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## **Heterogeneous Classroom Management Strategies Through Culturally Responsive Education**

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**Abstract.** The cultural complexity of students in urban areas has influenced schools in the teaching and learning process. Classroom management becomes a concern for educators in managing a heterogeneous class. This becomes one of the important tasks for teachers in creating and maintaining an effective classroom condition. On the other hand, if the heterogeneity of students is not managed properly, it can become a source of various problems in the class. Starting from bullying, uncontrolled learning atmosphere, even attitudes of antipathy towards diversity that trigger other negative attitudes such as discrimination and injustice. This study aims to determine the teacher's strategies in managing a heterogeneous class. This research method uses a qualitative approach and applies the method of library research using sources from Google Scholar, Sage, Garuda, and books. The analysis technique used in this research is content analysis. The results of this study obtained strategies for managing a heterogeneous class, namely 1) the Teacher's understanding of equality and equity, 2) Self-understanding in relation to others, 3) the Teacher blending into the students' world. So when teachers face a heterogeneous class, they can use these three strategies to create an effective and conducive heterogeneous class.

**Keywords:** *classroom management, diversity, heterogeneous class*

### **INTRODUCTION**

Racial and ethnic discrimination has become a phenomenon that is still a problem in the world, especially in the school environment. According to a survey conducted by Komnas HAM entitled "Community Research Survey on Efforts to Eliminate Racial and Ethnic Discrimination in 34 Provinces" found that 81.9% of respondents were more comfortable living in the same family. 82.7% of respondents said they were more comfortable living in the same racial environment. While 83.1% said it was more comfortable living with the same ethnic group. So that the results of the survey above, Komnas HAM researchers said that there would be the potential for racial and ethnic discrimination to have a high probability. (Baskara, 2018)

Culturally resonant education is the process of cultivating a respectful, sincere, and tolerant way of life for cultural diversity living in the midst of a plural society. With multicultural education, it is hoped that there will be resilience and mental flexibility of the nation facing the

clash of social conflicts. In addition, what is also important is that multicultural education is intended so that all students with all differences get equal education (Raharja, 2010).

Cultural responsive education is a theoretical and practical educational model that not only aims to improve student achievement, but also helps students accept and strengthen their cultural identity. According to Ladson-Billing (1995) there are three propositions of culturally responsive education, namely: first, learners achieve academic success; Second, students are able to develop, and have cultural competence and students build critical awareness so that they can participate in overhauling the unjust social order. So that culturally responsive education is also constructivistic learning (Alexon 2010).

Strategy is a comprehensive plan in integrating, integrating all capabilities in achieving long-term goals in realizing a success that has been designed. Meanwhile, according to Miller (2007) the strategy will look easy if we have determined the goals we designed. Wheelen and hunger (2003) strategy is a series of structured decisions and actions in determining the performance of a school in the long run. So it can be concluded that strategy becomes a step to the process in determining the direction that a teacher will achieve in learning.

In the opinion of Djamarah and Zain (2010) that classroom management is a task that teachers have and must be considered to achieve effective and efficient learning. Suryani and Agung (2012) also said that classroom management is an effort to prepare optimal conditions so that the teaching and learning process or activities can run in an orderly and conducive manner. So that in this case the teacher has the task to create, maintain and manage the system in the classroom and students can take advantage of their abilities both individually and in class groups.

Grouping heterogeneous classes can be a way to realize multicultural education, because heterogeneous classes do not separate the sexes in the learning and teaching process (Mael, 1998). This is supported by Ramanda's research (2017) saying that heterogeneous schools have higher social maturity than homogonal schools. Rytivaara (2011) said that using heterogeneous groups against students in the classroom aims to osial or recognize behavior between students.

Skills in managing classes can have success in learning, to get an effective class requires skills in an effort to manage the class, so that a teacher can have a positive influence on the learning process. Good learning and teaching methods also require knowledge in the diversity of abilities possessed by students so that a teacher can design his learning regularly and effectively. (Popham, 2011).

The potential and diverse characteristics in individual students have diversity that must be considered in managing the classroom, such as motivation, concentration, critical thinking of students to be a benchmark for success in the learning process. (Malawi, 2016). Asmani (2013) also said that there are two indicators that can be used as a benchmark for the success of the learning process, namely absorption of lessons and changes in student behavior. Concentration is one of the factors that affect the low absorption of students. To create an optimal learning

environment by providing various facilities for various student learning activities so that effective and efficient learning occurs in accordance with the social, emotional, intellectual environment of students in the classroom so that learning objectives can be achieved.

