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Implementation of the Instructional Approach and the Group Process Approach in Classroom Management for Social Studies Learning

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ABSTRACT

Classroom management is one of the key factors determining the success of the teaching and learning process. Teachers are expected to create a conducive learning environment by employing approaches that are aligned with students' characteristics. This study aimed to describe the implementation of the instructional approach and the group process approach in classroom management at a public junior high school in Kampar Regency. The study employed a descriptive qualitative method, with data collected through classroom observations, interviews, and document analysis. The research participants consisted of teachers. The findings indicate that the instructional approach was implemented through systematic instructional planning, structured content delivery, the use of diverse teaching methods, and the provision of learning motivation to students. Meanwhile, the group process approach was implemented through group-based learning, classroom discussions, presentations, and collaborative activities in completing learning tasks. Both approaches were found to create a more active learning environment, enhance students' participation, and assist teachers in managing classrooms effectively. Nevertheless, several challenges were identified, including differences in students' academic abilities and limited time available for implementing group activities. Therefore, teachers need to demonstrate creativity in integrating these two approaches to optimize the achievement of learning objectives.

KEYWORD

Classroom Management, Instructional Approach, Group Process Approach, Learning Process

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INTRODUCTION

Classroom management is one of the essential competencies that teachers must possess in conducting the teaching and learning process.[1] It encompasses not only the physical organization of the classroom but also the creation of learning conditions that enable students to learn effectively and efficiently.[2] According to Rizqa, classroom management refers to a teacher's ability to establish, maintain, and develop optimal learning conditions to ensure the achievement of instructional objectives.[3]

In classroom practice, teachers frequently encounter various challenges, including low student participation, disruptive behaviors that interfere with learning, limited learning motivation, and differences in students' academic abilities. Therefore, an appropriate approach to classroom management is required.[4] Two commonly employed approaches are the instructional approach and the group process approach.[5]

The instructional approach emphasizes the importance of systematic and well-structured instructional planning.[6] This approach is based on the assumption that carefully designed instruction can prevent the emergence of various classroom management problems. In contrast, the group process approach views the classroom as a social system that emphasizes interaction, collaboration, and group dynamics throughout the learning process.[7]

Based on preliminary observations conducted at the research site, it was found that teachers had implemented various instructional strategies to enhance the effectiveness of classroom management. In addition to using the lecture method, teachers also incorporated group discussions, student presentations, and other collaborative learning activities. Therefore, this study was conducted to examine the implementation of the instructional approach and the group process approach in classroom management at the selected research site.

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[1] Eva Anggraini et al., "Implementasi Manajemen Kelas Sebagai Kunci Keberhasilan Proses Pembelajaran Di MAN 1 Lampung Selatan," *Jurnal Ilmu Multidisiplin* 4, no. 6 (February 2026), https://doi.org/10.38035/jim.v4i6.1783.

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RESEARCH METHODS

This study employed a descriptive qualitative approach by integrating library research and field research. A qualitative approach was selected because the study aimed to provide an in-depth understanding and description of the implementation of the instructional approach and the group process approach in classroom management at the selected research site.

The library research involved a comprehensive review of relevant scholarly sources, including books, journal articles, scientific publications, and educational documents addressing classroom management, the instructional approach, and the group process approach. This theoretical review served as the conceptual foundation for analyzing the research findings. Meanwhile, the field research was conducted at a public junior high school in Kampar Regency to obtain empirical data regarding the implementation of these two approaches in classroom learning. Data were collected through classroom observations, semi-structured interviews, and documentation.

Classroom observations were carried out to examine directly how teachers implemented the instructional approach and the group process approach in managing classroom learning. Semi-structured interviews were conducted with teachers and students to obtain more in-depth information regarding instructional strategies, supporting factors, and the challenges encountered in implementing both approaches. Documentation was used to complement the research data by collecting lesson plans, photographs of learning activities, and other relevant supporting documents.

