



The Role of Teacher in Classroom Management for Teaching Learning Process at Escola Secundario Geral No 1 De Liquiça Tinan Hanorin 2024

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ABSTRACT

The role of teachers in the teaching and learning process must align with the national curriculum and lesson plans established by law number 15/2015. This research aims to examine the role of teachers in classroom management, the challenges they face, and the methods they use in General Secondary School No.1 of Liquiça. The research identifies the importance of teachers as transformers, motivators, and facilitators in helping students engage actively and concentrate on learning materials, which ultimately shapes their mindset and understanding of science and technology. Effective classroom management is crucial in ensuring optimal learning, achieving educational goals, and facilitating an efficient teaching process. This research employs a qualitative research method with five subjects: the School Director, Deputy, Class Teacher, Subject Teacher, and Student. Data collection techniques include observation, interviews, and documentation, while data analysis follows four steps: data collection, reduction, presentation, and conclusion. The findings highlight that teachers must build strong relationships with students and maintain effective control over the learning process. Their role is crucial in motivating students and ensuring an interactive educational environment in Escola Sekundariu Jeral No.1 de Liquiça. The research concludes that teachers play a vital role in improving education quality and fostering student satisfaction through effective classroom management. As a recommendation, school directors should continue supporting teachers by providing motivation and professional development opportunities, encouraging a collaborative effort to enhance the quality of education in Timor-Leste.

Keywords: Classroom Management, Learning Process, Teacher Role.

INTRODUCTION

The country of Timor-Leste when to develop or stand its way is education because education is a fundamental basis to develop people's lives and in our beloved country, as well as in law no. 14/2008 as the law of inclusive education in our beloved country (Canter, 2015). In addition to promoting education in Timor-Leste through teachers because teachers can develop people's lives or the nation of Timor-Leste. And based on the topic that I gave talk about the role of teachers to carry out classroom management in the teaching and learning process in Liquiça Secondary Education, Liquiça-Villa Administrative Post, Liquiça Municipality. In order to achieve

the objective of education that is successful we need the role of good teachers in the teaching and learning process according to the national curriculum and lesson plans that are legal and issued by the Government, which is set in law number 15/2015 talking about the national curriculum of education in Timor-Leste to improve the quality of education through the national curriculum. formal, in order to improve the quality of student teaching and learning processes (Lucas et al., 2015).

Teachers are the main agents who have great responsibility to guarantee the achievement of national education objectives by improving the quality of resources of Timor-Leste citizens, therefore in the teaching and learning process (Macpherson, 2011). Teachers as teachers must use the opportunity and time to the maximum to teach students with methods that are interesting to attract the will to learn from the students themselves (Stronge, 2018). Success for a learning objective comes from various factors including the teacher as an important factor in the implementation of the teaching and learning process because the teacher himself has a direct influence with students when guiding, accompanying and facilitating students in all processes related to learning. To answer the above questions to achieve the objectives of education to the maximum, the teacher has an important role and believes that can be used to manage the classroom in various teaching and learning processes and can be with the concept of the subject or lesson to be taught (Buehl & Beck, 2014).

The word role is a part of a job that we have to do or are doing. Another definition according to Puerwadaminto (1999:45), formulates the word role that something that talks about how a leader uses his knowledge and ways to face or solve a problem that may occur in his workplace. Then according to (Metzger, 2014) role that the duty or duty that the official of an institution must do when he is entrusted to finalize a service. Teachers have a role and position that is very statistical for national development in general and specifically in the area of education. Definition Teacher or teacher according to law professional educator with its main function is to educate, teach, guide, organize, train, motivate, value and evaluate students (Kopotun et al., 2020). According to the legal framework, teachers are a resource that performs professional technical services, automatically teachers must have qualifications, competencies and certifications that are correct and clear in the process of learning and teaching teachers must have the capacity and competence of language, teaching methods, pedagogical and professional ethics because the function of teachers is not transformed into teachers. information and skills but a process that must involve students' active participation in how to develop attitudes, ethics and morals based on the conditions and growth of the student himself (Kusumawardhani, 2017). The role of teachers that has been presented as above is a very important role of teachers, to carry out management in the classroom. Related to the role of teachers, there is also a need for attention from students to prepare themselves well, such as a place to research in the classroom, monitoring of students while at school, preparing school equipment, consultation with teachers about the behavior of students at school, control TPC students when returning home.

