

## **STUDENT MANAGEMENT ACTIVITIES AT JUNIOR HIGH SCHOOL: BEFORE, DURING, AND AFTER THE COVID-19 PANDEMIC**

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### **ABSTRACT:**

*Student management must be designed and implemented to achieve a predetermined goal. The implementation of student management needs to be carried out optimally by education personnel for the fulfilment of the rights of students. This study analyzes student and classroom management activities at SMPN 1 Ngemplak Sleman Yogyakarta. This Research is qualitative Research using a descriptive-qualitative approach. The data of this study were obtained from interviews, observations, and documentation. The informants in this research interview were several teachers and students from Junior High School 1 Ngemplak. This Research is located in Junior High School 1 Ngemplak. The research data were tested using data triangulation techniques. This study shows differences in student and classroom management implementation: before, during, and after the COVID-19 pandemic. The performance of student management and classroom management: before, during, and after the COVID-19 pandemic certainly has challenges that require educators to be more creative in student management and classroom management.*

### **ARTICLE HISTORY:**

Received: 23 August 2022

Accepted: 16 November 2022

Published: 30 November 2022

### **KEYWORDS:**

Class Management, COVID-19, Student Management.

**ABSTRAK:**

*Manajemen peserta didik merupakan hal yang sangat penting untuk dirancang dan dilaksanakan demi mencapai sebuah tujuan yang telah ditetapkan. Pelaksanaan manajemen peserta didik perlu dilakukan secara maksimal oleh tenaga kependidikan demi pemenuhan hak peserta didik. Penelitian ini bertujuan untuk menganalisis kegiatan manajemen peserta didik dan manajemen kelas di SMP Negeri 1 Ngemplak, Sleman, Yogyakarta. Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan deskriptif-kualitatif. Data penelitian ini diperoleh dari wawancara, observasi, dan dokumentasi. Narasumber pada wawancara penelitian ini merupakan beberapa guru dan peserta didik dari SMP Negeri 1 Ngemplak. Penelitian ini berlokasi di SMP Negeri 1 Ngemplak. Data penelitian diuji menggunakan teknik triangulasi data. Penelitian ini menunjukkan adanya perbedaan pelaksanaan manajemen peserta didik dan manajemen kelas: sebelum, saat, dan setelah pandemi COVID-19. Pelaksanaan manajemen peserta didik dan manajemen kelas: sebelum, saat, dan setelah pandemi COVID-19 tentunya memiliki tantangan yang menuntut tenaga pendidik untuk lebih kreatif dalam melakukan manajemen peserta didik dan manajemen kelas.*

**Kata Kunci:** *Manajemen Kelas, Manajemen Peserta Didik, Pandemi Covid-19*

**INTRODUCTION**

At the beginning of 2020, education experienced a severe shock related to learning due to the Corona Disease-19 virus pandemic (Angelica et al., 2021). The pandemic has greatly affected academic activities carried out in various places, including schools. The school governance system had received a surprise attack, especially in terms of student management and classroom management. As happened at Junior High School 1 Ngemplak, Sleman, Yogyakarta, based on pre-research observation on April 27, 2022, since the pandemic, there have been several changes in student management. The changes that occur both in student management and class management. However, education and relevance with the times and circumstances are very close, so they are ready to face changing circumstances every moment. Because of that, the article aims to analyze student management activities and class management at Junior High School 1 Ngemplak.

Student management has also been a previous researcher's attention. As for some research that has been carried out before: *First*, a journal titled *Classroom Management Concepts and Its Implications in Learning*. The results of this study explain that the teacher's ability to manage the classroom is needed in the learning process to develop effective learning. Class management is necessary to support the achievement of learning objectives which is carried out using learning approaches and techniques as controls in classroom management



(Sunhaji, 2014). However, the research emphasized the concept of classroom management adapted to learning conditions before, during, and after COVID-19.

*Second is a journal titled Teacher Class Management Skills as an Effort to Solve Learning Problems During the COVID-19 Pandemic.* This study found problems that occurred in online learning during the pandemic, such as teachers having difficulty guiding, supervising, planting character education, and assessing students individually. Objective. Meanwhile, students feel that they do not get support from their parents, are less independent, and lack facilities for learning. This study also revealed that learning during a pandemic requires more preparation, including adjusting learning tools and creativity in technical implementation (Sulisna and Indraswati, 2020). This research examines not only the skills of teachers but also the skills of school principals, education staff, and parents in solving learning problems during the pandemic.

