

Managing Online Classroom for Vocational High School Students: A Self-Observation Report

*Amalia Nur Majid Setiawan*¹

¹Corresponding Author, Department of English Language Education, Islamic University of Indonesia, Yogyakarta Indonesia; 18322072@students.uii.ac.id

Received: 23 March 2022

Accepted: 17 June 2022

Published: 11 July 2022

Abstract

This research aimed to investigate how to manage online classes in vocational high schools and involve students' contributions during online classes. The subjects of this research were 12th-grade students majoring in hospitality. There were 31 students involved in gathering the data. The method used in this research was a self-observation report. The data were derived through teaching and learning activities and managing online classes, which were carried out synchronously and asynchronously. This study found that online classroom management is important in making teaching and learning activities effective and could make students more involved in synchronous or asynchronous classes.

Keywords: Classroom management, Online learning, Vocational high school

To cite this article: Setiawan, A. (2022). Managing Online Classroom for Vocational High School Students: A Self-Observation Report. *SALEE: Study of Applied Linguistics and English Education*, 3(2), 124-137. <https://doi.org/10.35961/salee.v3i2.458>

DOI: 10.35961/salee.v3i2.458

1. Introduction

The biggest challenge of being a pre-service teacher during the Covid-19 condition is when students are not involved or interact with teachers during the online learning process. In the online learning process, a pre-service teacher should also be able to create interesting learning situations and involve students in the classroom. The positive behavior of teachers must be considered. According to Thijs and Verkuyten (2009), positive behavior was authoritative and permissive. The teacher's behavior also factors in online learning because the teacher's behavior can influence students and foster student interest in online teaching and learning

activities. The theory of Mansor et al. (2012) is also relevant to be applied in an online learning context. However, although I applied the aforementioned behaviors, the students during my teaching internship remained low engagement. In synchronous learning with the Zoom meeting, a few students were active and attentive by asking questions and correcting the other students' answers.

However, the rest of the students remained to show silent and passive. They turned off the camera and the microphone. After observing one class, my teacher supervisor said that some of the 3rd-grade students of the vocational school she taught were difficult to manage. Still, I perceived this as a challenge because it was my duty as a pre-service teacher who must deal with it. Since I understood the condition, I tried to use the strategy and suggestions given by my teacher supervisor by giving strict warnings to my students. I tried to find some references on how to deal with difficult students when submitting my assignments and to engage with students who were passive in the learning activities.

I reviewed prior studies about developing students' engagement during my library research. There were recommendations to manage and deal with dynamic situations in some references, such as what I faced in my teaching practicum. Mansor et al. (2012) suggested that to engage students during online learning, the teacher should create rules, be socially present, and engage with students. Lathifah et al. (2020) suggested that teachers could strengthen online classroom management by setting class rules. They identified that online classroom management has three characteristics: a) class sessions should be conducted in real-time connecting teachers and students simultaneously, b) teachers and students are distinguished by location, and c) the class uses a platform that is closed to certain people. Establishing rules through strengthening classroom management encourages students' academic achievement and social, emotional, and moral growth with the aim of classroom management for orderly learning (Evertson & Weinstein, 2006). Thus, classroom management is an important action a teacher takes to establish and maintain an environment. However, previous research by Evertson & Weinstein (2006) about setting rules in online classrooms tends to exclude teacher behaviors. They seemed to work as separated variables. Thus, this study aims to describe the self-observation report of the author in integrating teachers' behaviors with online classroom management. To do this, the proposed research question is "How does a pre-service teacher manage an online classroom for vocational high school by integrating teachers' behaviors?"

1.1. Theoretical Framework

With situation conditions such as Covid-19, fortunately, development of increasingly sophisticated technology that can support all education systems and learning processes are carried out in distant learning. Therefore, Lathifah et al. (2020) described that classroom management is developing into online classroom management with the same goals as classroom management in general. Remote learning provides a new aspect or point of view in managing online classes to make the classroom atmosphere fun and comfortable when

students study and can give the same impression as the classroom atmosphere before Covid-19. According to Lathifah et al. (2020), the distant learning process limits the socio-emotional aspect because every student has to try to solve their problems and must make an effort to understand the instructions given by the teacher. Thus, OECD (2020) described that the strength of students in joining distance learning is more enthusiasm from the teacher for what the teacher will teach and from emotional support from parents, such as appreciating the effort and achievements they get.

