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How do you manage the online classrooms?: A narrative inquiry on online course teachers

Bagaimana Anda mengatur ruang-ruang kelas daring?: Sebuah penelitian naratif pada guru-guru kursus daring

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KEYWORDS

online class-
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ABSTRACT

Classroom management is an integral part of teaching and learning in the field of education. Due to the past pandemic, online teaching and learning have been increasing over time, including online courses. Moreover, it is essential to adapt classroom management strategies to the online environment as the changes in online teaching and learning methods require different classroom management strategies to be applied. This study aims to find the teachers' effective teaching approaches to managing online classrooms and the teacher's instructional practices. Classroom management theories proposed by Brown, Harmer, and Garret are used as the main framework in this study. The participants were two online English course teachers in West Java and the responses were gathered from interviews to gain qualitative data which were then processed using narrative inquiry design. The findings highlight the significance of communication, online teaching equipment, and sound as the most important aspects (key factors) in online course classrooms. Additionally, the importance of engaging the students and establishing strong teacher-student relationships with them is the key to a well-managed effective online classroom. In addition, clear and comprehensible instructions are also identified as vital for facilitating student understanding.

KATA KUNCI

kelas daring,
guru kursus
daring,
manajemen ke-
las daring,

ABSTRAK

Manajemen kelas merupakan bagian integral dari pengajaran dan pembelajaran di bidang pendidikan. Karena pandemi yang lalu, pengajaran dan pembelajaran online telah meningkat dari waktu ke waktu, termasuk kursus online. Selain itu, sangat penting untuk mengadaptasi strategi manajemen kelas ke lingkungan online karena perubahan metode belajar mengajar online membutuhkan strategi manajemen kelas yang berbeda untuk diterapkan. Penelitian ini bertujuan untuk menemukan pendekatan pengajaran yang efektif bagi para pengajar dalam mengelola kelas online dan praktik pengajaran para pengajar. Teori-teori tentang manajemen ruang kelas yang dikemukakan Brown, Harmer, dan Garret digunakan sebagai framework utama pada riset ini. Partisipan penelitian ini melibatkan dua orang guru kursus bahasa Inggris online di Jawa Barat dan tanggapan mereka dikumpulkan melalui wawancara untuk mendapatkan data kualitatif yang kemudian diolah dengan menggunakan desain inkuiri naratif. Temuan penelitian ini menyoroti pentingnya komunikasi, peralatan dalam pembelajaran daring, dan suara sebagai aspek yang paling penting (faktor kunci) dalam ruang kelas kursus online. Selain itu, pentingnya melibatkan siswa dan membangun hubungan guru-siswa yang kuat dengan mereka adalah kunci dari kelas online yang efektif yang dikelola dengan baik. Selain itu, instruksi yang jelas dan mudah dipahami juga diidentifikasi sebagai hal yang penting untuk memfasilitasi pemahaman siswa.

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Introduction

The teaching and learning process in the scope of education has been going through many developments from time to time. From traditional face-to-face teaching and learning where the teacher and the students have to be in the same classroom, in the same place, at the same time; now has moved to online teaching and learning which do not require the teacher and the students to be in the same room or the same class. With the use of the internet and meeting applications on gadgets, it has become a common thing, especially after the COVID-19 pandemic. However, we have to be aware that there are many integral aspects that teachers must consider to teach the students optimally in class, regardless of whether the mode is online or offline.

Classroom management is one of the important aspects in teaching the students and stands as a foundation of effective teaching, enabling educators to establish and maintain a conducive learning environment. Researchers such as Brown (2001) and Harmer (2007) underscore the significance of strong management skills in guiding classroom activities and fostering desired outcomes. A good teacher has good management skills in the class to set and control the activities as they want and as they expect (Brown, 2001; Harmer, 2007). In addition, effective classroom management involves five key areas, namely, organizing the physical design of the classroom, forming rules and routines, developing caring relationships, engaging and motivating instructions, and addressing discipline issues (Garret, 2014). However, in the constantly changing world of education, traditional approaches to classroom management are being tested by the integration of technology and online teaching methodologies.

The integration of technology and the internet has become increasingly widespread in educational settings, notably in online language courses such as the English language classes. While these platforms offer unique opportunities for learning, due to the nature of online teaching, they also present distinct challenges (Gustine, 2021) that demand innovative management strategies and approaches to make the online class management effective (Mavo Navarro & McGrath, 2022). In both online and offline classrooms, teachers encounter various obstacles that can hinder effective management, from maintaining student's engagement to addressing disciplinary issues. To address these challenges, researchers have delved into the area of classroom management, seeking insights into the efficacy of current practices and potential areas for improvement. While some studies have highlighted the importance of physical classroom design and the establishment of rules and routines (Garret, 2014), others have examined the role of caring teacher-student relationships (Cooper & Scott, 2017), self-led video analysis practices (Nagro et al., 2020), and motivating instructional techniques in fostering a positive learning environment (Cents-Boonstra et al., 2020).

Despite these efforts, significant gaps remain in our understanding of effective classroom management, particularly in online settings. Thus, this study endeavors to contribute to the existing body of knowledge by conducting a narrative inquiry into the experiences and perspectives of online course teachers. By exploring their approaches to managing virtual classrooms, this research aims to shed light on the complexities of online classroom management and identify strategies for enhancing teaching effectiveness in digital environments.