The data were analyzed using the interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing. Data obtained from classroom observations and interviews were subsequently compared and analyzed in light of relevant theoretical perspectives drawn from the literature, thereby providing a comprehensive understanding of the implementation of the instructional approach and the group process approach in classroom management.

RESULTS AND DISCUSSION

Instructional Approach and Group Process Approach

1. Definition of the Instructional Approach

   The instructional approach to classroom management is a strategy for regulating students' behavior through effective instruction in order to minimize disruptions during the learning process. This approach is based on the premise that effective teaching can prevent the emergence of students' behavioral problems. Within this framework, teachers serve as instructional designers and facilitators

who carefully plan and implement learning activities to ensure that students remain engaged and avoid disruptive behavior.[8]

Classroom management through this approach is guided by clearly defined instructional objectives. Accordingly, teachers are responsible for carefully designing effective lessons and organizing learning activities that are tailored to the needs and abilities of individual students. The instructional approach to classroom management emphasizes teachers' instructional practices as having the potential to achieve the primary objectives of effective classroom management.[9]

In general, the instructional approach can be defined as a conceptual framework or perspective used to design, implement, and evaluate the teaching and learning process to ensure that instructional objectives are achieved effectively, efficiently, and systematically. This approach serves as the philosophical and theoretical foundation of instructional practice. In other words, before selecting teaching methods or instructional techniques, teachers should first determine the instructional approach that will guide the learning process.

Based on interviews conducted with a Social Studies teacher at the research site, the instructional approach had been implemented through careful planning prior to classroom instruction. A Social Studies teacher at a public junior high school in Kampar Regency explained that, before entering the classroom, the teacher prepared teaching modules, formulated learning objectives, developed instructional media, and selected teaching methods that were appropriate to the subject matter. According to the teacher, thorough planning enables teachers to manage classroom situations more effectively, allowing students to remain focused on learning while reducing the likelihood of disruptions during the teaching and learning process.

The observational findings further revealed that, at the beginning of each lesson, the teacher consistently communicated the learning objectives, conducted an apperception activity, and connected the lesson content to students' everyday experiences. These findings indicate that the implementation of the instructional approach at the research site is consistent with the theory proposed by Kadri, which asserts that well-designed instruction can serve as a preventive measure against the emergence of students' behavioral problems in the classroom.

2. Definition of the Group Process Approach

The group process approach is a learning approach that emphasizes collaborative learning through group work, in which students engage in discussions, interact with one another, share responsibilities, and solve problems collectively to achieve the intended learning objectives. This

[8] Rusi Rusmiati Aliyyah, Shofia Hanna Nisa, and Rachmah Amalia, *Pengelolaan Kelas* (Bogor: Divya Media Pustaka, 2025), h. 31.

[9] Satriani, *Manajemen Kelas* (Lombok Tengah: Pusat Pengembangan Pendidikan dan Penelitian Indonesia, 2025), h. 44.

approach focuses not only on learning outcomes but also on the quality of interaction and the dynamics that emerge within the group. The group process approach, also referred to as the socio-psychological approach, is grounded in principles derived from social psychology and group dynamics.

The application of the group process approach to classroom management is based on the principles of social psychology and group dynamics. It is founded on two fundamental assumptions: (1) students' learning activities at school take place within particular groups, and (2) the classroom functions as a social system that possesses characteristics similar to those of other social systems.

The implementation of the group process approach emphasizes the importance of group characteristics within the classroom and the interpersonal relationships among students as members of the class group. In this context, the teacher's primary role is to foster and sustain strong relationships among students, promote a productive learning climate, and encourage a shared commitment to the group's learning objectives.[10]

From this perspective, classroom management is viewed as the process of establishing the classroom as both a social system and a group process. Accordingly, the teacher's responsibility is to facilitate the effective development and implementation of these processes. The group process involves organizing students into several groups based on individual considerations, thereby creating a classroom environment that promotes active engagement and enthusiasm for learning.[11]

Johnson and Bany identified two essential dimensions of classroom management: facilitation and maintenance. Facilitation refers to classroom management behaviors that foster or promote the development of positive classroom conditions, whereas maintenance refers to management behaviors aimed at improving or sustaining effective classroom conditions. Teachers who manage classrooms effectively are expected to perform both of these functions.