The importance of the role of a teacher is that they must have various kinds of skills. It is not only academic skills that a teacher must have, but also the ability to motivate students to learn and create a fun classroom atmosphere to encourage and interest students to be active in the learning process (Leithwood, 2014). Classroom management is an important aspect of education, as a major concern for teachers, therefore with good classroom management, it is expected that students can learn optimally or a measure to achieve learning objectives. Thus, good classroom management, teachers communicate with students, and can create a comfortable classroom environment, as well as use classroom management organization methods, to develop and commit to behavioral standards that can facilitate students' work. It is therefore clear that effective classroom management is the teacher to create an effective teaching and learning process. Teachers become members and teams of education that are involved in the learning process that are ready to meet the needs of students master in the learning process and know in detail about the process and learning plan in schools and become responsible for students' capacity (Hord & Tobia, 2015), states that a teacher is a person who gives science and knowledge to students or professional resources that can make students to plan, analyze and draw conclusions to the problems they encounter.

Classroom management functions are applied in the classroom by the teacher to support the activities and learning objectives as follows;

1. Planning

Planning is based on decisions about the direction, actions to be taken, resources and process techniques or methods chosen to be used.

2. Organization

The process of organizing, allocating and distributing services, authority and resources among members, to achieve organizational objectives.

3. Educational institution leadership

Leadership of educational institutions is carried out through the direction and motivation of personnel to perform basic service functions well, so that they can lead according to the process to direct and influence activities related to groups and members or organizations' work.

4. Control of educational institutions

Control educational institutions according to established procedures to achieve objectives effectively and efficiently.

Learning is a process that consists of a combination of two aspects, such as learning that focuses on what students must do, teaching that is oriented to what the teacher must do as a learning activity and learning that is positive where there is interaction between teachers and students by using all the potential and resources to create a learning environment beautiful (Avella et al., 2016). This learning is the key to the general education process from teachers as the main holders. Learning is a process that contains a series of actions by teachers and students,

based on reciprocal relationships carried out in educational situations to achieve certain goals. factors that affect the learning process in three parts; (1) Internal factors (factors within the student), such as the physical and spiritual situation or condition of students, (2) External factors (factors that come from outside), such as environmental conditions for students and (3) Learning approach factors (approach to learning), such as: the type of learning effort of students.

These learning components can be described as follows:

1. Learning objectives

The learning objective is the most important component to be determined in the learning process that has a function as a measure of learning success. The objective of learning is the formulation of behaviors or skills that we expect students to be able to follow the lesson. The capacity that students have is an objective that teachers see after the learning process is over. In other words, the objective is a component that can affect other learning components, such as the selection of methods, tools, sources and assessment instruments, which must be adapted and used to achieve the objectives effectively and efficiently.

2. Learning subject

This material is the main element given to students during the teaching and learning process, therefore this material must be systematically acceptable by students. All learning materials that teachers give to students in the teaching and learning process in order to achieve learning objectives. The lesson we need, our students will motivate students in the learning process

3. Learning activities

Teaching and learning activities are fundamental activities in education. Everything that has been programmed will be implemented in the teaching and learning process. Teaching and learning activities will involve all components of teaching, learning activities will determine to what extent the objectives that have been established.

4. Method

Learning method is a method that teachers use to interact with students while learning to achieve the objectives that have been established. To achieve learning objectives, teachers need a method that is appropriate according to students' psychological condition.

5. Media

Learning Media plays a very important role in the implementation of the teaching and learning process because with media students can receive messages from teachers. Therefore, learning media is something that can be used in learning activities to convey teaching messages from students so that they can stimulate students' thoughts, feelings, interests and attention in learning.