Classroom management is also commonly used to describe how teachers define and enforce behavior in the classroom and is academically aimed at creating an environment conducive to student learning and interaction. According to Franklin & Harrington (2019), classroom management from early childhood to higher education should usually include explicit teaching of behavioral expectancy, modelling, and specific feedback. Thus, teachers and students have their respective roles and responsibilities to achieve a successful online classroom, and then teachers and students must share roles and responsibilities. In some ways, it makes classrooms effective for teachers and classroom management. An effective teacher should know the subject matter well, identify important representations of their subjects, guide and motivate learning through classroom activities, monitor learning and provide effective feedback, pay attention to attributes, and affect student outcomes (Walker, 2008). Therefore, the teacher is an important asset in the school whose job is to make teaching and learning activities effective, and the greater the ability, the more effective the teacher. According to Mansor et al. (2012), several aspects make learning effective in the online classroom. Into five aspects: Rules and Routines, Relationships, Motivation, Discipline, and Discussion. since remote learning makes students study from home, these are five aspects applied to online classroom management.

a) Rules and Routines: the rule is an order or direction set by the teacher and must be obeyed by the students. The routine is making the rule a habit when learning asynchronous or synchronous. Routines also refer to regulations in the classroom that must be followed when the learning process occurs. Thus, Nurcahyo et al. (2020) described that the rules and routine become effective if students follow distant learning activities smoothly with as little time loss and distraction as possible. For example, the teacher gives the rules at the beginning of the meeting. These rules must be obeyed and made a habit during class.

b) Relationship: a relationship that explains the relationship between teachers and students when learning occurs synchronous or asynchronous and if the teacher has a good relationship with the student so that it can contribute to effective classroom management when teachers, students, and parents support each other to promote the distance learning process. For example, teachers must have a good relationship with parents so that when one of the students has a problem in class, the teacher can contact their parents to consult or cooperate in warning the student. The teacher also has a good relationship with students so that when giving a warning to the student, they can understand and not repeat it.

c) Engaging & Motivating: when the teacher instructs and manages the class well in the distant learning process. According to Mansor et al. (2012), engagement and motivation are only given by the teacher to students. For example, the teacher engages the students in joining discussions to make a question or answer questions to related the material.

d) Discipline: a part of discipline for effective classroom management occurs when teachers prevent bad behavior and respond when bad behavior occurs. Discipline is different from rules and routines if discipline is more about how students can implement and obey the rules made by the teacher or class agreements. For example, the students are always on time to join the class asynchronously or synchronously, always do assignments, and submit assignments on time.

e) Discussion: on this part, the teacher respects her students in the class. It can be through calling them by name and knowing her students well. Teachers must recognize the weak, the quiet, and those who seem to dominate classroom discussion most of the time. Teachers should constantly remind the class that it is acceptable for the weaker ones to try. Teachers should look around for students (especially during Zoom or Google Meet, who might raise their hand, answer the questions, or those who need encouragement to respond). By doing so, the teacher installs confidence in the weaker ones while simultaneously conveying a sense of sharing, patience, and understanding to the whole class.

2. Method

The method applied in this study was a self-observation report that adapted the procedures and methods of Widodo (2009). This study belongs to a qualitative approach due to using observation in teaching experience as primary data. This study was conducted in a vocational high school in Yogyakarta, Indonesia. 31 students in the 3rd grade of hotel accommodation and one pre-service teacher were involved in this study. The students and the school stakeholders signed the consent after the deployment of a teaching internship in the school. The pre-service teacher's role was to ensure that the online learning process by Google Meet and WhatsApp group methods could run smoothly without any problem. Data was collected through teaching and learning activities for four sessions in one session for 90 minutes and managing classrooms online through google meet and WhatsApp groups. Online teaching and learning activities consisted of watching videos, PowerPoint presentations, and having discussions in WhatsApp groups. The data was collected by taking screenshots when teaching and managing the class in synchronous or asynchronous class in google meet and WhatsApp groups.

Johnson and white (1971) identified that self-observation could aim to increase the frequency of behavior or the value of oneself and others for the observed behavior. Self-observation is also a broad behavioral change. Therefore, the pre-service teacher's job was to maintain, control and monitor the learning process, and to observe changes in student

learning behavior. Because this was self-observation, the pre-service teacher must also be aware that she was being observed and must know the results of these observations. The data was taken from teaching and learning activities and managing online classes, which were carried out synchronously and asynchronously. The students attended all the classes held, and they also followed the discussion in class well.

3. Finding and Discussion

As a pre-service teacher, knowing how to manage classrooms is the aspect of teaching that presents the biggest challenge, especially in online classroom management. Although online classroom management is challenging, the step-by-step approach sets the stage for a positive and productive learning environment. Aspects in teaching:

a. Rules and routines

As explained by Mansor et al. (2012), in order to establish rules and routines, the teacher should set up the rules at the beginning of the lesson. Thus, I announced and discussed the rules with the students before the class. Figure 1 is the screenshot of my experience in establishing the regulations through WhatsApp classroom.

In figure 1, I started the set-up by announcing the link for the synchronous meeting. I also told the rules during the classroom meeting by presenting the PowerPoint. The rules are displayed in the presentation slide as in figure 2.