Based on interviews with a Social Studies teacher at one of the research sites, the group process approach is frequently employed, particularly in Social Studies instruction, which requires discussion and analysis of various social phenomena. The teacher organizes students into several small groups comprising individuals with diverse academic abilities. This grouping strategy is intended to encourage students to support one another and collaborate in understanding the learning materials while also engaging in authentic community-based learning activities. For example, when studying economics, students conduct field observations at local markets to identify the roles of economic actors, such as producers and consumers.

[10] Rusman, *Manajemen Pengelolaan Kelas (Pendekatan Dan Prosedur)* (Surabaya: UMSurabaya Publishing, 2018), h. 39-40.

[11] Lufri et al., *Metodologi Pembelajaran: Strategi, Pendekatan, Model, Metode Pembelajaran* (Malang: IRDH Book Publisher, 2020), h. 167.

According to one of the Social Studies teachers at the research site, group-based learning encourages students to express their opinions more actively than when the lecture method is used. Furthermore, group activities contribute to the development of students' communication skills, collaborative abilities, and sense of responsibility for completing assigned tasks.

The observational findings indicated that students actively participated in group discussions, exchanged information, and presented the results of their discussions in front of the class. Throughout these activities, the teacher assumed the role of a facilitator by guiding the discussion process and ensuring that all group members actively participated. These findings demonstrate that the implementation of the group process approach at the research site is consistent with the theory proposed by Johnson and Bany, which conceptualizes the classroom as a social system that develops through interaction and group dynamics.

Strategies for the Instructional Approach and the Group Process Approach

1. Strategies for the Instructional Approach

The instructional approach to classroom management emphasizes teachers' instructional practices as having the potential to achieve the primary objectives of classroom management, namely preventing the emergence of classroom management problems and resolving those that arise. Several key considerations should be taken into account when developing classroom management strategies within this approach:

a. Delivering the curriculum and instructional content in an engaging, relevant, and empirically appropriate manner is regarded as an effective means of preventing students' disruptive behavior in the classroom.
b. Implementing effective learning activities refers to the teacher's ability to regulate the flow and pace of classroom instruction involving all students, thereby preventing them from neglecting their learning tasks.
c. Establishing classroom routines involves organizing daily classroom activities that students are expected to understand and perform consistently.
d. Providing clear recognition or rewards involves communicating the teacher's expectations regarding desirable student behaviors.
e. Providing meaningful encouragement refers to the teacher's genuine efforts to demonstrate concern for students who exhibit signs of boredom, disengagement, or restlessness during the learning process.
f. Providing assistance in overcoming learning barriers refers to the support offered by teachers to help students cope with difficulties that may undermine their motivation when such assistance is genuinely needed.

g. Planning environmental modifications involves preparing the classroom or learning environment to accommodate changes in instructional situations.
h. Restructuring classroom situations refers to a classroom management strategy in which learning activities or tasks are initiated or carried out using alternative instructional approaches.[12]

Based on interviews with a Social Studies teacher in Kampar Regency, these instructional strategies have been consistently implemented in daily classroom practice. The teacher explained that lesson content is presented by relating it to phenomena that are closely connected to students' everyday lives, making the material easier to understand while increasing students' interest in learning. In addition, the teacher organizes instructional activities systematically, beginning with the introductory phase, followed by the core learning activities, and concluding with the closing session, thereby helping students remain focused throughout the learning process.

The teacher further explained that routine classroom activities, such as praying before lessons, checking attendance, and communicating the learning objectives, are consistently conducted at the beginning of each lesson. To enhance students' learning motivation, the teacher provides recognition through verbal praise, additional academic credit, and other forms of appreciation for students who actively participate in classroom activities. Meanwhile, students who experience learning difficulties receive direct guidance and individualized support, particularly during group discussions.