Based on the background provided above, this study aims to investigate the question as follows: What is the effective way of managing the classroom to students in an online course environment?

The result of this study is expected to be beneficial both theoretically and practically to give insight into how the online course teachers manage their students in an online classroom and their effective way of teaching the students according to their experiences. Practically, the effective strategy on how the teacher manages their online class can be used by novice teachers who would like to teach the students in online courses.

For starters, managing the classroom is an essential component of teacher's work, but it can be challenging to be implemented if the teacher lacks expertise or training in that area. Classroom management strategies include ways to ensure that activities during the school day progress in an orderly fashion as well as instructional practices that support students' positive behavior (Manning & Bucher, 2014). Through the use of good classroom management, self-discipline can be taught to the students and their misbehavior can be changed. The teacher needs to create a secure classroom environment and organize the classroom in a student-friendly manner, especially when dealing with a varied student population. It is the teachers' job to ensure that the classroom management initiatives are as expected and successful so that the students can be in a safe and productive learning environment. The educational practices and philosophy of the teacher also have strong influences on how the students act and respond in the classroom. Therefore, classroom management helps assist teachers in controlling the students' behavior by maintaining discipline to create meaningful teaching and learning experiences.

Harmer (2007) states that effective teachers see classroom management as a separate skill aspect, which means whatever activity the students are involved in, or whether the students are working with a tape recorder, a computer, or the board, the teacher will have the thought of carrying the procedures to make the activity becomes successful. To manage the classroom effectively, the teacher needs to be able to handle a wide variety of variables. It involves how the classroom space is organized, how to organize the time in the classroom, and how to select whether the teacher wants students to work in groups or individually. In addition, there are also several other aspects such as how the teacher appears to the students, how to use the voice as it is the most valuable asset that a teacher has, the way to talk to the students, our role, and the student's role in the classroom, the use of the student's mother tongue, if possible, and also the ability to deal with difficult situations (Harmer, 2007).

A study by Yavuz & Arslan (2018) revealed that the task of controlling the classroom can be difficult to manage. For most teachers, it is not the gap between acquisition and learning, nor the contrast between correctness and fluency. Classroom management describes the effort made by teachers to supervise classroom activities such as learning, social interaction, and students' behavior all at the same time in English, even when English is not the first language spoken by the students in the classroom. Therefore, it is seen as a complicated issue in which numerous aspects are intertwined and interdependent for teachers.

Additionally, EFL teachers must have the ability to recognize and analyze teaching and learning situations which are also known as the prerequisite knowledge for

effective teaching and classroom management (Prilop et al., 2021). In addition, it is more difficult when the process of teaching and learning is shifted into an online environment. Since the regulation has shifted, the management of online classrooms should be considered. Time duration is also another thing to consider because it is different, and the teacher should be aware of unexpected online classroom challenges.

Due to the nature of online classes, classroom management has to be implemented virtually. The term online classroom management has been described by several experts. Rufai et al. (2015) stated that the term "online learning system" refers to a system that gives equal chances for teaching-learning activities outside of the physical boundaries of the physical classroom walls, and it is typically achieved through the use of web-based technologies. Meanwhile, Ferry et al. (2004) described that online classroom management can create students and teachers connect in an online classroom using a learning management system to connect either synchronously –in real-time, with the teacher and students meeting at the same time– or asynchronously –with interaction between teacher and the students happening irregularly with a time delay– the teacher and the students are generally separated by geographical location in an online classroom. Furthermore, Stewart (2008) stated that online classroom management is a system that involves monitoring connections, behaviors, instructional settings, and courses for virtual communities of learners. Therefore, online classroom management refers to the vast range of skills and tactics that teachers employ to keep the students structured, disciplined, focused, attentive, on task, and productive in their academic pursuits during online class periods.

There are several classroom management models that have been known. The Skinner model emphasizes the need for teachers to guide students' behavior to achieve desired goals (Tauber, 2007). Behaviorism is well-established in the practice of classroom management, particularly in the context of discipline. The most important aspects of the Skinner model are as follows: (a) for it to function correctly, regular and consistent reinforcing of the principles is required, (b) positive behavior must be recognized and rewarded, but negative behavior must be ignored or, better, penalized immediately, (c) it provides the theoretical foundation for techniques such as behavioral intervention strategies, with learner contracts serving as an excellent example. The employment of classroom rules is essentially a behaviorist practice, and any teachers who apply them are practicing negative reinforcement.

Another model is The Glasser model, which sees instructors as facilitators of learning for individuals who are a part of their learning environment (Manning & Bucher, 2014). The underlying philosophy is that all conduct is a matter of personal choice and that instructors' roles should be limited to assisting students in making good judgments. Choice Theory was created to aid learners in better understanding the incentives that drive their behavior so that they can learn to make better decisions in the future. The following are the most important aspects of the Glasser Model: (a) students' desires for connection and a sense of empowerment are met by teachers' creation of environments and courses that encourage good behavior, (b) classroom rules and their enforcement continue to be important factors in ensuring that students are held accountable for their actions, and (c) a pleasant environment is created in which discus-

sion to reflect and make corrections is encouraged rather than the administration of simplistic rewards and penalties.

