



Management of Elementary and Regular Classes for Elementary School Students from the Implementation and Planning of Idea

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Abstract: This study aims to describe the management of excellent and regular classes at SD Hang Tua 10 Juanda. This research is field research conducted using qualitative methods with a case study research design. Data collection techniques include observation, interviews, and documentation. Data analysis involves data condensation, data presentation, and verification of conclusions. This study tested credibility, transferability, dependability, and confirmability to ensure data validity. The research findings reveal the implementation of the excellent class and regular class programs, covering aspects such as planning (objectives, management, curriculum, costs), implementation (administrators, educators, students, materials, scheduling, facilities, costs), evaluation, and comparing the results with existing standards. This evaluation is usually conducted during mid-term or end-of-term assessments, where reports from each excellent class or regular class teacher are submitted to the headmaster. The evaluation examines whether the objectives of the excellent class program, as measured by student learning through exams or assessments, have been achieved. If not, improvements will be made. However, if the learning process and outcomes align with the established standards, enrichment activities will be implemented to maintain or enhance student learning achievements.

Abstrak: Tujuan penelitian ini untuk mendeskripsikan pengelolaan kelas unggulan dan kelas reguler di SD Hang Tua 10 Juanda. Penelitian ini termasuk jenis penelitian jenis penelitian lapangan dengan menggunakan metode kualitatif dengan rancangan penelitian studi kasus. Pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Analisis data menggunakan kondensasi data, penyajian data, dan verifikasi kesimpulan. Untuk keabsahan data dalam penelitian ini dilakukan uji kredibilitas, uji transferabilitas, uji dependabilitas, dan uji konfirmabilitas. Temuan penelitian yang diperoleh adalah penyelenggaraan program kelas unggulan dan kelas reguler dari perencanaan (tujuan, pengelolaan, kurikulum, biaya), Pelaksanaan (pengelola, pendidik, siswa, materi, pelaksanaan waktu, sarana prasarana, biaya), Evaluasi dan hasil akan dibandingkan dengan standar yang ada. Hal ini biasanya dilakukan setiap masa penilaian tengah semester atau penilaian akhir semester dari laporan masing-masing guru kelas unggulan atau kelas reguler kemudian laporan diberikan kepada kepala sekolah. Evaluasi ini akan dilihat apakah hasil program kelas unggulan yang diselenggarakan dapat tercapai belajar siswa melalui ujian atau penilaian atau belum, jika belum akan dilakukan perbaikan. Namun jika proses dan hasil belajar siswa telah sesuai dengan standar yang ditetapkan maka dilakukan pengayaan untuk mempertahankan capaian belajar siswa atau bisa ditingkatkan.

A. Introduction

The educational process has not been able to be separated from the categories indicated and intended as the development of quality human resources and the development of the economic sector, which are mutually associated with one another (Saputri, 2020). Quality human resources require the role of educational institutes that can provide full service. In terms of forming a quality educational institute as expected by the public, the community is not only consistently playing a role, but it is the responsibility of all, including involving parties from the educational environment (Brezovszky et al., 2019).

Not a few educational institutions have made efforts to improve the quality of education of students to take part in improving the quality and human resources in the field of education. Thus, a different school model with a unique identity characterizes the school (Wiarsi & Aziez, 2021). The school provides various interesting and quality programs to students to advance their education and improve school quality (Kurniawan, 2022). In the scope of learning and teaching activities, students are needed by teachers and teachers are needed by students so that learning can take place properly and effectively (Sholihah & Chrysoekamto, 2021). This applies vice versa, teachers are not always required to accompany students near, but they can still learn independently in the learning process (Aisah, 2020).

Learning activities in the classroom are an example of the quality of school education, and the teacher is responsible for paying attention to all matters related to the developmental process of each student in the classroom. Systems that can increase students' desire to learn are active, creative, elective and fun learning processes. Classroom management is actions teachers take to create and maintain classroom situations that support students to learn fully (Sari, 2020). Evertson and Weinstein (2006) describe Classroom management as the procedures teachers use to establish settings that encourage and support academic and socio-emotional learning (Yusuf et al., 2022). Classroom management ensures that the teaching and learning process runs smoothly. Classroom management ensures that learning leads directly to the goal (Hisbollah et al., 2022).

Due to the many potentials of future generations, good education deserves special attention. Students have different potentials and need guidance and learning from different education (Wijaya et al., 2021). Superior and gifted children must be educated according to their abilities to reach their potential as well as possible (Widiada et al., 2021). In the superior class, students are taught more intensively. The superior class is described by Silalahi (in Hardianti et al., 2020) as a class that provides instruction in certain programs to students who excel in developing their inherent talents and creativity (Mustarsyidah, 2022).