Milner IV & Tenore (2010) state that teachers who have knowledge about themselves and their students have a foundation on which rapport can be built. One of the teachers in the study stated that it is important to understand the power relationship between students, using this understanding to help students who have the power to use it in a positive direction so that they can help create a commitment to learning in the classroom. Teachers and students also have the opportunity to recognize and contradict their prejudices (Banks, 2005; Gay Geneva, 2002). Multicultural education more than just comes through course content and diversity. It contains advancing a comprehensive climate in the classroom and a sense of similarity among learners and facilitating student learning with a variety of assessment and instructional techniques (Gay, 2004).

Kraft (2019) suggests that teachers have an impact on standardized tests and competencies such as growth mindset, perseverance, and effort in the classroom. For students from traditionally underserved racial and ethnic groups, assignments to teachers of the same race or ethnicity can further increase students' opportunities for learning (Milner, 2011). With same-race teachers, a student may experience higher expectations, more supportive relationships, culturally relevant instruction, or role models, all of which can improve their academic and nonacademic performance in school (Ladson-Billings, 1994; Milner, 2011).

Based on the discussion above, cultural diversity between teachers and students is a complete problem in realizing an effective classroom. This study aims to determine teacher strategies in managing heterogeneous classes and also become a more comprehensive look at the literature on classroom management and diversity and heterogeneous classes.

## **METHOD**

This research uses a type of research in the form of library research. Literature studies are related to theoretical studies and some references that will not be separated from scientific literature. The steps of literature research that will be carried out in this study include; 1) prepare equipment, 2) compile a working bibliography, 3) manage time, 4) read and make research notes. (Sari & Asmendri, 2020) .

In this study, data sources obtained from relevant literature such as books, journals or scientific articles related to the selected topic. The data collection technique used in this literature research is looking for data on things or variables in the form of notes, books, papers or articles, journals and others, The research instrument used by researchers is a check-list of research material classification based on the focus of the study, writing schemes / maps, and research record formats. (Sari & Asmendri, 2020)

The data analysis technique used in this literature research is the content analysis method. This aims to maintain the permanence of the assessment process and prevent and overcome misinformation (human misunderstandings that can occur due to lack of knowledge of researchers

or lack of literature authors) so that checks are carried out between libraries and re-read the literature. This research report is prepared on the principle of simplicity and ease. This principle was chosen considering the limited ability of researchers who have not been able to conduct an in-depth and more detailed literature review. (Sari & Asmendri, 2020) .

## **RESULT**

What we have tried to do in this article is present culturally responsive classroom management practices. Its main objective is as a practice of heterogeneous classroom management strategies and to extend the idea of culturally responsive classroom management taking into account the ethnic backgrounds of teachers and students and the context of the study. (C. S. Weinstein et al., 2004a) outlines several principles of culturally responsive classroom management: recognition of the teacher's own ethnocentrism; knowledge of student culture; an understanding of the broader social, economic, and political systems in education; appropriate management strategy; and the development of caring classrooms. Strategies emerging in this study include the importance and centrality of teachers in the classroom. (a) understanding equality and equality (b) understanding of self in relation to others (c) Teachers integrate into the world of students.

### **An understanding of equality and equality**

The idea of equality and equality has passed through many debates in the social and public policy spheres, but in many contexts there seems to be no clear idea of what justice means and equality. One of the principles in this study is to expand the conception of culturally responsive classroom management is the need for teachers to understand equality and equality in the learning process in the classroom to students. According to Espinoza (2007) similarity is a need that is shared equally, and does not doubt every individual who is different in culture or potential so that it aims for the same achievement. Equality is an opportunity for every individual to obtain his rights and equality depends on the average required by social groups. The concept of equality is associated with fairness or fairness in the provision of education or other benefits and takes into account individual circumstances, whereas equality usually connotes equality in treatment by affirming the fundamental or natural equality of all people (Corson, 2001).