As part of the Jones Model, Tauber (2007) explained that teachers must collaborate with students to assist them in developing a feeling of self-control. Classrooms that follow the Jones model adhere to social learning theories developed by Piaget and Vygotsky, empowering students by allowing them to take charge of their learning and accept responsibility for their learning. The function of the teacher is as the facilitator. Based on the Jones model, which includes the following points: (a) developing a sense of self-control empowers learners and prepares them for their future lives and vocations, (b) by using suitable body language, implementing an incentive structure, and providing effective assistance to learners, teachers support them in developing self-control, and (c) learner-directed learning places control of the classroom in the hands of the entire classroom community, as opposed to a single individual in charge of the front of the room.

Canter (2006), in the Canter Model, mentioned that rules and behavior standards are clearly established and consistently implemented in the classroom, resulting in an authoritative classroom discipline model. It is essential for teachers to properly convey their goals and to anticipate compliance, praising students who do so while refocusing those who do not. The Canter Model's most important features are as follows: (a) based on this view, teachers have the responsibility to teach without interruption, and learners have the right to study without interruption, (b) it is the teacher's responsibility to deal with poor student behavior. While the vast majority of learner behavior is regarded as proper, the concept of assertive discipline reminds us to acknowledge and reward excellent behavior as a means of encouraging more of it.

Levin's model distinguishes between three types of classroom management theories: student-directed, collaborative, and teacher-directed models of management. The student-directed theory holds that students bear the main responsibility for maintaining control over their actions and conduct. Collective management is founded on the concept that controlling student behavior is a joint responsibility of both the student and the teacher, which is supported by research. The teacher directs the approach, which means that the teacher is in charge of the majority of the student behavior management. Students learn to make good decisions by internalizing the norms and guidelines that control their behaviors. Levin and Nolan (2007) stated that the models can be conceived of as three points on a continuum that progresses from student-directed practices to teacher-directed practices over time. A teacher's opinions about a certain method or a mix of ways might be thought of as the points. On the subject of classroom management, there are two points of view to consider. One approach is to look at the issue from the perspective of eliminating discipline issues or dealing with misbehaving in the classroom. The other is to evaluate the interaction that occurs in the classroom and to notice the amount to which the teacher has control and direction over all classroom activity, as well as how this control and direction is exercised.

The Garret model consists of four aspects of effective classroom management that can be applied in online classrooms. Since the physical classroom cannot be held, the Garret model still exists to promote classroom management. Garret (2014) mentioned several aspects of effective classroom management as follows: 1) Rules and routines.

Both rules and routines transmit an expectation about how people should behave. Classroom rules, on the other hand, are generally concerned with overall behavior, whereas routines are much more focused on certain activities and usually provide some advice on how these duties should be completed, rather than attempting to avoid a specific sort of behavior. They are both critical components of an efficient classroom management strategy, and they contribute significantly to the development of a learning environment that is favorable to learning, even in online classrooms, which can be challenging; 2) Relationship. In a teacher's overall classroom management plan, the teacher must establish caring relationships with students. It is unlikely that the teacher will be in a secure position in the classroom if he or she has a positive quality relationship with his or her students. The following are some examples; maintain a sense of humor, be a real person, be welcoming, provide extra help, provide ongoing feedback, encourage students to regulate their learning, be able to talk, be sensitive to students' concerns, learn about students' cultural backgrounds, and take a personal interest in students; 3) Engaging and motivating students. Students' motivation and interest in learning are increased through the use of interactive strategies that are designed to engage them in the learning process. Teachers must recognize that there is a symbiotic relationship between engaging, inspiring instruction and successful classroom management practices; 4) Discipline. This component of the classroom management model is unusual in that it contains both preventative teaching strategies (strategies meant to keep misbehavior from occurring in the first place) and reactive teaching strategies (strategies designed to respond to misbehavior after it occurs).

To sum up, there are a lot of things the teacher needs to know and consider to efficiently run the classroom. It requires a lot of practice to be able to master because it includes both academic understanding and experience working with students in the context of classroom management.

Method

The narrative inquiry method is used in this study because of several reasons. Narrative inquiry is used to investigate the educational experience and researchers in this field believe that people are storytellers with many interesting insights (Baden & Niekerk, 2007). Narrative inquiry can be useful in a variety of settings and academic disciplines. Those who take part in narrative inquiry love the process, and they frequently view themselves as co-inquirers and co-collaborators in the research they are involved in. Since this research aims to find out the experience of the participants to be more in-depth, narrative inquiry is the most suitable to be used for this study.

This research used online interviews to obtain qualitative data regarding the participant's answers to the related questions about classroom management of English online course teachers. Interviews were used to gain more in-depth answers from the participants. The participants were two online English course teachers in West Java who have been teaching English in online courses for more than two years. They were chosen due to their experiences in teaching online courses, their education background, their relevancy to the research, and the accessibility. This study only involved two participants due to the fact that narrative inquiry focuses on the individuals and the quality of the data. In addition, the writer feels two participants are already sufficient for the

research. The instruments used in this research were adapted from Amalia (2022) with several changes to make it more relevant and related to the expected findings. The instruments from Amalia were chosen because it has comprehensive and abundant variety of questions which can be used as the references.

