing to manage students table and seat, ventilation and lighting, classroom libraries, cleanness, and the using of voice speaker. In the organizational environment, the teacher is doing to manage the implementation of group work and group discussion, the implementation of subject concept exploration, classroom regulation, using of study references, customizing habits while presentation activities, optimization of the teacher role as facilitator and motivator, regulation of instructional time, and regulation of place for instructional activities. In the socio-emotional environment, the teacher is doing to manage her leadership and attitude.

Keywords : classroom management, customizing habits, communicating opinion