However, the rules already set by their teacher, I only changed a few words to be clearer when I conveyed them back to my students. The rules had become a routine for my students: they must do everything according to their lesson hours. When I taught, I only needed to remind them of the rules they set at the beginning of this class meeting. In this stage, my behavior switched from being permissive to authoritative because, as the teacher, I had to enforce the rules and guide the students. Using the WhatsApp group, they had to re-read the reminders of their rules and habits while teaching and learning activities were taking place. When I did this, I found that some of the students obeyed the rules, and the challenge when I did this stage was to keep reminding and reprimanding students who did not follow the rules. Thus, it could be concluded that managing the class with some rules made online learning effective, and all the students contributed to the online classroom.

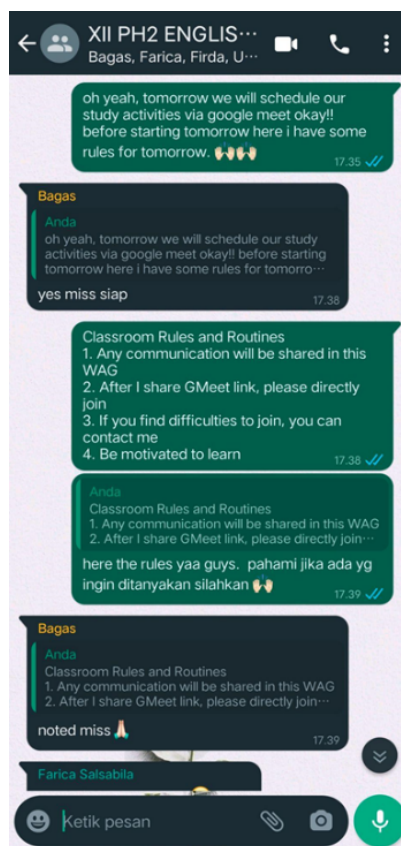


Figure 1. Establishing Rules in the Classroom

Rules and Procedure

1. Attendance 15 minutes before class starts.
2. Treat everyone in the class with respect and dignity.
3. Be communicative and proactive.
4. During a videoconference, only turn off your camera when teacher is sharing screen.
5. During a videoconference, only turn on your microphone when you are going to say something.
6. Please turn microphone or give a reaction raise your hand if you want to ask
7. Be proactive during discussion, consultation, and class interaction.

Figure 2. Establishing Rules and Procedures during Synchronous Meeting

b. Relationship

Lathifah et al. (2020) described that the students are excited with teachers who always care about them rather than teachers who only give them assignments and are too serious when teaching. I was a pre-service teacher who had not met directly with students. It was a little

complicated to build online relationships. So, the teacher must be able to be a fun figure and must be able to understand the jokes of the students so that there would be a reciprocal interaction between the mark of the teacher and the students. However, the time spent in distant learning was limited. Thus, the teacher must also be able to manage the time between throwing jokes and explaining the material. Being a fun teacher who cares about her students was not easy, especially when only a few students responded to tricks or questions I asked them.