The procedures of the study involved several stages, such as choosing the participants, adapting the instruments, conducting the online interview with the participants using the *WhatsApp* application, transcribing the interview answers, classifying the data, and finally displaying the processed data into the findings and discussions. The interview was done online (asynchronously) because the participants were in different areas that were quite far away from the researcher. Therefore, the latter method was chosen.

The data were analyzed using thematic data analysis proposed by Braun & Clarke (2006) which includes several steps as follows: 1) Familiarization: to get acquainted with the data, interview transcripts were read and reread. Preliminary impressions and notes were taken in order to determine preliminary topics. Understanding the information at hand was the first step. The writer familiarized the material in this step by reading and comprehending it to obtain a thorough comprehension of the topic; 2) Creating Initial Codes: the information was methodically coded, with codes denoting significant informational units on digital teaching proficiency and the pandemic's effects; 3) Looking for Themes: using connections and similarities, the coded data were sorted and categorized into possible themes. To guarantee continuity and clarity, themes were clarified and polished; 4) Examining Themes: using iterative dialogues and comparisons with the original data, the themes that had been identified were examined and improved. The researchers came to a consensus in order to address any differences or disagreements; 5) Defining and Naming Themes: the ultimate themes were identified, given names, and given descriptions that were pertinent to the goals of the study as well as the experiences and viewpoints of the participants; 6) The last stage is writing the report and data interpretation after everything had been conducted (Braun & Clarke, 2006).

Results and Discussion

Several questions were asked of the participants, including the age range and the number of students they teach, the important aspects of classroom management, the importance of sound, facial expressions, and gestures in online courses, the participants' effective strategy in teaching their students, the inspiration for managing the online classroom, the difficulties or challenges they faced in managing the classroom, how they manage their online class, the regulations or rules they placed in online class, and their way of giving instructions and feedback to the students.

The age range & number of students

There are two participants in this research, Jessy and Suzy (both are pseudonyms). Jessy lives in Bekasi and has been teaching English in an online course for more than a year. The age range of Jessy's students are starting from junior high school to adult, and she usually teaches more or less, 10 people per session, with mostly adult students.

Suzy, similar to Jessy, has also taught the students through online courses for more than one year. Suzy lives in Bandung, and the age range of her students starts from elementary school students to university-level students, though she stated that at that time, her students were mostly from junior high school. Different from Jessy, Suzy teaches her students more privately, one student at a time, whereas Jessy teaches more students, around ten students per session.

Based on the information, both of the participants' class can be considered as effective classes with less than 30 students at a time. This means that they can focus on each student and maximizing the interaction between teacher – students, as investigated by Wang and Calvano (2022) which found out that the larger the classes, the less satisfaction from the students and student-teacher interaction. In addition, regarding the age diversity of the learners in online course classroom, it has been investigated by Morin et al. (2019) which found out that it is common to have different age groups among the students in online environment. Furthermore, it is also stated that older students have more motivation and confident level than the younger ones in terms of the learning skills and proficiency in computer-related matters (Morin et al., 2019).

Important aspects of classroom management

Jessy focuses on engaging the students to speak more rather than focusing on enforcing the rules or routines. She stated that since the students are learning language, it means that they are learning to communicate with each other and she reinforced that action to be applied in her class. She wanted her students to use the language more, as much as possible, as practice for the students to communicate and elaborate more.

“...I typically focus more on engaging the students rather than focusing on enforcing certain rules to the students... Since we are learning language anyway, so I want them to apply what they learn in the language because you know when you are learning language, you are learning to communicate, so I want them to use the language to communicate... instead of focusing on certain routine or maybe like certain rules in my class, you should do this you should do that, I only enforce them to just speak as much as possible to answer the questions in long sentences to elaborate more on their answers.” - Jessy

Suzy also thinks that communication is one of the most important aspects of classroom management. She stated that both the teacher and the students should communicate well with each other, whether it is in the session or out of the session. In addition, she added technical management to be another important aspect of classroom management. She implies that teachers should be prepared of what they are going to teach or show to the students because those two aspects can help the lesson to be more engaging. So, she suggested the notion that communication and technical management are the two most important classroom management that a teacher should have.

“I think the classroom management aspect in online courses of course first is the communication, which means the teacher and the student should communicate well in the session or out of the session, and also the, um, technical management so I think teacher need to be really prepared of what he/she is going to teach or what he/she is going to show, because that will also help the class to be more engaged.” – Suzy

The information above offers insightful viewpoints from Jessy and Suzy, two online course tutors, regarding essential elements of managing a classroom. Both teachers emphasize the significance of communication to create an engaging and productive

learning environment. Jessy uses language use to encourage student engagement and active participation as the main component of her classroom management strategy. Since she believes that speaking and interacting in the target language is crucial for language proficiency, she places a high priority on encouraging her students to do so. Jessy aims to create a dynamic and interactive classroom environment that supports language learning via genuine engagement and expression by emphasizing communication above strict rules or routines. In a similar vein, Suzy emphasizes how crucial communication is to effective classroom management in online courses. She emphasizes how important it is for instructors and students to communicate clearly and effectively both within and outside of the classroom. Suzy also highlights technical management as a crucial element of classroom management, stressing the need for educators to be well-versed in utilizing technology to support instruction. Teachers may improve the entire learning experience and encourage student engagement and achievement by making sure that technical operations run smoothly and that efficient communication occurs.