*Third, a book entitled Educational World Readiness to Face the New Normal Era.* This book illustrates that all aspects of education are restored in the new standard era. So that the ability of managers and leaders to carry out education is needed, starting from the preparation of annual programs, scheduling, learning processes, and compliance with health protocols in the learning process (Suprijono, 2020). The research discussed the implementation of learning before, during, and after the COVID-19 pandemic.

*Fourth, in a journal entitled The Effect of New Normal Amid the COVID-19 Pandemic on School Management and Students.* This journal states that the new average era affects the world of education, especially in managing schools and students. During the pandemic, technology and the internet support teaching activities to go to the new normal. Teachers and students run through applications such as *zoom, google classroom, Whatsapp*, and others that aim to carry out *social stand*. In addition, the learning process is also carried out face-to-face using a pandemic curriculum with an appeal for health protocols (Firmansyah and Kardina, 2020). This study examines the management of students before, during, and after the COVID-19 pandemic.

The element of novelty or state of art of this Research lies in the focus of the Research. First, this study seeks to provide a complete picture of the concept and implementation of student management to classroom management. Second, this research focuses on the 'junior high school education level. Third, this study

analyzes student management in three periods before, during and after the COVID-19 pandemic. Several previous studies have not thoroughly examined the differences in student management before, during and after the COVID-19 pandemic, especially at the junior secondary education level. The focus of this Research is to analyze student management and classroom management activities before, during, and after the COVID-19 pandemic in Junior High Schools.

## METHODS

This Research was conducted at Junior High School 1 Ngemplak. This Research is a type of field research. Field research is qualitative Research conducted by researchers to observe and participate directly (Maros, 2016). This Research was performed using a descriptive-qualitative approach. This approach was carried out to analyze information about student management at Junior High School 1 Ngemplak.

Research data were collected from interviews, observations, and documentation. The informants of this Research were the Principal, Teachers, and Students at Junior High School 1 Ngemplak. All data collection contains information related to the objectives and research problems, namely the activities of students at Junior High School 1 Ngemplak: before, during, and after the COVID-19 pandemic.

**Table 1. Informants**

No	Pseudonym	Age (years)	Gender	Roles
1	Bunga	52	Female	Student Representative
2	Dias	40	Male	Class teacher
3	Dani	34	Male	Physical Education teacher
4	Indah	35	Female	Guidance counselling teacher
5	Alfa	34	Male	Student Council
6	Putri	12	Female	Chairman of the Student Council
7	Putra	12	Male	Head of the class



This interview was conducted with a duration of about 15 to 30 minutes. This interview was conducted with in-depth questions and face-to-face offline. The location of this Research was shown in Junior High School 1 Ngeemplak. The interviewees were several teachers and students at Junior High School 1 Ngeemplak. This study focuses on questions related to student management activities before, during, and after the COVID-19 pandemic.

## **FINDINGS**

Junior High School 1 Ngeemplak is a school that prioritizes its vision and mission, namely achievement, noble character, and success. This vision and mission are realized by maximizing student management and class management. The concepts of student management and class management implemented at Junior High School 1 Ngeemplak are as follows:

### **Student Management Concept**

Before and after the pandemic, policies related to the implementation of learning were regulated by the Sleman District Education Office, and schools were the only implementers. Then, the school responds to determine its particular policies or regulations. In achieving its goals, management uses laws, principles, and methods that depend on one's skills. So it takes the quality of an excellent leader to avoid problems and motivate the team. As an essential component in schools, school principals must be able to provide optimal education management services to improve school quality (Mulyasa, 2011).

At Junior High School 1 Ngeemplak, student management is always planned from the beginning of the learning year, which is regulated officially in the Decree on the Division of Tasks which is adjusted to the teacher's abilities. In student management, it is usually reserved for student vice presidents. However, all teaching staff at SMP Negeri 1 Ngeemplak took part in the planning and management of students. School programs are prepared and designed at the beginning of each learning year, both short, medium, and long-term.

Junior High School 1 Ngeemplak maximizes facilities and infrastructure to support student learning. Every classroom has an LCD, sound, and three black whiteboards. Junior High School 1 Ngeemplak also facilitates adequate supporting facilities, such as laboratories, prayer rooms, UKS, libraries, and the field. One of the tasks of education management is to provide a good and attractive

educational environment (Stukalina, 2010). In student management, the main thing to emphasize to students is the vision and mission of Junior High School 1 Ngeemplak, namely achievement, noble character, and success. The concept and mission are realized through programs that are carefully prepared and planned by the needs and potential of students, both academic and non-academic terms.