Based on the phenomenon in the field, SD Hang Buah 10 Juanda has a superior class and regular class and then divides the advantages of each class. The researcher comprised grades 4, 5, and 6 of all the primary school classes. For grades 5 and 6, the superior class program was already running, then continued in grade 4, the superior character class program, which had just implemented the independent curriculum (Suhana et al., 2021). To determine students in the superior class itself to take part in the superior class program, a

student must take part in the student selection stage carried out by tests by examiners through 2 stages, namely interview tests and written tests during grade 3 in semester two before going to class according to their potential student (Ntelok et al., 2020).

The superior class program is a unique initiative carried out by schools to encourage students to develop their intelligence, abilities, skills and potential to the fullest so that they have the best knowledge, skills and attitudes (Rohmatillah, 2020). Researchers have found that implementation differs between featured and regular classes, with featured classes implementing more programs, increasing work hours, and developing foreign language conversation skills (Fahmi, 2020; Susanti, 2019). This research encourages researchers to conduct classroom management research, how plan programs in superior and regular classes, manage resources from teachers and students, and how the results of class management programs in superior classes.

B. Method

This research belongs to the group of research that uses a qualitative approach which can be interpreted as a type of research approach. The author will present the data obtained textually and develop it descriptively. So that researchers can use these data to describe their findings, so this study aims to present factual and organized data according to what happened in the field. By paying attention to and capturing as much detail as possible from the situation under study at that time, descriptive qualitative research is a technique that describes and interprets the meaning of data in order to produce a general and comprehensive picture that reflects the actual situation (Hilendri et al., 2022).



Figure 1. Qualitative Approach Design

The type of research that will be used in this study is descriptive case study research. This kind of study aims to clarify certain social phenomena. The ultimate goal and research

methodology can be used as differentiating criteria to classify them into different species. This type of research was taken because in order to understand the implementation used by school principals and teachers to improve the quality of learning and see opportunities and efforts to overcome the obstacles faced, besides that the authors do not know what the successes and failures are in managing the superior classes and regular classes.

The research subject is an important component in the research because the source of the majority of the data is obtained. In this study, the research subjects were informants and objects. As for the informants, the researchers took the principal as *the mind object*, teachers involved in implementing and interacting with students in class management, student assistants involved in determining students, and students took as determining subjects in managing superior and regular classes.

This study uses observation, interviews, and documentation as data collection methods. The three data collection methods are based on the ability to filter broad data according to the research focus. The data analysis technique used in this study is divided into three components: data condensation, data display, and conclusion and conclusion. drawings/verification). Four data validity tests were used to test the validity of the research data: credibility test (source triangulation, technique and member check), transferability, dependability, and confirmability (Astuti et al., 2022).

C. Results and Discussion

Results

The implementation of the program management function determines the success or failure of a learning program in terms of planning, implementation and evaluation. Learning program objectives can be met if this function operates efficiently. This is related to managing superior and regular classes at SD Hang Tuah 10 Juanda.

1. Planning

The SD Hang Tuah 10 Juanda has two different class programs: the superior and the regular classes. The class program is organized based on meeting market demands, in this case, to attract public interest, as well as to develop the potential of students who have different interests and talents so that many people are interested in enrolling their children in this private school (Buscher & Humphrey, 2021).

In addition to organizing the superior class management, SD Hang Tuah 10 Juanda also determines the objectives of each superior class program. The objectives of managing superior classes are (1) realizing academic achievement due to additional learning with the best District-level Olympiad results. (2) students can learn independently and can solve a problem boldly. (3) The teacher optimizes according to the material developed to realize creative, innovative and effective learning according to student needs. (4) cultivate a competitive attitude to get the best performance. (5) students gain learning experience through direct learning (museum visits, comparative studies, *cooking class*, *business day*, and *native learning speakers*). (6) Determine the cost in each class, especially the superior class, by

involving the student's guardian. Like managing regular classes, they also have programs that compete with specializations in academic and non-academic fields. Self-development of regular students outside of class also has the same program as superior classes (Halik et al., 2019).

In addition to determining program objectives, planning for the superior class at SD Hang Tuah 10 Juanda also formulates costs, targets for each class management and what activities will be carried out to achieve the goals. This is as stated by Nugraha (2013) the purpose of classroom management is to create a conducive environment by facilitating student development and learning as well as possible based on the intellectual, psychomotor, and social-emotional needs of students as well as to eliminate disruptions to problems in the development and effectiveness of student learning.

In planning the management of superior classes, several parties are involved, including the school principal, vice principal of student affairs, vice principal of curriculum schools, and representatives of teachers. Planning is formed by people who understand the needs or conditions of the present and future and then are made together and carried out by those who have authority.

