CLASSROOM MANAGEMEN`T MODELS AT UNIVERSITAS NEGERI YOGYAKARTA AND LR DAV COLLEGE JAGRAON INDIA

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ABSTRACT

Research activities are accommodated by a research institute which regulates the mechanism and design and implementation of research activities. To maintain the quality of the implementation of research activities, research institutions and universities have classroom management models. The purpose of this research is to find out: 1) what are the classroom management models at Yogyakarta State University and at LR DAV College Jagraon India, 2) how is the realization of the achievement of the classroom management models at Yogyakarta State University and at LR DAV College Jagraon India, 3) what are the obstacles in implementation the classroom management models at Yogyakarta State University and at LR DAV College Jagraon India. This research methods uses quantitative and qualitative with a comparative study between the the classroom management models at Yogyakarta State University and at LR DAV College Jagraon India. The focus of the study is regarding university policies regarding classroom management models by referring to the Permendikbud on national higher education standards models, and quality documents both at Yogyakarta State University and at LR DAV College jagraon India. Data collection techniques using FGD techniques, questionnaires, documents, observation, and online interviews. The validity and reliability of the questionnaire instrument used expert validation. The validity of the qualitative data was validated using the informant review model and data triangulation. Quantitative data analysis using descriptive analysis techniques and qualitative data with an interactive analysis model. The class management model at UNY is more well structured compared to LR DAV College Jagraon India. These differences are principally based on the following: 1) The classroom management model at UNY refers to learning theories or methods that become references and have the opportunity to be effective and efficient, and applies a variety of learning models, while at LR DAV College Jagraon India in general still conventional in nature with learning dominated by the lecture method, 2) The class setting at UNY is modern with various tools, media and devices to support learning activities, while at LR DAV College Jagraon India the class setting is still conventional using a pulpit for the teacher in a sitting position graded and has a very classic impression, 3) at UNY lecture time management is strictly structured, while at LR DAV College Jagraon India it is looser with the earliest lectures starting at 10.00, while UNY at 07.30, 4) At UNY student involvement in learning is very optimal , while at LR DAV College Jagraon India students are mostly listeners and recipients of knowledge from lecturers.

Kata Kunci: *classroom, management, models.*