Overall, Jessy and Suzy's viewpoints show the complexity of classroom management in online learning, with communication emerging as a major theme. In addition to encouraging student participation and engagement, effective communication also promotes teamwork, comprehension, and the general effectiveness of online courses. Furthermore, proficient technical administration guarantees the availability and efficient utilization of educational materials, hence augmenting the educational encounter for learners. By giving priority to these crucial facets of classroom management, educators may establish dynamic and stimulating virtual learning spaces that foster the development and accomplishment of students.

Sound, gestures, and equipment

Jessy believes that sound, facial expressions, and equipment are important aspects of classroom management. However, she pointed out that among the three, equipment is more important because it relates to the use of devices and internet connection to be able to communicate with the students. Since the process of teaching and learning is being held online, the use of equipment cannot be separated from online classroom management. In the end, equipment is related to communication.

“Sounds, facial expressions, and gestures, I think it is important in teaching to the students, especially equipment because since we are teaching online, we would need to use the devices, we need to have proper devices, and also internet connection for us to be able to communicate with the students.” - Jessy

“Yes, I think they are really important, facial expression, gestures, and also sound. because we don't see them face to face so that's why I think facial expression is really important uh therefore I always ask my students to turn the camera on so I can know how their facial expression is, whether like they understand or not or whether they have some difficulties or not; and then for the gestures it will probably help them but um I don't think gestures is like that important because somehow, we cannot see the gesture of our student and the student cannot really see our gesture but sound is so important because of course we have to be super clear to them so that they can understand what we say and sound also means like how we talk so it also affect the communication of both the student and teacher.” - Suzy

In the meantime, Suzy also agrees that all three aspects above are important. She mentioned that facial expressions are important for the students because they can show

whether the students understand or not, or whether they have some difficulties or not. It can be shown through facial expressions. For the gestures, even though it's important, she said that in online classes, gestures cannot be seen effectively since the display is limited. She also stated that sound is very important in a way that it has to be super clear so that the students can hear and understand what the teacher says. The sound, in this case, is related to communication.

The information supplied sheds light on the opinions of Jessy and Suzy, the instructors of the online course, about the value of equipment, gestures, and sound in classroom management. The importance of these elements in promoting efficient communication and improving students' educational experiences is acknowledged by both instructors. First, in her emphasis on the crucial role that technology plays in the management of virtual classrooms, Jessy underscores the significance of this tool for fostering communication between educators and learners. Having a stable internet connection and appropriate devices is essential for conducting classes and keeping students interested in an online learning environment. The hardware underpins online communication, allowing educators to engage with pupils and impart knowledge in real time. In addition, Suzy agrees with Jessy that having the right tools is essential, but she also recognizes the importance of voice, gestures, and facial expressions in virtual instruction. Even if they are less common in an online environment, facial expressions and gestures can nonetheless provide valuable insights into students' comprehension and involvement. Suzy does stress, though, that sound is especially important for good communication because it has a direct bearing on students' understanding and clarity of the material being taught. Effective learning and interaction in the virtual classroom are made possible by the teacher's instructions and explanations being audible and understandable to the pupils.

Overall, Jessy and Suzy's points of view highlight how important sound, gestures, and tools are to the management of an online classroom. In the context of online learning, sound is a fundamental component that supports efficient communication and the delivery of instruction, even though gestures and facial expressions can provide insightful indications on student involvement and comprehension. Educators may establish accessible and engaging learning environments that encourage student engagement and success in online courses by emphasizing the use of appropriate equipment and guaranteeing clear and audible sound quality.

Effective strategy

For an effective strategy, Jessy tends to focus more on the struggling students who don't talk too much during the lesson. She did not focus on the active students. She wanted to encourage the students who were not actively participating in the class because sometimes they were less confident and needed constant push or encouragement from the teacher. That is the effective teaching strategy that Jessy used in her online class. By making the students participate in her class and use the language often, she can get the students more engaged and more familiar with the language. This is supported by Levin's classroom management theory (Levin & Nolan, 2007) about student-directed learning where the teacher acts as the one who guides the students. The needs of the roles of the teacher as the guides in the classroom have been emphasized in many research, including Brown (2001), Harmer (2007), and Garret (2014).

“In my case, I tend to focus more on the students who are visibly struggling with the ones who don’t talk too much, because the ones who are active, they don’t need any encouragement from me to actually start talking but the students who, well, are less confident in their ability, they need to have constant push. So, I had to encourage them to speak more. I think that is the most effective strategy in getting them to actually participate in the class and used the language to learn.” - Jessy

Suzy focuses on building relationships with the students by getting to know each of them first. She will make the students friends with her and to feel comfortable. Only then, she can build good communication and their familiarity will increase. This is in line with the research by Garret (Garret, 2014) which states that teachers should establish relationships with their students to make the class more effective. Suzy often engaged her students with some games, videos, and PowerPoint slides. She also made many plans as a backup plan in case one plan did not work in her class.