The emergence of social inequalities such as gender, culture, potential in society is a relay from one generation to the next through an educational process that is not based on justice and equality. Therefore, there needs to be an effort to open the insight and awareness of teachers and students on the importance of equality and justice as one of the important elements to form a conducive classroom order (Tobrono, 2007). The diversity that exists in students such as ethnicity, gender, religion and the ability to grasp information provided by the teacher must also be considered, because when in class, students have complex individuals such as postence, personality, characteristics and even awareness in learning. Such heterogeneous classes must be solved with an understanding of the equality and equality of teachers in the teaching and learning process (Aziz, 2012). Expectations in the continuity of heterogeneous and multicultural classes are mutual respect and respect for each other regardless of the background and identity inherent in

students (Hardy & Woodcock, 2015). So that differences in cultural diversity and students are one of the things that must be learned and understood by teachers and must be able to manage them to form an effective learning environment in their classrooms (Franklin, 2005). Furthermore, Hardin (2004) also said the role of teacher sensitivity is very important to the diversity of students.

Based on the above observations, it shows that culturally responsive class management by paying attention to equality and equality can be a solution of heterogeneous classes in realizing heterogeneous classes that are effective, conducive, friendly to differences. Therefore, culturally responsive classroom management can be a strategy that must be realized and implemented to meet the specific and collective needs of all students.

### **Self-understanding in relationships to others**

Conflict in a heterogeneous classroom cannot be avoided by all teachers and students, especially related to the teaching and learning process (Somantrie, 2011). So that students can be a control when they see their teachers who cannot recognize a difference that exists in the classroom when in a lesson there is an obstacle that has a less beneficial impact between teacher and student, one example is when the teacher uses a teaching method and students find it difficult to grasp what is conveyed by the teacher, and often also the teacher's understanding of problems in the classroom such as bullying must also be understood so that It does not become a conflict between students or psychological students.

The relationship between teachers and students in the teaching and learning process is a factor that greatly determines the success of teaching and learning, if the teacher cannot recognize the abilities and potential of students in general, it will be an inhibiting factor. Culturally responsive classroom management represents teachers' understanding of themselves in relation to others. The important thing here is that it is not enough for teachers to understand themselves; Critical reflection of the self is essential, but it is only the first step in developing culturally responsive classroom management. Teachers should seek to understand themselves in relation to their students, their parents, and their student communities. Recognize the similarities and differences between his students and himself. In fact, students make an effort to know themselves as well as others (C. S. Weinstein et al., 2004b).

### **Teacher understanding to blend into the student's world**

The process of interaction between students and educators in a learning environment is called learning (Suardi, 2018). Waty (2017) said the importance of social interaction in the learning process in order to create an active class, one of which underlies social interaction is by building good communication between teachers and students. Communication between individuals and groups can be used by teachers in approaching their students to build good relationships so as to help the teaching and learning process that is easily understood by students. Rosarian & Dirgantoro (2020).

Interaction between students and teachers can be built when seeding learning materials while building communication between students and teachers. The communication will naturally build a relationship between the two parties. Because teachers now not only deliver a material, but teachers also become facilitators during the teaching and learning process. (Yasol) For example, teachers offer learning models that will take place in the next semester to students, such as discussions, presentations in class, or learning outside the classroom. But if students are given the freedom to choose, they must be responsible for what they have chosen. According to research by Rahmawati & Suryadi (2019), teachers as facilitators have an influence on the effectiveness of student learning, so entering the world of students can give them freedom to choose, but teachers must also supervise if students deviate from existing ethics and regulations.

C. Weinstein et al. (2003) said that in realizing cross-cultural interaction, teachers must be able to have knowledge to know the cultural background that their shiva has. Teachers should also provide an understanding of the cultural heritage of their group with a view to imparting lessons of good values. Therefore, it is important for teachers to have strategies to always blend in with students with the aim of getting to know their culture, social status and potential so that they can obtain diversity knowledge that students have in heterogeneous classes (Pebriansyah et al., 2020).

## CONCLUSION

Based on the results of literature research conducted by researchers, researchers get strategies in managing heterogeneous classes by examining culturally responsive classroom management, so that researchers get the first strategy, teacher understanding of equality and equality. Second, self-understanding in relation to others. Third, teachers blend into the student's world. Of the three strategies, researchers only explain heterogeneous class management strategies in general, the limitations of this study are that they cannot explain the practice of problems directly to heterogeneous classes, the librarian skin data obtained by researchers cannot explain the problems that exist in heterogeneous classes, so there needs to be further research to clarify heterogeneous classes specifically.

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