2. Implementation

The implementation of the management of superior classes and regular classes at Hang Tuah 10 Juanda Elementary School is carried out by the principal, deputy head of curriculum, deputy student affairs, and teachers according to their respective duties. The implementation stages are preliminary, implementation and evaluation.

In the pre-learning implementation stage, class teachers, curriculum assistants and school principals develop semester programs, annual programs, learning objectives, lesson plans, worksheets, methods, strategies and learning resources to be used. Meanwhile, in the implementation stage, teachers at SD Hang Tuah 10 Juanda carry out learning in class according to the lesson plan (RPP) that was made previously. Because in this teaching process, there is an ongoing interaction between teachers and students, students with students, and group students or individually (Gurr et al., 2020).

At the evaluation stage, the teacher evaluates student learning. This is as stated by Kompri that the activities seen after carrying out teaching include: 1) Assessing student work, 2) Drafting plans for the next meeting, and 3) Reassessing the teaching and learning process that has taken place. The implementation schedule is every Monday - Saturday according to the schedule when teaching in class is finished. After learning the national curriculum material, the superior class program material is prepared beforehand. In the superior class, the internal program or program from the school is science and math in English (Prenger et al., 2021). This is by the assertion of Suhartono and Ngadirun that one of the characteristics of superior classes is an expanded curriculum, namely developing and improvising optimally according to the needs and demands of learning, with additional treatment outside the curriculum, remedial, enrichment, and guidance services, as well as

coaching creativity, discipline, boarding system, and other extracurriculars to improve the quality of learning.

Table 1. Implementation of Superior Classes and Regular Classes

Implementation of Superior Classes and Regular Classes	
Material: Academic Class: Deepening science & math material in English, conversation in English in class or when talking with the teacher, strengthening literacy, praying dhuha, tadarus, robotics.	Material: Akadmeik class: general learning according to the national curriculum, implementation of literacy, prayer dhuha, tadarus.
Deepening the material in each superior class by adding study time outside of class hours with a prearranged schedule.	Deepening the material in each superior class through learning time outside of learning hours, namely mandatory bimble.
There are additional supporting books between teachers and students, students and parents, daily activities, breakfast books, literacy books, and books on weekends.	There are additional books but only personal books.
Facilities and equipment in superior classes are an additional fee program from student guardians that have been agreed upon with the school principal, teachers, and student guardians.	Facilities and facilities in the classroom are equipment provided by the school.
The fees for students in each superior class vary according to the program.	Fees are adjusted for activities outside of class activities.

3. Evaluation and Results

The next stage in classroom management is evaluation, which is carried out to see whether the planned goals have been achieved. Each program is carried out periodically to report progress for three and six months. Report of each class program. This becomes material for evaluation, consideration, and recommendations for implementing the next program. To measure the learning achievement of students in superior classes and regular classes, an evaluation is carried out by each superior class program which is carried out in the form of simultaneous examinations for all classes with additional questions according to additional material in each class as well as project exams in taking report cards. In addition, it can be seen from the achievements of the superior class students, including the Gold Medal, the Indonesian Science Olympiad (OSI) at the national level, 1st Winner of the Anniversary JFC Cup at the East Java and Central Java levels, second place at the National Student Art Competition Festival (FLS2N), Gold Medal, Festival of Children with Indonesian Achievement in English at the national level, second place in Vlog with maritime characters at the national level, Silver Medal at the Indonesian Numeracy and Literacy Olympiad at the national level, Silver Medal at the national level Mathematics Hardiknas Competency, 1st Place for Tiwisada Cadre Women and Men at the Sidoarjo district level, first place the Surabaya- wide AIS Trophy Karate Championship team, 1st Winner of the Indonesian Speech "National Children's Day" at the district level, 1st Winner of the district

level Art Competition, 1st Winner of the Taekowndo Cup for the Regent of Sidoarjo at the East Java level. This is in line with Susanto (2013), stating that evaluation or results can be used as feedback or follow-up action to measure the progress of student learning outcomes.

Discussion

Planning for Superior Class and Regular Class

Planning programs must be formulated objectives to be achieved. Likewise, with planning in the superior class program and regular classes. Planning is done as the implementation of what has been set.

Each school has clearly stated the vision, mission and objectives of the educational program being implemented. At Hang Tuah 10 Elementary School, Juanda also determines program objectives and manages existing superior and regular classes. Starting from the selection of teachers who meet the required criteria and meet qualifications, determining students by conducting tests simultaneously to determine classes, materials following the curriculum used, activities carried out while in class, and forming a team for meetings with student guardians for approval of their children enter superior and regular classes as well as regarding financing, especially for programs carried out outside of school such as comparative studies, practicums, and fulfilment of learning facilities. As for learning activities in class, rules and implementation procedures have been developed, starting from student management, space and facilities, study time to additional learning, lesson planning, worksheets, lesson plans, student projects, superior class program materials, teaching materials, and learning resources (Barrett et al., 2019). So that when carrying out teaching and learning activities, it is by the established plan.