Habituation is one of the things that support the management of students at Junior High School 1 Ngeemplak. At the beginning of learning, there is a habituation that students usually do to foster a literacy culture. Before education, students are allowed to read books brought from home or borrowed from the library. Students are free to choose the genre of the book to be read and then write their resumes. In addition, the habit of praying before and after studying, shouts of enthusiasm, and tadarus are interesting habits at Junior High School 1 Ngeemplak (Bunga, 2022). The character planting program in student management will produce students who have good character, such as the habit of reciting the Quran and singing the Indonesian Raya song before starting to learn (Sari, Permana, & Nahrowi, 2021).

### **Student Management Implementation**

The implementation of student management before the COVID-19 pandemic was conducted offline according to the program that had been implemented. The pandemic situation certainly requires teachers to be more creative and up-to-date to increase digital literacy and to be able to manage students in online cases well. However, in the field, many students are still constrained both in the network and on their devices. Educators at Junior High School 1 Ngeemplak are facilitated to attend workshops related to the use of applications, such as the use of the Filmora application as application to edit interesting learning videos to promote educators in the learning process. Educational training and programs can improve teacher competence in ICT learning (Soraya, Mardiana, Mardiani, Kartika, & Siregar, 2022).

The COVID-19 pandemic has caused changes in the implementation of student management. In its performance, the principal is responsible for the comfort and orderliness of the school environment and community. The implementation of student management carried out amid the COVID-19 pandemic, namely:(Sani, Giatman, & Ernawati, 2021) (1) designing appropriate



curriculum and learning by optimizing the use of technology (innovative classes). 2) Provide enthusiasm and appreciation to teachers, students, and parents. (3) Conduct brief online training on the Distance Learning platform. (4) Transformation of assignment reports into online form by all school stakeholders. (5) Conducting multi-way communication in efforts to sterilize educational units. The utilization of information technology as a medium of learning and teaching is needed to realize the effectiveness and optimization of learning. Still, it must adhere to the principles of learning (Adisel & Pranansa, 2020).

Apart from that, the lack of school and parental supervision and awareness of independent learning at home makes learning less effective and, consequently, loses character. However, during the COVID-19 pandemic, Counseling Guidance at Junior High School 1 Ngemplak continues to run correctly. The number of complaints from parents regarding online learning certainly makes the relationship and emotional touch between teachers and students unable to run well. In problems like this, of course, the role of the Guidance Counseling teacher is needed to facilitate the alleviation of learning, personal, and social problems for students.

Guidance and Counseling is a service needed by students in schools. Cyber Counseling (virtual world-based Counseling) is a professional counselling service that involves counsellors and counselees through video conferencing media. It allows face-to-face contact online from a computer/ smartphone monitor screen without requiring the physical presence of both parties and can be done anytime and anywhere (Firda & Atikah, 2020). Similarly, what happened at Junior High School 1 Ngemplak, BK teachers have special hours to provide online guidance and counselling services (Indah, 2022). The implementation of Counseling Guidance certainly has its difficulties that require Counseling Guidance to be creative in overcoming these obstacles. The strategy used by Counseling Guidance teachers is to educate students with information services, help make self-regulation guidelines with group counseling services, and develop life skills. skills through social media.

Organizational activities at Junior High School 1 Ngemplak continue to be carried out. Before the pandemic, the selection of the student council chairman and the implementation of student council activities were conducted offline. However, since the COVID-19 pandemic, student council activities have been

selected and performed online. The MPK determines the candidate for the OSIS chairperson and then conducts online and offline selections. Implementing OSIS activities certainly has difficulties, especially when coordinating between members. However, the implementation of OSIS activities has been carried out offline, making it easier for the OSIS chairman to coordinate and evaluate (Putri, 2022).

In the current pandemic, there is a lot of energy and thought. Every individual is required to be able to adapt to the environment. Whether activities, programs, and learning systems are not yet perfect, they still need policies and transitions from each individual. Therefore it is hoped that every aspect helps to support the plan. Or a program to be adequately implemented. After the COVID-19 pandemic, educators are prepared to understand and implement health protocols by the guidelines for handling COVID-19. It is done so that educators can maximize the health protocol applied to students when face-to-face learning is repeated.

### **Class Management**

Before the COVID-19 pandemic, class management, such as selecting class administrators, seating arrangements, and matters relating to class arrangements, were carried out directly. However, during the pandemic, the implementation of the learning process at SMP Negeri 1 Ngemplak was centred on learning accounts provided by the government for teachers and students. Then to support it, use the facilities provided, namely *zoom* and *google*, like *google Meetings*, *google classroom*, *google documents*, and others. Classroom management is essential in the teaching and learning process. Proper class management will make students feel comfortable and happy when they receive learning materials (Nafisah, Nafiah, Hidayat, & Hartatik, 2020). Online learning can be done using various methods, such as video-based or combining two learning methods (Puttinaovarat, 2021).