The observational findings indicated that the teacher was able to manage the pace of instruction effectively, provide students with opportunities to ask questions and engage in discussions, and adjust instructional strategies whenever classroom conditions became less conducive to learning. These findings demonstrate that the implementation of instructional approach strategies at the research site is consistent with the theoretical perspective emphasizing the importance of systematic instructional planning and implementation in creating an effective learning environment.

2. Strategies for the Group Process Approach

The group process approach is a classroom management strategy that focuses on organizing and optimizing student interaction and collaboration to achieve instructional objectives effectively. This approach fosters a sense of togetherness, promotes tolerance, and enhances students' learning motivation through positive group dynamics.

[12] Nur Afni and Abrina Maulidnawati Jumrah, *Manajemen Kelas Di SD*, 1st ed. (Yogyakarta: Penerbit Samudra Biru, 2019), h. 32-34.

The main components of the group process approach are as follows:

a. Emphasis on Group Dynamics. This approach assumes that learning experiences occur within a social context. Accordingly, teachers are responsible for fostering collaboration, strengthening students' sense of belonging, and facilitating interactions among group members.
b. Development of Productive Learning Groups. Teachers are responsible for establishing, developing, and maintaining active and effective learning groups rather than merely assigning students to work together.[13]

Based on interviews with the teacher, the group process strategy was implemented by forming heterogeneous learning groups according to students' academic abilities. According to the teacher, heterogeneous grouping enables students to support one another in understanding the learning materials while strengthening collaboration among group members.

During implementation, the teacher assigned discussion tasks related to Social Studies topics and required each group to present the results of its discussion before the class. Throughout the process, the teacher acted as a facilitator by guiding the discussions, providing constructive feedback, and ensuring that all students actively participated in group activities.

The observational findings revealed that students participated enthusiastically in group discussions. Positive interactions among students were evident through their collaborative efforts in completing assigned tasks, the distribution of roles within each group, and their confidence in expressing ideas during class presentations. These findings indicate that the implementation of the group process approach at the research site is consistent with the concept of group dynamics, which emphasizes the central role of social interaction in the learning process.

Objectives of the Instructional Approach and the Group Process Approach

1. Objectives of the Instructional Approach

Within the instructional approach, classroom management is guided by clearly formulated learning objectives. Accordingly, the teacher's role is to carefully design effective lessons and learning activities that are tailored to the needs and abilities of individual students. The instructional approach to classroom management emphasizes teachers' instructional practices as having the potential to achieve the primary objectives of classroom management, namely preventing the emergence of classroom management problems and effectively addressing those that occur.

[13] Rusman, *Manajemen Pengelolaan Kelas (Pendekatan Dan Prosedur)* (Surabaya: UMSurabaya Publishing, 2018), h. 39-51.

This approach maintains that effective classroom management is the outcome of high-quality instructional planning. The instructional approach also provides a framework that outlines appropriate and inappropriate instructional practices, thereby serving as a guide for teachers in managing classroom learning.[14]

The instructional approach is an approach to teaching and learning that emphasizes the systematic and structured planning and implementation of instructional activities. It focuses on achieving clearly defined learning objectives established prior to instruction. Within this approach, every component of instruction including learning objectives, content, teaching methods, instructional media, and assessment is designed in an integrated manner to ensure that the teaching and learning process is conducted effectively and efficiently.

The objectives of the instructional approach include the following:

a. To guide the learning process through systematic planning. The instructional approach aims to ensure that learning activities are conducted according to a well-structured plan rather than occurring spontaneously or without clear direction.
b. To achieve learning objectives optimally. Every instructional activity is designed to help students attain specific competencies across the cognitive, affective, and psychomotor domains.
c. To enhance the effectiveness and efficiency of instruction. Careful planning enables instructional time and learning resources to be utilized optimally, thereby improving the overall effectiveness of the learning process.
d. To facilitate teachers in managing instruction. The approach provides teachers with clear guidance for delivering instructional content, selecting appropriate teaching methods, utilizing instructional media, and conducting assessments.
e. To ensure measurable learning evaluation. This approach seeks to ensure that students' learning outcomes can be assessed using evaluation methods that are aligned with the predetermined instructional objectives.
f. To adapt instruction to students' characteristics. Teachers are able to design learning activities that accommodate students' needs, abilities, and developmental levels, thereby making instruction more relevant and meaningful.