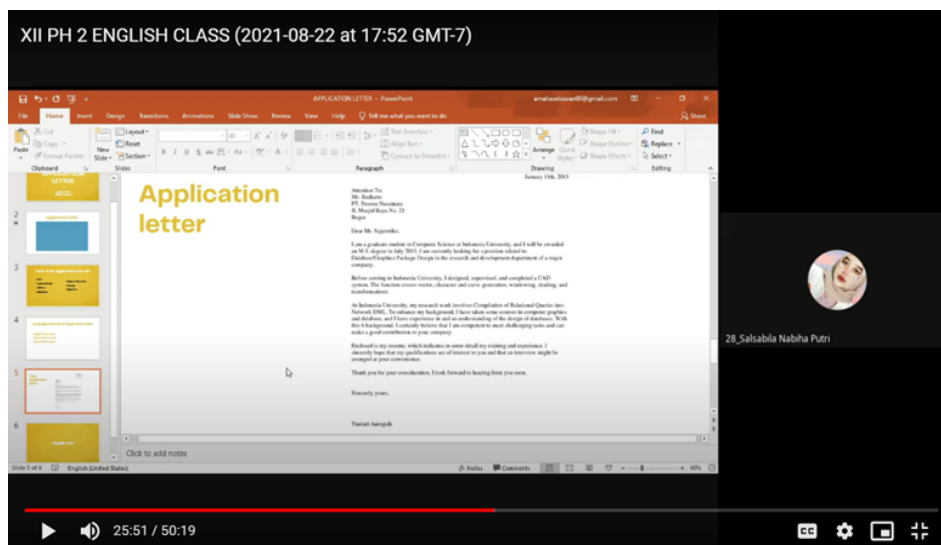


Figure 3. Relationship in the synchronous Classroom

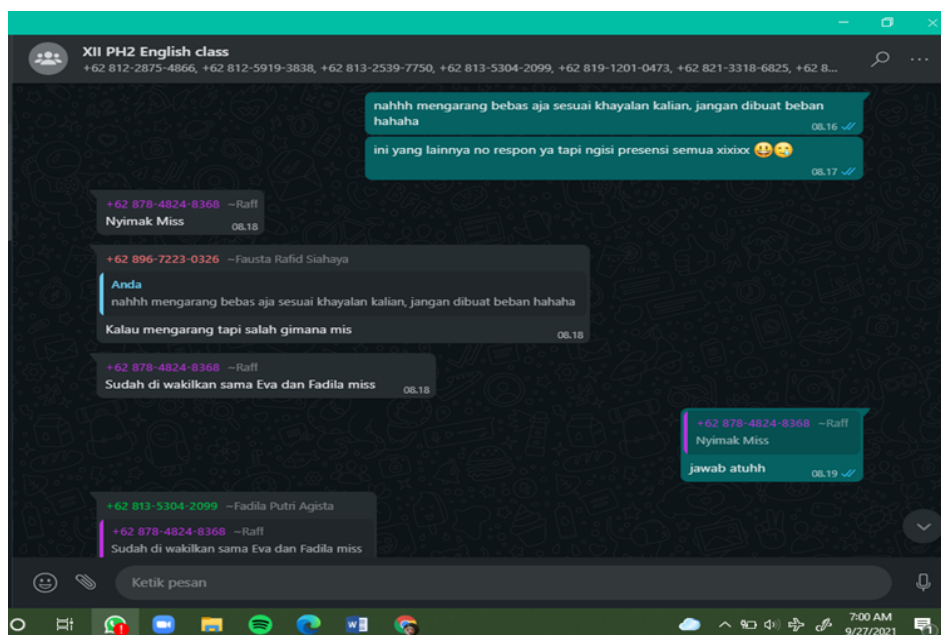


Figure 4. Relationship in the asynchronous Classroom

The translated chat:

T: *Well, just to write freely according to your imagination does not burden you. Where are the others not responding even though all are present?*

S: *only heed, miss!*

S: *If I write freely but I'm wrong, how do I miss?*

S: *already to represented by Eva and Fadila, miss*

T: *please respond*

According to Franklin and Harrington (2019), as teachers, we must build strong relationships with students inside and outside the classroom to be interested and comfortable in teaching and learning activities. I did it online at this stage using Google Meet and WhatsApp Group. In the first figure, when the class was synchronized, there was a student throwing jokes, and I responded to the jokes so I could build relationships with my students. In the second figure, I tempted the students to join the discussion I had in an asynchronous class on WhatsApp group, and one of the students responded to my temptation with his jokes. When I did this stage, I saw that some students were interested in learning the material I was going to explain. I felt there was no challenge at this stage, but I thought that as teachers, we must have the confidence to get closer to the students and build strong relationships. In this stage, my behavior switched from authoritative to permissive (Thijs & Verkuyten, 2009).

c. Engaging & Motivating

As explained by Mansor et al. (2012), learning in the classroom must be interactive between teachers and students so that there are activities to ask questions and provide feedback. The teacher also has an important role for students to motivate interest in the topics presented that day. In engaging and motivating students in this classroom, teachers must try to interact with them or by randomly calling students' names so that they can involve themselves in class. The teacher must be chattier to raise their enthusiasm to contribute to the classroom by asking questions about the material being studied. At the end of the lesson, the teacher checks their understanding by starting by asking the questions "what do you think is included in the application letter?" and then continues with other questions.