During the COVID-19 pandemic, class administrators were selected based on online deliberation. It is intended that there are students who are responsible for the affairs of their respective classes. The results of interviews with homeroom teachers said that most of them who find it difficult to learn during the pandemic are in grade 7. Because they have never experienced offline learning in junior high school, they need more time to adjust.





During the COVID-19 pandemic, Junior High School 1 Ngemplak was very open to criticism and suggestions from parents. The student's guardian said that the children were depressed because the teacher gave questions and there was no learning. So, in this case, the teacher tries to make improvements and create an interactive class (Dias, 2022). During a pandemic, conditions of social isolation hurt children's mental health and personality. The effects of quarantine during this pandemic are influenced by family dynamics, characteristics, and interactions between parents and children, as well as social demographics (Vargas Rubilar, Richaud, Lemos, & Balabanian, 2022).

In classroom management during a pandemic, educators always remind students to keep their distance and obey the 5M. Online learning, which relies on gadgets, causes educators to always provide repetition of education for students to use widgets properly and correctly. During the online learning process, attendance is always done by the Counseling Guidance Teacher via *Whatsapp*. *Google* app usage *classroom* to provide material in the form of videos and learning PPT. Educators also use a *google form* to provide questions that support learning materials.

Learning management develops more effectively when students master the learning process, and teachers can help students develop their potential (Martins & Milhomem, 2021). During learning during a pandemic, of course, energy and students need time to adjust and continue to improve their abilities. Junior High School 1 Ngemplak is open to criticism of learning during the pandemic. The student's guardian conveyed this criticism, who stated that the teacher only gave questions without any learning process. Thus, Junior High School 1 Ngemplak changed the concept of learning using *Google classroom* to foster interaction between teachers and students.

Face-to-face learning is being carried out again after online learning during the pandemic. Changes have been made in implementing face-to-face learning after the pandemic, such as reducing study hours and implementing health protocols (Ahmadi & Syahrani, 2022). The preparation of this health protocol facility is a requirement for the provision of face-to-face learning in the period after the COVID-19 pandemic. Educators at Junior High School 1 Ngemplak must follow student management guidelines after the pandemic. This management starts with measuring body temperature and washing hands before entering the school environment, spacing and seating arrangements, The

provision of hand-washing facilities, to regulations for the use of masks (Dias, 2022).

Educators must have strong competencies and soft skills, such as critical thinking, creativity, communication, and collaboration (Khasanah, Aprilina, & Risqiyah, 2022). In learning after the pandemic, educators must foster student learning motivation. It aims to provide positive things to revoke students' enthusiasm for face-to-face learning again. With this, the teacher can directly touch students' emotions to build good communication with students. So that it does not cause anxiety when face-to-face learning takes place again (Indah, 2022). Even though it was in a state before, during, and after the pandemic, Junior High School 1 Ngemplak still prioritized and maximized the interests of students. Class management is still being carried out because the children's right to learn should not be neglected, so class management is expected to make it easier for children to access and follow learning well.

**Table 2. The Results of the Research**

<b>The Results of Research</b>	<b>Before COVID-19 Pandemic</b>	<b>During COVID-19 Pandemic</b>	<b>After COVID-19 Pandemic</b>
<b>Student Management Concept</b>	The regulations of the Education and Culture Office of Sleman Regency implement student management policies. The concept of student management at SMP Negeri 1 Ngemplak before the COVID-19 pandemic was planned at the beginning of the	Regulations from the Sleman Regency Education and Culture Office carry out student management policies. The concept of student management at Ngemplak 1 Public Middle School during a pandemic was adapted to the circumstances and needs of the COVID-19 pandemic.	The regulations of the Education and Culture Office of Sleman Regency implement student management policies. The concept of student management at SMP Negeri 1 Ngemplak after the pandemic was adjusted to the new curriculum and procedures related to implementing education after the



	learning year in the SK for the division of tasks by the Principal Work Plan.		COVID-19 pandemic.
<b>Student Management Implementation</b>	Implementation of student management is carried out by programs that have been implemented and carried out directly (offline).	The curriculum and smart class learning carry out the implementation of student management. The performance of student programs and services is carried out online.	The implementation of student management is carried out according to the post-pandemic curriculum. The performance of student management is carried out in a hybrid manner (offline and online) which still pays attention to health protocols.
<b>Class Management</b>	Before the COVID-19 pandemic, class management was carried out by maximizing adequate facilities and infrastructure to support learning, by the vision and mission of SMP Negeri 1 Ngemplak.	Class management during the COVID-19 pandemic was carried out on learning accounts provided by the government, using supporting applications, such as zoom and google.	After the COVID-19 pandemic, class management was carried out offline but with reduced study hours and implementation of health protocol.