To improve the quality of students' learning outcomes. Through a structured and well-directed instructional process, students are expected to develop a deeper understanding of the subject matter and achieve better learning outcomes.

[14] Nana Suryana, *Manajemen Pengelolaan Kelas* (Bandung: Indonesia Emas Group, 2022), h. 100.

Based on our interviews, these objectives have served as the foundation for instructional practices at the research site. The teacher explained that every lesson begins with careful planning to ensure that the instructional process proceeds according to the predetermined objectives. The teacher also strives to adapt instructional methods to students' characteristics so that all learners are able to participate in the learning process optimally.

The observational findings indicated that students understood the learning materials more easily when the instructional objectives were clearly communicated at the beginning of the lesson. Furthermore, the assessments conducted by the teacher at the end of each lesson helped determine students' levels of understanding of the material that had been taught. These findings demonstrate that the implementation of the instructional approach at the research site has effectively and efficiently supported the achievement of the intended learning objectives.

2. Objectives of the Group Process Approach

The group process approach is a learning approach that places collaboration and interaction among students at the core of the instructional process. Within this approach, students work in small groups to engage in discussions, exchange ideas, complete assigned tasks, and solve problems collaboratively. The emphasis is placed not only on the final outcomes but also on the collaborative process through which those outcomes are achieved. Through this process, students gain more meaningful learning experiences because they actively participate both intellectually and socially.

The objective of the group process approach is to enhance teachers' ability to establish and maintain optimal learning conditions and to restore them whenever disruptions occur during the educational interaction process. Accordingly, the objective of classroom management is to create a learning environment that is conducive to effective and efficient achievement of instructional objectives.[15]

The objectives of the group process approach include the following:

a. To develop cooperative skills. Students are trained to support one another, share responsibilities, and complete tasks collectively. They learn that the success of the group depends not on a single individual but on the contributions of all group members.
b. To enhance communication skills. Through group discussions, students learn to express their ideas coherently, listen attentively, provide respectful responses, and offer constructive feedback. These communication skills are essential for effective interaction in everyday life.
c. To foster a sense of responsibility. Each group member is assigned a specific role, enabling students to develop responsibility for both their individual tasks and the overall success of the group.

[15] Muhammad, *Pembelajaran SKI Di Madrasah* (Mataram: Sanabil, 2020), h. 146.

d. To cultivate critical and analytical thinking skills. During group discussions, students are exposed to diverse opinions and perspectives. They learn to analyze information, evaluate alternative viewpoints, and make collective decisions based on logical reasoning.
e. To develop problem-solving skills. Through collaborative learning activities, students practice identifying problems, formulating solutions, and evaluating outcomes collectively.
f. To increase student participation and engagement. This approach encourages the active involvement of all students rather than only those who are already highly participative. By assigning specific roles, every group member has the opportunity to contribute meaningfully.
g. To promote tolerance and mutual respect. Group work exposes students to differences in personalities, abilities, and opinions. Consequently, students learn to appreciate diversity and resolve conflicts in a constructive manner.
h. To develop social skills. Students acquire essential social competencies, including leadership, teamwork, emotional regulation, and healthy interpersonal interaction.
i. To promote deeper understanding of learning materials. By explaining concepts to peers and listening to explanations from other group members, students reinforce their understanding of the subject matter and retain knowledge more effectively.

Based on interviews with the teacher, the primary objective of implementing the group process approach is to ensure that students not only understand the learning materials but also develop effective collaboration and communication skills. According to the teacher, group discussion activities provide opportunities for all students to participate actively in the learning process.

The observational findings indicated that students learned to respect their peers' opinions, collaborate in completing assigned tasks, and assume responsibility for their respective roles within the group. These findings demonstrate that the objectives of the group process approach have been successfully achieved in Social Studies instruction at the research site.