6. Evaluation

To know whether the learning objective is achieved or not, it is necessary to make an effort and action to assess the competence/learning. Assessment aims to know students' abilities,

to find out about students' weaknesses and weaknesses, to know students' progress and to measure the success of learning.

The main function of the teacher is to educate students with the learning materials that are available. As a science educator, the main criterion is through reading, writing, discussion, updating information and respond to problems that arise in today's situation to increase and strengthen the quality of teaching, therefore, become a problem that has occurred for many years shows that problems related to teaching and learning activities, such as many general secondary schools whose teachers do not manage the classroom to accumulate a large number of students to interact with a difficult number in the classroom runs smoothly, effectively and efficiently, so that students get a good teaching and learning process according to the objectives of education. Thus, teachers also have an important role to determine and to carry out classroom management in the teaching and learning process of students. Related to the explanation as given above, the author has thought and has taken the initiative to make observations about the role of teachers to carry out management in the classroom in the teaching and learning process for teachers in Liquiça Secondary School. Thus, the researcher conducted pedagogical practice in the school noted that many teachers do not conduct classroom management that is not good in the teaching and learning process, this can make it difficult for students to understand the subject being taught, and have not received a learning process with good value.

Based on the above background, the purpose of this research is to analyze the role of teachers in classroom management in the teaching and learning process at Liquiça Secondary School, as well as to identify the obstacles faced by teachers in implementing effective classroom management. Thus, the benefit of this research is to provide insights and recommendations for educators, especially teachers at Liquiça Secondary School, in managing classrooms more effectively to achieve national education goals. Another benefit of this research is that it can be used as reference material for educational institutions in designing policies related to increasing teacher capacity in classroom management, as well as contributing to the development of educational theory and practice in Timor-Leste. With this research, it is hoped that students will be able to obtain a higher quality learning experience, which in turn will have an impact on improving learning outcomes and the overall development of their competencies.

RESEARCH METHOD

The research methodology used for the analysis process, according to the theory in this research, data analysis is carried out together with the data collection process, with this data analysis can help the researcher at the time of providing data based on the facts that exist, and relevant to the problem that we find or detect. To be the measure of the results of this research is a descriptive qualitative technique with guidelines for all arguments or ideas. Analysis is an effort to improve the written systematization of the results of observation, interview to enhance or documentation to enhance or increase the researcher's understanding of the findings based

on the problem with care. From the data and information that has been collected through descriptive qualitative techniques according to the analysis of Milles & Huberman (1992,15-19), such as: data collection, data presentation, data reduction, data conclusion.

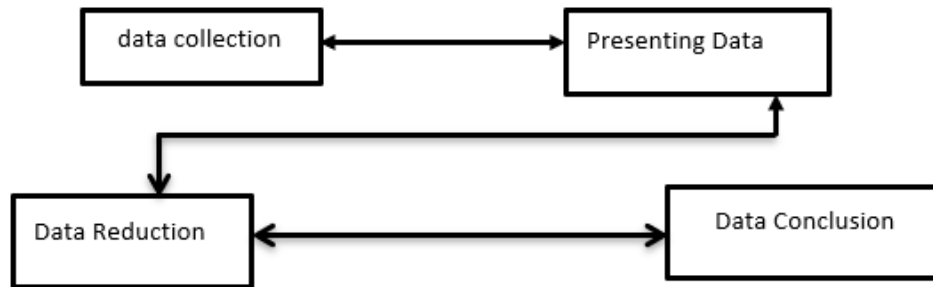


Figure 1. The Data Analysis Process in Research

RESULT AND DISCUSSION

The school began to be active in the learning process in 1993 until 1999, during the Indonesian occupation under the name of Sekolah Menengah Atas Negri 1 Liquiça (SMA Negri 1 Liquiça), with the director of the school is Mr. Drs.Sirilius Nahak, and the school with its building and facilities is complete because of the political situation On August 30, 1999, the results of the referendum indicated that pro-independence won or pro-autonomy militia formed by the Indonesian military began to damage all buildings including the school. In 2000, the school began to function under the name of General Secondary School No.01 Liquiça, with the pre-conditions that exist but has already begun the learning process

The schedule of changes to the school mandate is as follows:

1. Year 2000-2006 led by Mr. Aquelino Gusmão Soares
2. Year 2006-2010 led by Mr. Domingos Da.C Dos Santos, L.Cg
3. Year 2010-2012 led by Mr. Afónso da Silva B.Ed
4. Year 2012-2016 led by Mr. Carlos Da Cruz S.Phil
5. Year 2016-2022 led by Mr. Antonio Oliveira Nunes B.Ed.