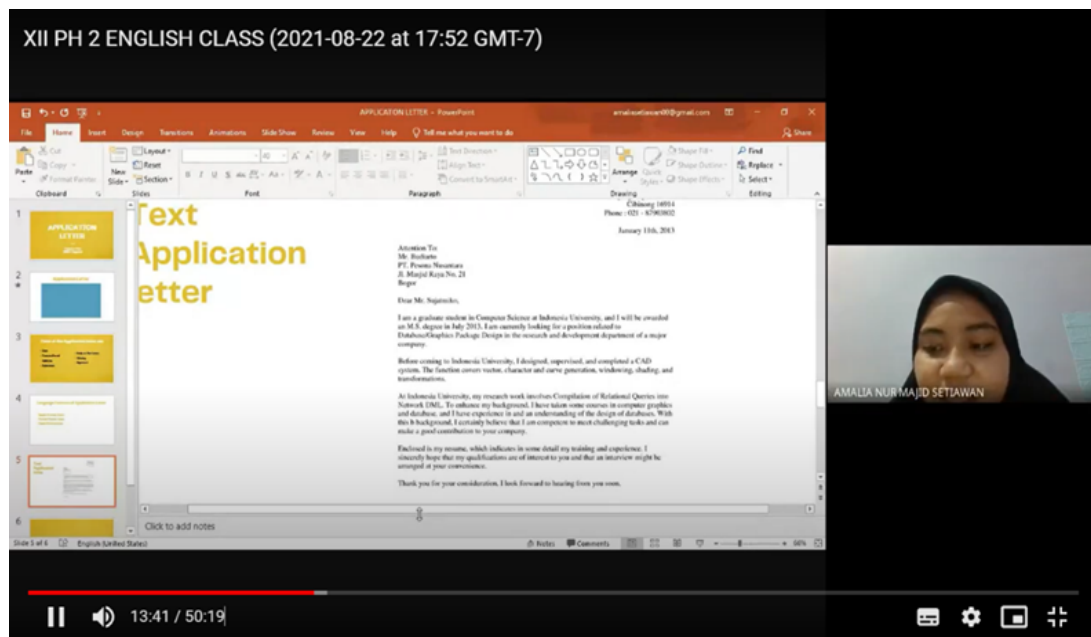


Figure 5. Engaging and motivating synchronous Classroom

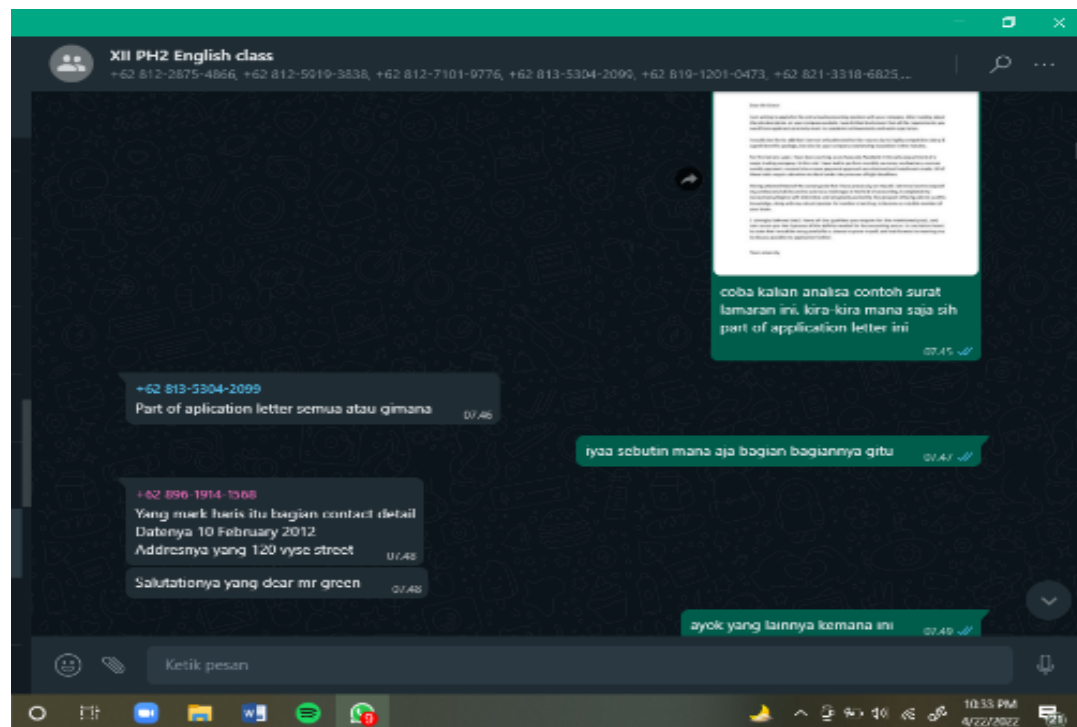


Figure 6. Engaging and motivating asynchronous Classroom

The translated chat:

S: *try to analyze this sample job application letter, which one is included in the part of the application letter?*

T: *all of the sample application letters or what?*

S: *yes, mention which parts of the application letter*

T: Mark Harris is the contact detail section; the date is 10 February 2021 and the address is 120 vyse street. Salutation that dear Mr. green

S: Come on! Where are the others?

According to Mansor et al. (2012), teaching and learning activities that are carried out in an online classroom must be interactive. For example, teachers involved their students by asking questions and giving feedback. When I did this stage, there were responses from some students who were interested in the material or questions I explained and some who kept quiet. The challenges of this stage were that I had to be chattier to remind some of the students who were just silent. In the first figure, after I explained the material, I tried to engage and motivate the students by asking questions related to the material I had presented and calling random students' names to answer my questions. During asynchronous class, I tried to engage and motivate the students with discussion. I gave the students some questions, and I gave them feedback on some questions that students had passed so that there was an interaction involving the students in the classroom.

d. Discipline

Lathifah et al. (2020) described that the teacher's role is to give direction in discipline to prevent students' bad behavior during the learning process. It is usually complicated to control discipline in distant learning. Thus, the students in the class I taught seemed all disciplined. When they entered class on Google Meet, joined the discussion on WhatsApp group and submitted assignments, the students were always on time. Maybe some were late understandably; they might have had problems in the network because, according to my observation class, some of the students whose areas had poor signals.