“My effective strategy in teaching English for young learners in online courses is first, I have to know the student really well. I always make myself as friend with them so like so first I’d like to make the student feel comfortable first and then a really good communication which is continued by, like, the closeness of me and my students and then after that I engaged more with some games and also sometimes I have so many plans in teaching online course. So, I need to prepare plan A, plan B, plan C just in case it doesn’t work especially when it teaching kids, we need to have backup plans, especially in online class; and um, what else, so communication and then games, discussion, so I don’t really teach from the books, I tend to have my PowerPoint, videos, games, and etc.” - Suzy

The information offered clarifies the efficient teaching techniques that Jessy and Suzy, the instructors of online courses, use to run their virtual classrooms. Both teachers stress the value of individualized strategies that address the particular requirements and difficulties of each of their pupils while also referencing well-established ideas of effective teaching and classroom management. With regard to the student involvement, Jessy takes a proactive stance, emphasizing the provision of assistance and motivation to learners who are having difficulty or who may lack the confidence to participate fully in class. Her approach fits nicely with the student-directed learning classroom management theory developed by Levin, in which the instructor takes on the role of a guide who encourages student participation and development. Jessy creates a welcoming and inclusive learning environment that encourages student participation and language acquisition by giving special attention to challenging students and pushing them to speak and use the language often. Conversely, Suzy stresses that good relationships with students are the cornerstone of successful teaching and learning. Suzy fosters a cooperative and communicative atmosphere by building rapport and making students feel important and at ease. This strategy is in line with Garret’s study, which emphasizes the value of the connections between teachers and students in improving the efficiency of classroom learning. In addition to utilizing interactive tools like games, movies, and PowerPoint slides to keep students interested and involved, Suzy’s proactive approach to lesson planning guarantees flexibility and adaptability in meeting the requirements and preferences of a wide range of students.

Overall, Jessy and Suzy’s tactics highlight the value of student-centered procedures and the development of strong teacher-student bonds in fostering successful online teaching and learning. These educators create dynamic and inclusive learning environments that promote students’ growth and achievement by putting a priority on helping

difficult students, encouraging a feeling of community and belonging, and including interesting and interactive activities into their classes.

Inspiration

From the excerpt below, Jessy does not have external inspiration in managing the class, instead, she gets it from her internal self-inspiration. She also stated that teachers cannot use one solution to solve all the problems. Teachers should be able to adapt well to each situation and each class. This means that Jessy uses learning by doing and getting her own experiences as the inspiration for what will work and what won't work in her online class.

"I don't actually have an inspiration because for the online classroom management thing-y, I actually just learned by doing. So, I see what would work best for me personally in the class, and what would work for each of my students because it cannot, it, you cannot really use one solution fits all, you will always have to adapt to each classes." - Jessy

"My inspiration is actually from some of my colleagues, some of my friends, um, and also, I asked some of my seniors who have more experience on how to teach online and I also learned some of them through uh Youtube but mostly I talked with my colleague, I talked with my co-workers to get uh inspiration." - Suzy

From the excerpt above, Suzy takes inspiration from many people, including her colleagues, friends, and also seniors who have more experience in online class. Suzy also gets her inspiration by watching social media like Youtube as references to manage the students online. This means that Suzy effectively uses her surroundings to gain more knowledge and experience.

The data provided offers insights into the sources of inspiration for online course teachers, Jessy and Suzy, in managing their virtual classrooms. While both educators share a commitment to effective teaching practices, their approaches to finding inspiration differ significantly. Jessy draws inspiration primarily from her internal self-motivation and experiential learning. Rather than seeking external guidance or validation, she relies on her own observations, reflections, and trial-and-error experiences to inform her teaching strategies. Jessy emphasizes the importance of adaptability and flexibility, recognizing that there is no one-size-fits-all solution to classroom management. Instead, she emphasizes the need for teachers to adapt their approaches to meet the unique needs and dynamics of each class. By embracing a learning-by-doing mentality, Jessy demonstrates a proactive and reflective approach to professional development, continually refining her practices based on her own experiences and insights. In contrast, Suzy draws inspiration from a diverse range of external sources, including colleagues, friends, seniors with more experience, and online resources such as YouTube. She actively seeks out input and guidance from her professional network, leveraging the collective wisdom and experiences of others to inform her teaching practices. By engaging with colleagues and accessing online resources, Suzy demonstrates a proactive approach to professional development, continuously seeking new ideas and perspectives to enhance her teaching effectiveness.

Overall, the approaches of Jessy and Suzy to finding inspiration highlight the importance of both internal reflection and external collaboration in professional growth and development. While Jessy emphasizes the value of experiential learning and personal reflection, Suzy recognizes the benefits of drawing on the knowledge and

experiences of others to inform her teaching practices. By combining internal self-motivation with external collaboration and learning, educators can cultivate a holistic approach to professional development that enhances their effectiveness in the classroom and promotes student success.

Difficulties or challenges

Jessy mentioned that she usually did not have any challenges or difficulties in managing the online classroom as can be seen in the excerpt below. Since the students of Jessy are mostly adults, she stated that they are more civilized and she did not have to discipline them or anything. The only problem is that sometimes her students use profanities during the class which she said that adults are more prone to use. She handled it by kindly reminding the students that they were in a classroom and suggested the students use more appropriate vocabulary.