This study's results indicate differences in the implementation of student management, both before, during, and after the COVID-19 pandemic.



## DISCUSSION

Management is a systematic process to achieve the goals that have been decided. Management activities generally have several main activities, such as planning, organizing, implementing, and monitoring (Nudin, Prayesti, Suratiningsih, & Dwi Novianty, 2020). Educational management is vital in achieving educational goals (Pananrangi, 2017). Education management also influences the quality of education. Sudarwan Danim argued that if an institution is to improve the quality of its teaching, then it must involve at least five dominant factors, namely (Sudarwan Danim, 2007): (1) Principal Leadership; (2) Teacher; (3) Students; (4) Curriculum; (5) Cooperation Network. It is in line with sura At-tin verse 4, which explains that the most important thing to do in education management is to human resources (Hidayat & Wijaya, 2017).

Student management should be prepared as thoroughly as possible at the beginning of each school year, especially regarding capacity, forming committees, and implementing the subsequent learning process. At SMP Negeri 1 Ngemplak, the management of students is always planned from the beginning of the learning year, which is officially regulated in the Decree on the Division of Tasks. School programs are prepared and designed for short, medium, and long terms. The preparation of this program is based on the school principal through the RKKS (School Principal Work Plan). In compiling this program, it is composed of 8 elements of national education standards, namely content, process, the competence of graduates, educators, and education staff, facilities and infrastructure, management, financing, and assessment (Bunga, 2022).

The COVID-19 pandemic has caused changes in the implementation of student management. In practice, the principal is responsible for the comfort and orderliness of the school environment and community. As for the performance of a student, the administration carried out amid the COVID-19 pandemic, namely: (Sani et al., 2021) (1) designing curriculum and learning that is appropriate by optimizing the use of technology (innovative class). 2) Give encouragement and appreciation to teachers, students, and parents. (3) Conduct online training on the Distance Learning (PJJ) platform briefly. (4) Transformation of task reports into online form by all school stakeholders. (5) Carry out multi-way communication to sterilize educational units. The utilization of information technology as a learning and teaching medium is necessary to realize the



effectiveness and optimization of learning. However, it must still adhere to the principles of learning (Adisel & Pranansa, 2020).

Learning management develops more effectively when students master the learning process, and teachers can help students develop their potential (Martins & Milhomem, 2021). As long as learning during a pandemic occurs, staff and students need time to adjust and improve their abilities. SMP Negeri 1 Ngeemplak is very open in accepting criticism on learning during a pandemic. This criticism was conveyed by the parents of students who stated that the teacher only gave questions without a learning process. Thus, Ngeemplak 1 Public Middle School changed the concept of learning using zoom and Google, such as Google Meetings, Google Classroom, Google Documents, and other Google Classrooms, to foster interaction between teachers and students.

Before the COVID-19 pandemic, class management, such as selecting class administrators, seating arrangements, and matters relating to class arrangements, were carried out directly. However, during the pandemic, the implementation of the learning process at SMP Negeri 1 Ngeemplak was centred on learning accounts provided by the government for teachers and students. Managing the class is something that the teacher must do to neutralize the situation and optimize learning conditions. (Nugraha, 2018) Coordination of responsibilities between teachers and students is needed, even though learning is online (Putra, 2022).

## CONCLUSION

This study shows differences in the management of students at SMP Negeri 1 Ngeemplak before, during, and after the COVID-19 pandemic. Before, during, and after the pandemic, student management at SMP Negeri 1 Ngeemplak is planned from the beginning. It is officially regulated in the SK for the division of tasks. The management of students at SMP Negeri 1 Ngeemplak always maximizes facilities and infrastructure for realising the vision and mission of SMP Negeri 1 Ngeemplak, namely achievement, noble character, and success. The COVID-19 pandemic has made many changes regarding student management, but SMP Negeri 1 Ngeemplak continues to do its best to maximize student management. The implementation of learning after the pandemic has also undergone many changes by conducting lessons with strict health protocols.

## ACKNOWLEDGMENTS

The authors would like to thank all those who have helped complete this Research. Thank you to the Education Office of Sleman and Junior High School 1 Ngemplak for allowing and facilitating us in this Research. This Research also could not have run well without the support of the Islamic University of Indonesia.

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