And. Classroom 12, No.Edifisiu 1, No.Teacher's room 1, No.de Latarina 3, No classroom Teacher 1 composed of memories that Indonesia left and used until now that some conditions are not good, but this condition. Since the school began learning until now has not received any additional classrooms or repairs from the Government and only once received assistance repair for painting, painting lighthouses and installation of toilets from the American naval forces and also in the program of Water Aid to build a water supply. In 2018, the school also received support from parents of students who managed to install a wall or fence for the school, including data of students of the Public Secondary School of Liquiça, such as;

Table 1. Administration of Public Secondary Education of Liquiça 2024

No	Classe	Programa								
		CT			CSH			TOTAL		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1	10 ANO	153	258	411	160	98	258	313	356	669
2	11 ANO	150	195	345	156	87	243	306	282	588
3	12ANO	136	169	305	157	113	270	293	282	897
	SUB.TTL	439	622	1,061	473	298	771	912	920	2,154

Sources: Administration of Public Secondary Education of Liquiça 2024

Based on the analysis of the results of the interviews, teachers and students in the Public Secondary School of Liquiça perform their roles and functions assigned according to the law, although some are not maximum. According to teachers, classroom management in the teaching and learning process requires a good relationship with students during the learning process activities, and calm, free and comfortable when the learning process can run smoothly and successfully, to achieve learning objectives or goals according to educational objectives. Related to the character or attitude that students have as a teacher to respond to obstacles in the field of school environment, in a way used to have good relationship with students, to find out and know the character of each student, and to continue to motivate those who reflect on the meaning of life.

The role of the teacher to manage the school, must divide the schedule load to teachers according to the hours established in teaching and learning, maximum 24 hours per week, and need to have a good relationship with students when in a healthy school environment, we consider as children, especially in the classroom, during learning activities, well thus motivating students to continue to give value so that they can research hard. The result is also reinforced by the theory of (Fakhrurrazi, 2018) states that the teaching method or way of teachers to carry out learning activities (education) to achieve learning objectives, give guidance and encourage students to research and effective to raise the quality of the learning process to follow the curriculum of education. Relate the behavior and attitude of the teacher to transmit or convey the material to the students as a role of the teachers in order to lead the students to achieve the objective (Priadi, 2020).

Students in the Public Secondary School of Liquiça, especially the 10th grade CSH, feel satisfied in the learning process as the teacher explains well and always gives advice to understand the subject and the teachers always give moral ethics and motivate, to understand and we can be good people and show discipline to the family. Educate, motivate we can interpret the learning process as giving materials, explaining and encouraging us, research hard so as to get good grades (Seli, 2019). The role of the teacher in the teaching and learning process is as follows; enter on time, and leave according to the time established in school, motivate and encourage us students when we do not want to research, and teachers give sanctions when we

do not follow the regulations established in school, and perform their functions with responsibility but not maximum, but still ask teachers to improve (Koca, 2016).

CONCLUSION

The conclusion of this research shows that teachers play an important role in improving the quality of education at Liquiça Public High School by ensuring an effective learning process and fostering positive relationships with students. However, challenges such as large class sizes and limited learning time hinder effective classroom management and student engagement. To overcome these obstacles, teachers need to implement diverse teaching strategies that encourage active student participation and create a structured, inclusive, and supportive learning environment. This research contributes to the ongoing discourse on improving classroom management practices and provides a basis for future research on innovative pedagogical approaches that meet the evolving educational needs of Timor-Leste.

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