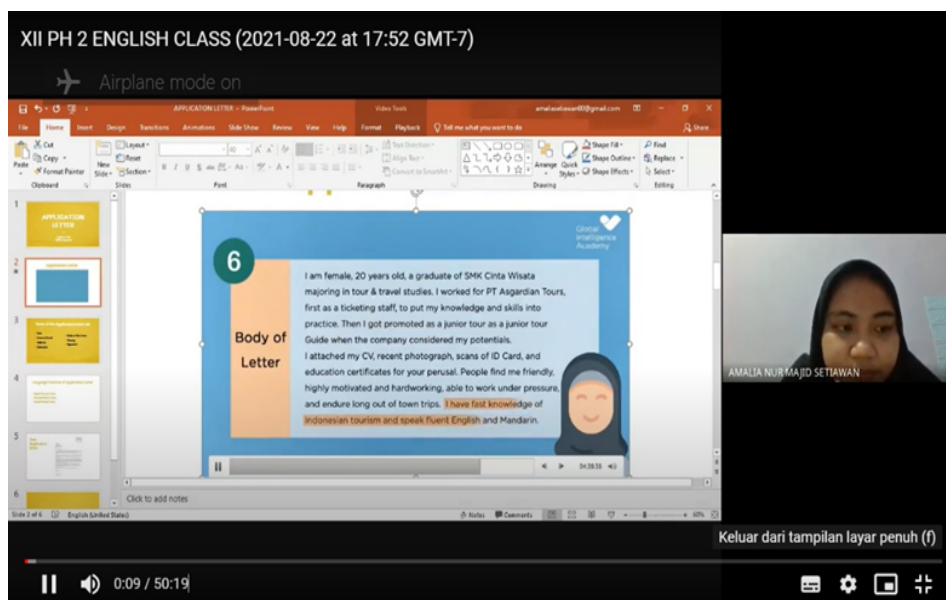


Figure 7. Discipline in the asynchronous Classroom

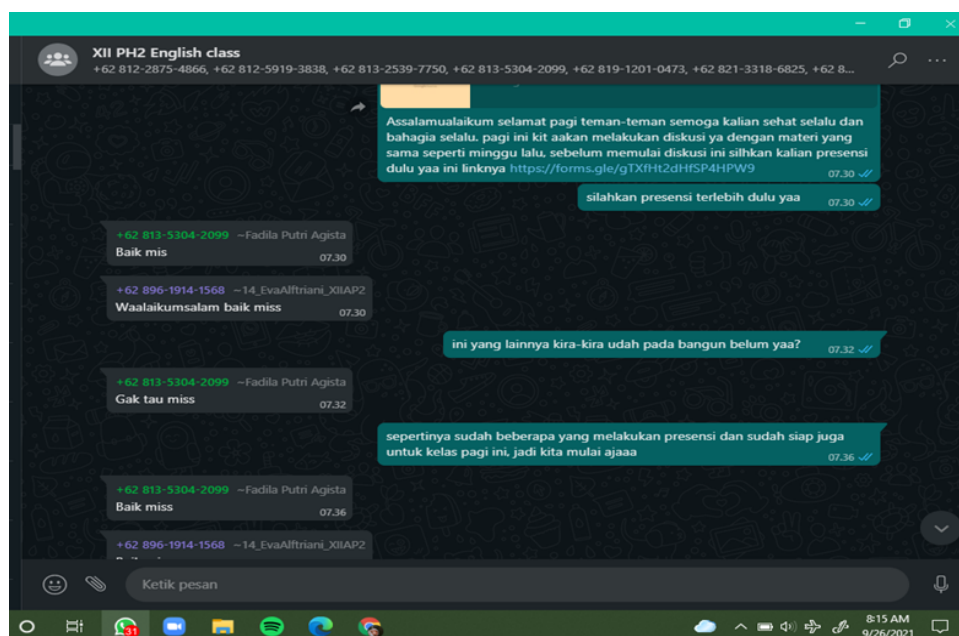


Figure 8. Discipline in the asynchronous Classroom

The translated chat:

T: *Assalamualaikum wr. wb good morning, everyone! I hope you are always healthy and happy! This morning we will discuss the material application letter; please attend first!*