“I don’t usually have any difficulties or challenges in managing the students in the class because again, I’m teaching adults so they are typically more civilized and so I don’t need to actually discipline them or anything like that so I don’t need to do a lot of classroom managements actually. Maybe just once in a while there are students who would use uh profanities in the class because again, I’m teaching adults so adults are more prone to use profanities, maybe that’s the only time when I would use any like classroom management thing to remind them that we are in the classroom and we should use uh, more appropriate vocabularies.” - Jessy

In the meantime, Suzy is having difficulty in finding ways to gather the students’ attention at the beginning of the class, during the first meeting. She stated that in teaching young learners, the teacher needs to build up their moods to study. Especially in an online classroom where the teacher and the students do not stay in the same place, managing young learners can be quite a hustle and challenge. She added that in managing her online class, she would use games as the opening activity, and then comes the main materials.

“The difficulties or challenges I find in online classes is actually... how to gather their attention, especially in the very beginning and how to build up their mood because sometimes especially in teaching young learners, we really really need to build up their mood so they are in a good mood to study. I think that is one of the most challenging part. It is actually challenging either online or offline class but online is more challenging because I can’t really control the student through the camera or through the zoom meeting application because eh even sometimes they, uh, they sit there but they’re not paying attention so that’s one of the biggest difficulty that I faced sometimes and how I manage the online classroom is yeah, as I’ve told you before, I usually have some games or I usually start with games and then the games that are related to the topic and then after that we will start the materials.” – Suzy

The information supplied sheds important light on the various difficulties Jessy and Suzy, the instructors of online courses, encounter in running their virtual classrooms. The majority of Jessy’s experience is with adult learners, whom she considers to be less difficult because of their assumed politeness. She does, however, occasionally come across people using foul language in class. In order to address this, Jessy reminds pupils to use language appropriately and stresses the value of upholding a polite learning atmosphere. This difficulty emphasizes how important it is for educators to handle formality and professionalism even in adult education settings. Suzy, on the other hand, finds it difficult to hold young students’ attention and engage them, especially at the

start of class. This difficulty is made worse in an online environment when there is less opportunity for in-person contact and physical presence. Suzy stresses how crucial it is to create a welcoming and inspiring environment in order to properly support learning. She uses interactive games as a tactic to jump-start classes and grab students' attention right away in order to overcome this difficulty. This emphasizes how crucial innovative and engaging teaching strategies are to addressing the particular challenges presented by remote learning, particularly for younger students who might need more motivation and engagement boosters.

All things considered, Jessy and Suzy's experiences illuminated the various difficulties that instructors of online courses encounter when running their virtual classrooms. Adaptability, inventiveness, and a thorough grasp of learners' needs and behaviors are necessary for effective classroom management in the online setting, from resolving language use and professionalism issues to coming up with creative ways to engage and inspire students. Teachers may provide inclusive and encouraging learning environments that promote student success and engagement by acknowledging and addressing these issues.

The regulations or rules

Regarding the rules or regulations, both of the participants apply the same rules for the students in the online class, that is to make the students turn on their cameras during the lesson. It is a must for the students to do so because it helps the teacher to know and to see the students whether they are paying attention or not. This is in line with several theories such as the Skinner model of behaviorism (Tauber, 2007), Canter's model of assertive discipline (Canter, 2006), Glasser model of choice theory (Manning & Bucher, 2014), and Garret's effective classroom management theory (Garret, 2014).

"It is just to turn on their camera and turn on their mic but they usually had their mics off unless when I call them, in the class, so they always take turns to answer. The main thing that I always push is for them to turn on their cameras on when they can so that I can see them and I know that they're paying attention in the class." - Jessy

"Through my online class courses, one of the rules that I always apply is for them to turn on their camera because I would like to see their facial expression and I think it is easier to engage when their camera is on because I can see what they are doing, I can see whether they pay attention or not and um, I think that is the only rule that I apply to my online course class." – Suzy

The information sheds light on the guidelines that Jessy and Suzy, the instructors of online courses, put in place to run their virtual classrooms. In order to promote teacher-student connection and engagement, both educators stress how important it is for students to switch on their cameras throughout class. Jessy and Suzy want to increase student engagement and focus in the classroom by making them turn on their cameras. This policy is consistent with several classroom management theories, such as behaviorism developed by Skinner, assertive discipline developed by Canter, choice theory developed by Glasser, and effective classroom management theory developed by Garret. These ideas stress how crucial it is to set clear guidelines and norms in order to encourage students to behave well and participate in class. Jessy emphasizes the need of using facial expressions and other visual indicators to assess students'

comprehension and attention spans, as well as the advantages of using cameras in the classroom. Suzy emphasizes the value of using cameras to record student behavior and participation in a similar manner, which helps teachers and students communicate and connect more effectively.

All things considered, the regulation requiring students to turn on their cameras is a reflection of the instructors' dedication to establishing a supportive learning environment that encourages engagement and active participation. Through the use of visual clues and camera use to encourage responsibility, Jessy and Suzy show how committed they are to providing their students with an engaging and dynamic online learning environment.

