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Analysis of Classroom Management Skills of Prospective Vocational Teachers during Teaching Practice in DKI Jakarta

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ABSTRACT

This study examined the classroom management skills of prospective vocational teachers in the Building Construction Expretise Program during teaching practice in DKI Jakarta. Participants were 17 prospective teachers and 286 students, selected through purposive sampling. The study used a mixed-methods sequential explanatory design, combining quantitative data from a Likert-scale questionnaire and qualitative data from classroom observations. The prospective vocational teachers showed strong skills in creating a positive classroom environment (76.2%) and preventing problems (72.0%). However, they had dificulties in managing existing problems (53.4%) and in building effective classroom systems (46.0%). Weak areas included enthusiasm for teaching, giving praise and criticism, giving rewards and punishments, coaching, managing mobile phone, classroom design, motivating students, and building relationships. These findings indicate that prospective vocational teachers need more training and examples to improve their classroom management skills.

Keyword : Classroom Management Skills, Prospective Vocational Teachers, Teaching Skill Practice

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1. INTRODUCTION

Education is a vital factor in the development and progress of a nation. It is a continuous process of shaping learners' character through various approaches to ensure they acquire the knowledge, understanding, and behavior aligned with national values. High-quality education plays a crucial role in advancing a country's future (Mu'minah, 2020). Therefore, every nation must consistently strive to improve its education quality, encompassing both general and vocational education.

Vocational education holds particularly importance because it equips students with specialized skills that match industry needs, enabling them to enter the workforce more quickly. Data from the OECD (2020) show that graduates of vocational programs in several countries often have higher employment rates than graduates from general education streams. To maintain and improve the quality of vocational education, prospective vocational teachers must master a set of basic teaching skills.

Basic teaching skills are essential for prospective vocational teachers to conduct learning activities efficiently, effectively, and professionally, ensuring that learning objectives are achieved optimally (Salsabila et al., 2023). Irawati (2020) classifies these skills into eight categories: opening and closing lessons, explaining, questioning, guiding small group discussions, classroom management, reinforcement, varying stimuli, and teaching individuals and small groups. Among these, classroom management is often one of the most greatest challenge (J. M. Cooper, 2014). Nasution & S (2022) further emphasize that the role of a vocational teacher extends beyond delivering academic content, it also include creating and maintaining a learning environment that fosters student engagement and achievement.

A relevant example is provided in a study by Laela (2025), titled "*Analysis of Classroom Management Skills Implementation by Prospective Vocational Teacher during Teaching Practice in Vocational Schools*." Conducted among students of the Building Engineering Education (BEE) Program at Universitas Negeri Jakarta (UNJ), the research identified several external factors hindering classroom

management, including insufficient facilities (23%), student behavior issues (21%), individual difficulties (20%), administrative problems (18%), and teacher-related behavior (17%). The findings highlight that inadequate facilites and learning resources can significantly disrupt the teaching and learning process.

While Laela's study focused on external obstacles to classroom management, the present study examines internal competencies-specifically, the skills of prospective vocational teachers in managing classrooms. This research evauates their mastery using three key indicator: principle, concept, and aspects of classroom management. The objective is to measure proficiency, identify areas of weakness, and provide insights for improving academic instruction and field training.

Classroom management is a core teaching skills essential for ensuring that learning proceeds effectively and efficiently (Fauziah & Guslinda, 2019). It involves six principles: warmth and enthusiasm, challenge, variety, flexibility, emphasis on positive aspects, and discipline reinforcement. It also includes five concepts: classroom design, rules and routines, relationships, engagement and motivation, and discipline (Halimah, 2017). Furthermore, encompasses two major aspects: preventive and repressive (Mulyasa, 2015). However, few studies have comprehensively analyzed classroom management based on these three indicators.

Mastery of classroom management cannot be achieved solely through theoretical knowledge. It requires consistent training and real-world practice. The Teaching Skills Practice (TSP) program serves this purpose by providing prospective vocational teachers in the construction field with oppurtunities to apply classroom management theories in authentic classroom settings, thereby strengthening both their pedagogical and technical competencies (Yarmi, 2019).

2. RESEARCH AND METHOD

This study employed a mixed methods sequential explanatory design, in which quantitative data were collected and analyzed first, followed by qualitative data collection and analysis. The quantitative phase involved the use of structured questionnarie to measure classroom management skills from two perspectives: the perception of prospective vocational teachers and the perception of secondary school students. The instrument used a five-point Likert scale ranging from "Never" (1) to "Very Often" (5), with intermediate points representing "Rarely" (2), "Sometimes" (3), and "Often" (4). Items included both positively and negatively worded statements.