S: *Okay, miss!*

S: *waalaikumsalam, okay miss!!*

T: *Are the others awake, yeah?*

S: *I don't know, miss*

T: *It seems like some of you are present and ready to join the class this morning, so let's start class!!*

When I want the students to be disciplined in class, I must have positive behaviors in this stage. According to Thijs and Verkuyten (2009), the teacher's behavior affects his students and concerns himself. Therefore, the teachers must have positive behavior about themselves. When I did this stage, the student's response was very disciplined. According to Lathifah et al. (2020), the role of a teacher to discipline students is to provide direction before learning so that students focus on learning and teaching activities. For example, in Figure 7, when they joined Google Meet, they were on time and always presented in class synchronously or asynchronously because previously, in Figure 8, I reminded my students in WhatsApp groups to join synchronous courses on time. I also monitored those who were present on time and that not present. The challenge of this stage is that I had to be chattier to be disciplined in class synchronously or asynchronously when learning teaching activities. Thus, the role of the teacher is undoubtedly to teach and provide direction to students to remind discipline in class as a shared responsibility to make a successful class (Franklin & Harrington, 2019).

e. Discussion

Lathifah et al. (2020) described that since learning during this COVID-19 situation costs much, several things must be considered for better teaching in the distance learning process. Their teacher sets an example of what they have learned. Then the students were asked to identify what they learned and discuss it with the teacher. Many of the students also asked questions about the material they did not understand, so there was a discussion in the google meet and WhatsApp groups.