Implementation

The implementation process will be carried out if policies are issued by the school principal, deputy head of curriculum, deputy student affairs, teachers, and the program management team. The deputy head of curriculum assists the school principal as the authority in the school in managing superior classes. Then, the deputy head of curriculum and student affairs forms the head of the superior class program, which also has its management team. Furthermore, the determination to teach teachers who have potential through the class program.

In addition, the organization of existing resources also greatly influences the implementation of the superior class program. Among the resources in question are organizing the subject matter in each class program from additional material in superior classes the same as classes in general, differences in the material taught where the curriculum is more expanded and improvising in learning including *science and math in English, conversation in English*, strengthening literacy, performing prayers *dhuha, tadarus, robotic*. Organizing time: from entering class, taking breaks, and going home to adding learning time. Organizing students: determining students in superior and regular classes, numbers, ability tests, *mathematics tests*, and *conversation in English tests*. Organization of

space and facilities: equipment that includes learning support from tables, chairs, projectors, LCDs, student cupboards, teacher cupboards, printers, and *reading corner* for teachers and students, and organizing costs whose amount is adjusted to the needs of each class program with the approval of all parents of superior classes and regular classes (Karlsson et al., 2020).

For the implementation of learning, each existing component has been carried out properly, starting from the headmaster as the authority maker, the deputy head of the curriculum as the person in charge of the superior class and regular class programs, the deputy student body as the person in charge of communication with student parents and teach students in the superior class and regular classes, the team program managers for activities in each superior class, as well as collaboration between all teaching staff have been prepared according to the class being taught.

Evaluation and Results

In the evaluation phase, the school principal evaluates every month and supervises every four months based on the class teacher's recap or activity report every day at the morning assembly in the teacher's room. The results of the evaluation will be compared with the existing standards. The curriculum deputy usually does this every mid-semester assessment period or end-of-semester assessment as the superior class manager from the reports of each superior class or regular class teacher. Then the report is given to the school principal. This evaluation will see whether the results of the superior class program can be achieved by student learning through exams/assessments. If not, a breakthrough will be made for improvement. However, if the process and student learning outcomes are by the standards set, then enrichment is carried out to maintain student learning achievements or can be improved. As Walisman (in Rasmitadila et al., 2020) mentioned, one factor influencing student learning outcomes is school; the better student learning abilities and teaching quality, the better student learning outcomes.

D. Conclusion

From the research results above, researchers will provide conclusions regarding managing superior and regular classes at Hang Tuah 10 Juanda Elementary School. Planning for the management of superior classes and regular classes at SD Hang Tuah 10 Juanda also determines the program objectives, then carries out the management of existing superior classes and regular classes. Starting from the selection of teachers who meet the required criteria and meet qualifications, determining students by conducting tests simultaneously to determine classes, materials following the curriculum used, activities carried out while in class, and forming a team for meetings with student guardians for approval of their children enter superior and regular classes as well as regarding financing, especially for programs carried out outside of school such as comparative studies, practicums, and fulfilment of learning facilities. As for learning activities in class, rules and implementation procedures have been developed, starting from student management, space

and facilities, study time to additional learning, lesson planning, worksheets, lesson plans, student projects, superior class program materials and regular classes, teaching materials, and learning resources.

The implementation, among the resources in managing superior classes and regular classes, is organizing subject matter in each class program from additional material in superior classes the same as classes in general, differences in the material taught where the curriculum is more expanded and improvising in learning, including *science and math in English, conversation in English*, strengthening literacy, performing prayers *dhuha, tadarus, robotic*. Organizing time: from entering class, taking breaks, and going home to adding learning time. Organizing students: determining students in superior and regular classes, numbers, ability tests, mathematics tests, and conversation in English tests.

Organizing space and facilities: equipment that includes learning support for teachers and students, and organizing costs, the amount of which is adjusted to the needs of each class program. Evaluation and results of superior management and regular classes, the principal evaluates every month and every four months, supervision is carried out based on the recap or activity report carried out by the class teacher every day during the morning assembly in the teacher's room, the results of this evaluation will be compared with the standards set There is. This evaluation will see whether the results of the superior class program can be achieved by student learning through exams/assessments. If not, a breakthrough will be made for improvement. However, if the process and student learning outcomes are by the standards set, then enrichment is carried out to maintain student learning achievements or can be improved.

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