The questionnaire was adapted from established classroom management frameworks (Nuraliyah, 2020; Widyarani, 2011; Widiyono, 2020; Oprianti, 2023; Fauziah & Guslinda, 2019; Panjaitan, 2024; Nurmalasari, 2022). Instrument validity and reliability testing were conducted using IBM SPSS 26.00 with a trial involving 14 prospective vocational teachers from the Building Engineering Education (BEE) Program and 17 students who had been taught by these prospective teachers during semester 121. The results confirmed that the instrument met the required validity and reliability standards.

The qualitative phase employed a classroom observation instrument to complement and explain the quantitative findings. The observation checklist was developed based on the gaps identified from the questionnaire data. Observations focused on the same indicators used in the quantitative instrument (principles, concepts, and aspects of classroom management). Prospective vocational teachers were observed while teaching in actual classroom settings. Field notes were compiled, and data were coded thematically. An initial coding framework was created deductively from the research framework, then refined inductively as additional themes emerged.

The sampling technique used was purposive sampling, targeting participants who met the research criteria. The study sample comprised 17 prospective vocational teachers from the BEE Program at Universitas Negeri Jakarta (UNJ) undergoing the Teaching Skills Practice (TSP) program in semester 122, along with 286 students they taught. The vocational schools involved were SMKN 1 Jakarta, SMKN 26 Jakarta, and SMKN 52 Jakarta.

3. RESULTS AND DISCUSSION

A. Principles of Classroom Management Skills

Analysis of questionnaire responses and classroom observations showed that the highest levels of mastery among prospective vocational teachers were in creating challenging tasks (94.7%), arriving on time (85.3%), and speaking clearly and audibly (77.6%). Prospective teachers also demonstrated the ability to adapt teaching methods to students' characteristics (70.6%). These strengths align with previous findings that challenging yet relevant tasks can enhance student engagement and reduce misbehavior (Widiyono, 2020), while punctuality fosters discipline and allows prospective teachers to prepare learning materials effectively (Fatmawati et al., 2023). However, two areas showed weaker performance. First, enthusiasm at the start of lessons was rated lower (64.7%), suggesting that some prospective teachers lacked the energy or motivational presence needed to set a positive tone. Socio-emotional readiness, both from prospective teachers and students, is crucial for sustaining an enjoyable and effective learning atmosphere (Aliyyah & Djuanda, 2016). Second, the ability to provide varied and specific praise was limited (64.0%). Observations revealed that praise was often restricted to applause or generic affirmations such as "good" or "absolutely correct," rather than personalized feedback. Research shows that effective praise such as mentioning the student's name, highlighting specific behaviors, and using both verbal and non-verbal cues can significantly boost motivation and classroom climate (Rasana, 2009). Overall, the average mastery across all six principle indicators was 76.2%, indicating that while core competencies in classroom management principles were generally strong, targeted improvement is needed in enthusiasm-building strategies and praise variation.

B. Concept of Classroom Management Skills

Analysis of questionnaire responses and classroom observations showed that the highest levels of mastery among prospective vocational teachers were in maintaining classroom order and discipline (82.5%). This ability to control classroom behavior is essential for creating a structured learning environment and instilling good habits in students (Harahap, 2016). In contrast, four other concept indicators showed weaker mastery. The lowest was in implementing rules for mobile phone use during lessons (5.9%). Observations confirmed that most prospective teachers did not consistently remind students to switch off their devices, and when rules were given, enforcement was inconsistent. Effective classroom management requires clear, consistently applied policies on device usage to minimize distractions (Thomas et al., 2018). Classroom design and seating arrangement also scored low (35.3%). Many prospective teachers simply instructed students to sit with their assigned groups, while only a few used intentional layouts such as the U-shape arrangement that can enhance interaction. This finding supports previous research showing that strategic seating arrangements can improve motivation and learning outcomes (Rohmanurmeta & Farozin, 2016). Motivating students at the start or end of lessons was another weak point (47.0%). While some prospective teachers incorporated ice-breaking activities, others began instruction without any motivational engagement. Such practices overlook the role of motivational strategies in boosting student enthusiasm and participation (Riadin & Estimurti, 2022). Finally, building strong relationships with students was not consistently achieved (59.1%). A lack of rapport may hinder trust and student willingness to participate actively. Positive prospective teacher and student relationships have been shown to increase engagement and foster a pleasant learning atmosphere (Iswardhany & Rahayu, 2020). The average mastery across all five concept indicators was only 46.0%, with discipline maintenance as the only consistently strong area. This suggests the need for targeted training in classroom layout strategies, motivational techniques, relationship-building, and enforcing rules particularly for mobile phone use.