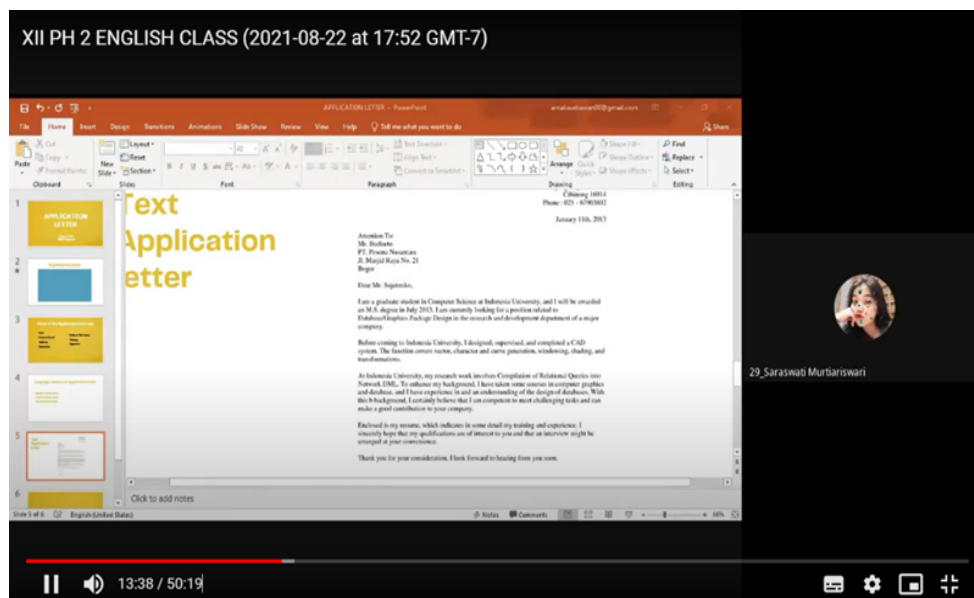


Figure 9. Discussion in the synchronous Classroom

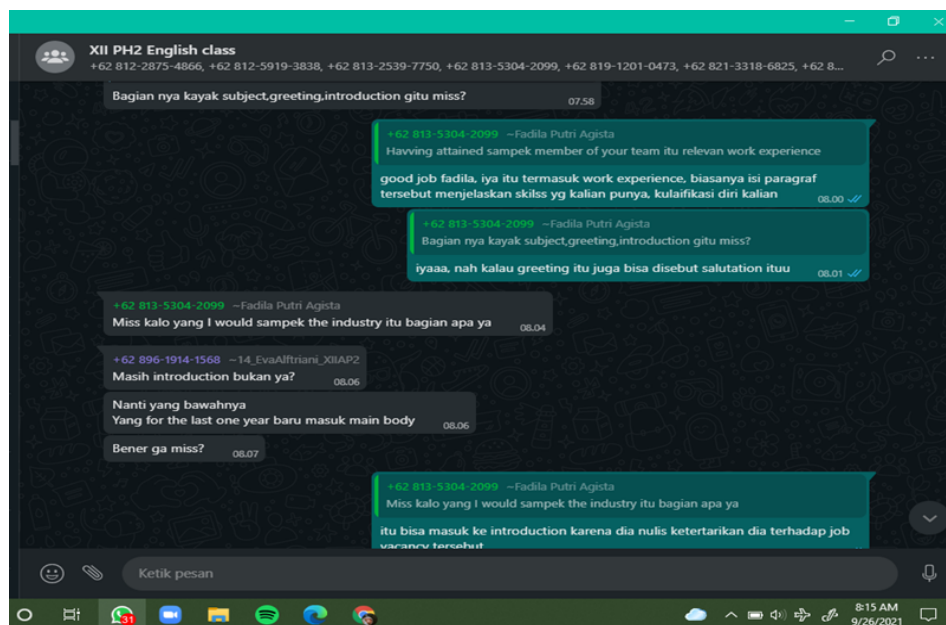


Figure 10. Discussion in the synchronous Classroom

The translated chat:

S: *that part of the application letter is like subject, greeting, introduction, miss?*

T: *yes, that greeting also can be called salutation*

S: *Miss, if that "I would until the industry" what part is that?*

S: *still part of the introduction isn't it? Later the bottom one "for the last one year," including main body, true or not miss?*

T: *yes, that can include to introduction because he writes his interest in the job vacancy*

According to Mansor et al. (2012), effective classroom management requires experts in teaching who can create a learning environment, deliver material well, and engage students to carry out discussions in the classroom. For example, when I did this stage, some students were interested in participating in talks on Google Meet and the WhatsApp group, actively answering and asking questions. A few students just listened to the discussion. In the first photo, I had an ongoing discussion through google meet. In the second photo, I have a conversation to recall last week's material in the WhatsApp group before taking a quiz and writing a cover letter as a weekly assignment. I had discussions with my students about the materials they did not understand in these two figures. In this stage, my behavior switched from permissive to authoritative (Thijs & Verkuyten, 2009).

4. Conclusion

Classroom management is one way to make the learning process in the classroom successful, and online classroom management also helps teachers more easily manage the class well. Online Classroom management has five aspects: rules and routine, relationship, engagement and motivation, discipline, and discussion. From all five elements, the teacher must make the rules and deal with students, manage time, get students involved in teaching and learning activities and build relationships between students and teachers. When setting rules in online classrooms, the teacher must set an example and emphasize what students must strive to do effectively. For example, the teacher always turns the camera when explaining and students turn their microphones for those who want to ask and answer questions. The relationship between students and teachers was seen when they were having discussions, although only a few responded and seemed to have a good relationship. Thus, improving discipline in online classrooms can also be done by building connections between teachers and students, such as communicating with students because communication is also very important, and teachers must also have positive behaviors. Online classroom management requires mindfulness, patience, timing, boundaries, and instinct. Online classroom management is very effective when applied to conditions such as Covid-19, creating a successful online learning environment. Thus, it is recommended that further researchers conduct research on online classroom management because this research is still little bit, so further research is still needed, especially in situation conditions such as Covid-19.

References

- Evertson, C. M., & Weinstein, C. S. (2006). Classroom Management as a Field of Inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 3–15). Routledge.
- Johnson, S. M., & White, G. (1971). Self-observation as an agent of behavioral change. *Behavior Therapy*, 2(4), 488–497. [https://doi.org/10.1016/S0005-7894\(71\)80095-3](https://doi.org/10.1016/S0005-7894(71)80095-3)
- Lathifah, Z. K., Helmanto, F., & Maryani, N. (2020). The Practice of Effective Classroom Management in COVID-19 time. *International Journal of Advanced Science and Technology*, 29(7), 3263–3271. <https://www.researchgate.net/publication/346649659>
- Mansor, A. N., Eng, W. K., Rasul, M. S., Mohd Hamzah, M. I., & Hamid, A. H. A. (2012). Effective classroom management. *International Education Studies*, 5(5), 35–42. <https://doi.org/10.5539/ies.v5n5p35>
- Nurcahyo, P. J., Festiawan, R., Budi, D. R., Listiandi, A. D., Ngadiman, N., Kusnandar, K., & Syafei, M. (2020). Rules and Routines in Covid-19: How Are The Applications In Physical Education Learning In School?. *Jurnal Menssana*, 5(2), 130-138.
- OECD. (2020). Strengthening online learning when schools are closed. *Talking Coronavirus (COVID-19): Contributing to a Global Effort*, 1–14. <https://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/#boxsection-d1e29>
- Thijs, J., & Verkuyten, M. (2009). Students' anticipated situational engagement: The roles of teacher behavior, personal engagement, and gender. *The Journal of genetic psychology*, 170(3), 268-286.
- Walker, R. J. (2008). Twelve characteristics of an effective teacher: A longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons*, 61-68.
- Widodo, H. (2009). Key Issues in Teaching EFL/ESL Intensive Reading: A Videotaped Self-Observation Report. *Journal of Effective Teaching*, 9(3), 38–58.