Giving instructions or feedback

In giving the instructions, Jessy typically only explains how to do some activities. She gave the example of how she told the students about the next thing they should do in the class by using the breakout rooms and doing certain activities. She also gave the students some time to confirm whether they understood the instructions or not. If there are no further questions, she will then proceed with the activities. This supports the statements from Stewart (2008) which states that online classroom management is a system that involves monitoring connections, behaviors, instructional settings, and courses for virtual communities of learners; teachers must recognize that there is a symbiotic relationship between engaging, inspiring instruction and successful classroom management practices (Garret, 2014); and the strategies that include methods of ensuring orderly development of events during the school day as well as instructional techniques that assist students' positive behavior (Manning & Bucher, 2014).

“For instructions, I typically just explain how to do certain activities, for example, we have breakout room sessions which I explain all the things that we need to do like they are going to be in certain team, they are going to use certain breakout rooms and then they are going to be back in certain time, and then after that they are going to present yada yada, something like that, and then I allow for a moment for them to ask to confirm things that they think are not clear from my instructions before sending them to the breakout rooms to do the uh activities there.” - Jessy

In addition, when giving feedback to the students, Jessy give the students their time to finish what they said. After that, she would give the correction on what is wrong during the lesson, such as wrong grammar, pronunciation, etc. She realized that if she directly corrected the students' mistakes, then it would make them feel discouraged and possibly become reluctant to speak more in the future. She gained this knowledge by experiencing it beforehand. By doing it this way, she claimed that after several meetings, the mistakes have been lessened significantly and the students can correct themselves. Meanwhile, Suzy gives instructions and feedback during the class and at the end of the class as well by giving them orally or by using some notes. An example of the students' mistakes can be seen in the excerpt below.

“As for the feedback, I am the type who would let them to speak and make mistakes first, and then I would correct them by the end of the class because from my experience when I correct them right away when they are wrong, it would discourage them from actually speaking because they would be more cautious in speaking, they would think ah this grammar could be wrong, I could be using the wrong words whereas when I let them to speak their mind and you know just don't think

about the wrong grammars first, they're more willing to speak their mind to state their opinions and then they would learn what they missed in their speaking like for example my students tend to make mistakes in to + infinitive to an infinitive, they tend to say to and then followed by a gerund, for example like "to writing", it is supposed to be "to write" right? So that is the one that I emphasized by the end of the meeting and after several meetings they are able to correct themselves and the amount of times that they made the error has lessen significantly and right now I noticed that they don't do the same mistake as often as the beginning of the class." – Jessy

It's clear that Jessy uses an organized strategy when providing guidance and criticism in her virtual classroom. Her approach takes into account a number of important guidelines for efficient management and instruction in virtual classrooms.

First off, Stewart (2008) defined online classroom management as a system that includes keeping an eye on relationships, behaviors, learning environments, and courses for online communities of learners. Jessy's method of providing instructions fits well with this definition. Jessy ensures that students comprehend the goals and expectations by giving clear and precise instructions, which promotes an organized and structured learning environment. Furthermore, Jessy's approach of giving students time to make sure they grasp the directions before moving on to exercises emphasizes the significance of interesting, motivating instruction that Garret (2014) has emphasized. This approach promotes active participation and minimizes confusion, contributing to a positive learning experience for students.

In addition, Jessy's approach to providing feedback shows that she is aware of the critical balance that needs to be struck when learning a language between encouragement and correction. Jessy's approach is an excellent example of how teaching strategies that support students' good conduct are important, as noted by Manning and Bucher (2014). She fosters a safe, encouraging environment that rewards engagement and risk-taking by letting students talk freely without giving them instant feedback. Additionally, Jessy's method of giving feedback is consistent with studies on successful methods of teaching languages, such as giving corrective feedback when needed to promote language growth (e.g., Ellis, 2008). Her choice to postpone correction until the end of the lesson gives pupils the freedom to express themselves without worrying about making mistakes, which improves their speaking fluency and confidence.

All things considered, Jessy's deliberate approach to providing guidance and criticism demonstrates a thorough comprehension of efficient online classroom management and instructional techniques. She creates a welcoming learning atmosphere that promotes language learning and development by placing a high value on effective communication, student participation, and positive reinforcement.

Conclusions

In conclusion, in managing the classroom in an online course, sound, communication, and equipment play a vital role in making classroom management to be effective. The use of sound to be heard clearly and understood by the students is a must, otherwise, the students won't understand what the teacher is saying if the sound is unclear or cannot be heard. In addition, communication also plays an important role in making the students engage and participate more actively in the online class. Lastly, the

equipment such as the devices and the internet connection are also a must-have or the core of all activities in online classes. Without proper equipment, there will be certain problems and challenges to be faced by both the teacher and the students. Further investigation into advanced methods and resources that can improve the efficiency of online classroom administration is also necessary. Educators may guarantee that online courses stay engaged, interesting, and supportive of student achievement by continuously improving and modifying their instructional strategies to meet the changing demands of their virtual students. Fundamentally, putting equipment, sound, and communication first when managing an online classroom creates an atmosphere that is favorable to learning and teaching, which eventually helps both teachers and students. We can keep improving and making the online learning experience better for all parties involved by working together consistently and with coordinated efforts.

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