C. Preventive Aspects of Classroom Management Skills

Analysis of questionnaire responses and classroom observations showed that the highest levels of mastery among prospective vocational teachers was the ability to treat all students fairly (88.1%). Observations confirmed that most prospective vocational teachers avoided favoritism and provided equal

opportunities, an approach that supports an inclusive and supportive learning climate (Pangaribuan et al., 2025). Other strong areas included giving students time to prepare before lessons began (84.3%), assisting students who had difficulty with tasks (83.3%), and providing clear and understandable instructions (82.5%). These practices are critical for ensuring students are ready to engage, feel supported in their learning, and understand expectations before working independently (Rosenshine, 2012). However, two areas showed significant weaknesses. The first was a lack of assertiveness in giving warnings to disruptive students (58.8%). Observations revealed that prospective teachers often overlooked behaviors such as phone use or unrelated work during class. Firm and consistent intervention is necessary to maintain a conducive learning environment (Emmer et al., 1980). The second was limited use of rewards for well behaved students (35.0%). Prospective teachers rarely offered recognition, whether verbal, symbolic, or tangible, to reinforce positive behavior. Effective reward strategies such as specific praise, small privileges, or symbolic tokens—can enhance motivation and encourage a positive classroom atmosphere (Nur Arsyah et al., 2024). The average mastery across the six preventive indicators was 72.0%. While fairness, preparation time, task assistance, and clear instructions were strong, prospective vocational teachers need further training in assertive classroom discipline and the strategic use of rewards to strengthen preventive management practices.

D. Repressive Aspects of Classroom Management Skills

Analysis of questionnaire responses and classroom observations showed that the highest levels of mastery among prospective vocational teachers was in encouraging active participation during group discussions (73.4%). Observations showed that prospective teachers moved around the classroom, monitored group work, and encouraged contributions although in some cases, only certain groups were actively engaged. Ensuring that all members participate equally is essential for maximizing the benefits of collaborative learning (Johnson et al., 2014). In contrast, two areas showed notably low mastery. The first was implementing sanctions for disruptive behavior (26.4%). Prospective teachers often relied on verbal warnings or threats, such as confiscating mobile phones, without consistently following through. This inconsistency reduces the effectiveness of rules and undermines authority. Training on case-based strategies and simulation-based practice can help prospective teachers develop a firm yet fair approach to discipline (Marzano & Marzano, 2003). The second weakness was addressing problematic student behavior (60.3%). Many prospective teachers did not attempt behavior modification, focusing instead on content delivery. This suggests a need for capacity building in corrective strategies, including positive reinforcement, restorative approaches, and structured consequences (Ananda, 2019). Without these skills, disruptive behaviors can persist and negatively affect the learning environment. Overall, the average mastery across the three repressive indicators was 53.4%. While prospective vocational teachers showed strength in promoting group participation, they require further training in consistent disciplinary action and behavior modification techniques to effectively address ongoing classroom issues.

4. CONCLUSION

Based on the research findings and discussion, prospective vocational teachers demonstrated strong mastery in the principle and preventive aspects of classroom management during the Teaching Skills Practicum (TSP). However, competencies in the conceptual and repressive aspects require further reinforcement. In the principle aspect, improvement is needed in maintaining teaching enthusiasm and delivering effective, varied praise. In the concept aspect, areas for development include enforcing rules on mobile phone use, arranging classroom seating strategically, providing motivational activities, and fostering positive prospective teacher and student relationships. Within the preventive aspect, skills such as giving timely and assertive reprimands and rewarding positive behavior remain underdeveloped. For the repressive aspect, disciplining disruptive students and guiding those with problematic behavior require additional focus. These findings highlight that while prospective teachers are generally capable of establishing a conducive classroom environment and preventing issues, they face challenges in implementing structured systems and addressing ongoing behavioral problems. Addressing these gaps is critical for ensuring that vocational graduates are fully prepared for the complex realities of classroom teaching.

Prospective teacher training institutions should integrate practical modules on classroom management that emphasize both preventive and repressive strategies, provide simulation-based training and microteaching sessions focusing on behavior modification, praise variation, motivational techniques, and consistent rule enforcement, incorporate case-based learning to help prospective teachers practice handling diverse classroom scenarios, and ensure mentorship and feedback loops during TSP, enabling prospective teachers to reflect on and refine their classroom management approaches. By implementing these measures, prospective teachers can better prepare future to not only maintain order but also foster an engaging, supportive, and well-managed learning environment.

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