Advantages and Limitations of the Instructional Approach and the Group Process Approach

1. Advantages and Limitations of the Instructional Approach

One of the primary advantages of the instructional approach is its ability to prevent and reduce undesirable student behavior. Within this approach, teachers tend to regard instructional practices as an effective means of achieving the fundamental objectives of classroom management.

However, a limitation of the instructional approach lies in the assumption that well-designed instructional planning and implementation alone can completely prevent the emergence of students' behavioral problems. In practice, students possess diverse characteristics and encounter different

personal and academic challenges, making it unrealistic to expect that instructional planning alone can address all classroom management issues.[16]

Based on interviews with the Social Studies teacher, the instructional approach substantially assists teachers in maintaining classroom order because carefully planned instruction helps students remain focused on the learning materials. Nevertheless, the teacher also emphasized that not all student-related problems can be resolved solely through instructional planning, as other factors, including family circumstances, learning motivation, and individual student characteristics, also influence students' behavior and learning.

The observational findings revealed that the instructional approach contributes to a more structured and goal-oriented learning process. However, teachers still need to adopt individualized approaches for students who require additional guidance and personal attention.

2. Advantages and Limitations of the Group Process Approach

The group process approach to classroom management offers several advantages and limitations: Advantages: 1) Promotes collaboration among students. 2) Develops students' social skills. 3) Encourages active learning. 4) Provides social support for students. Limitations: 1) Differences in students' academic abilities. 2) The potential emergence of perceptions of unfairness in task distribution. 3) Requires more instructional time. 4) May lead to dependence on certain group members.

CONCLUSION

Based on interviews with a Social Studies teacher at a public junior high school in Kampar Regency, Riau, the most evident advantage of the group process approach is the improvement in students' confidence in expressing their opinions and their ability to collaborate effectively. However, the teacher also acknowledged that some students tend to participate less actively and rely on more capable peers when completing group assignments.

The observational findings indicated that, despite several challenges, the group process approach had a positive impact on students' learning activities. The teacher addressed these challenges by distributing tasks equitably, monitoring group discussions throughout the learning process, and ensuring that every group member had an equal opportunity to participate. These findings suggest that the group process approach remains an effective strategy for supporting classroom management at the research site.

[16] M. Adli Nurul Ihsan, "Pendekatan Dalam Pengelolaan Kelas," *DARRIS: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 2 (2023): h. 86, https://doi.org/10.47732/darris.v6i2.311.

Based on the findings of this study, it can be concluded that the implementation of both the instructional approach and the group process approach in Social Studies classroom management has been successfully carried out and has made positive contributions to the teaching and learning process. The instructional approach was implemented through systematic instructional planning, the preparation of teaching modules, the communication of learning objectives, the use of diverse instructional methods, and the provision of motivation and guidance to students. The implementation of this approach enabled teachers to create a structured, effective, and conducive learning environment, thereby minimizing the occurrence of behavioral problems in the classroom.

Meanwhile, the group process approach was implemented through group discussions, collaborative learning activities, classroom presentations, and various forms of cooperative learning that encouraged interaction among students. This approach proved effective in enhancing students' active participation, communication skills, collaborative abilities, sense of responsibility, and social competencies throughout the learning process. Within this approach, the teacher assumed the role of a facilitator by guiding group dynamics to ensure that learning activities proceeded effectively and that all students were actively involved.

Nevertheless, several challenges were identified during its implementation, including differences in students' academic abilities, the presence of less active group members, and time constraints associated with discussion-based learning activities. However, these challenges were addressed through effective classroom management, equitable task distribution, and continuous teacher guidance throughout the instructional process.

In conclusion, the integration of the instructional approach and the group process approach constitutes an effective classroom management strategy, as it promotes an active, conducive, and goal-oriented learning environment. Therefore, teachers should continue to enhance their creativity and innovation in integrating these two approaches to further improve the quality of instruction and optimize students' learning outcomes.

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