Global Education Journal
Vol. 4, 2 (July-August, 2026), pp. 2187-2197
EISSN: 2986-6529, DOI: https://doi.org/10.59525/gej.2031

Teacher's Response to Students in the Management of Japanese Language Classes at SMA Negeri 1 Sukasada

Kadek Tiarini[1], Kadek Eva Krishna Adnyani[2], I Kadek Antartika[3], Yeni[4]

[1,2,3,4] Universitas Pendidikan Ganesha, Indonesia

ARTICLE INFO

Keywords:

Class Management; Japanese Language Learning Jugyou Nagare; Teacher Responsiveness

Article history:

Received 2026-06-19
Revised 2026-07-12
Accepted 2026-08-31

ABSTRACT

Education is an important process in developing students' knowledge, skills, attitudes, and potential. This study aims to describe the responsiveness of teachers in classroom management in Japanese language learning at SMA Negeri 1 Sukasada and the obstacles faced by teachers in implementing it. This study uses a qualitative descriptive approach with the subject of Japanese language teachers in class XI Language. Data were obtained through observation twice, semi-structured interviews, and documentation. The results of the study showed that teachers have applied four indicators of responsiveness, namely looking closely, approaching, asking questions, and reacting to disturbances and chaos at each stage of Jugyou Nagare. These applications help create a conducive learning atmosphere and maintain student involvement. The obstacles faced include differences in students' abilities, difficulties in maintaining focus and attention, students who chat or do not participate less, and the condition of students who are tired of afternoon learning. Teachers overcome these obstacles through reprimands, questions, eye contact, approaching students, and providing guidance and explanations.

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Corresponding Author:
Kadek Tiarini
Universitas Pendidikan Ganesha, Indonesia; kadektiarini@gmail.com

1. INTRODUCTION

Education is an important process in developing students' knowledge, skills, attitudes, and potential. The success of the educational process is determined by the quality of learning that takes place in the classroom. In the learning process, teachers not only play the role of delivering material, but also have a responsibility in creating and maintaining conducive learning conditions. Therefore, the teacher's ability to manage the classroom is one of the important factors in supporting student involvement and achieving learning goals.

Classroom management is the ability of teachers to manage learning conditions so that learning activities can take place effectively and in a directed manner. Classroom management is not only related to controlling student behavior, but also includes the ability of teachers to observe classroom conditions, build interactions, and respond to various situations that arise during learning. One of the important skills in classroom management is the teacher's responsive attitude. Responsiveness is the teacher's ability to show concern and respond to students and situations that occur in the classroom. This attitude can be

manifested by looking at students carefully, making approaches to questions, and reacting to disturbances or chaos that arise during learning. The application of a responsive attitude is important because it allows teachers to recognize changes in classroom conditions and respond appropriately before the disturbance affects the learning process more broadly.

Based on a preliminary study conducted at SMA Negeri 1 Sukasada through observation and interviews with Japanese teachers, it was found that learning conditions are not always the same at every learning time. In morning learning, most students show better readiness and involvement. Meanwhile, in afternoon learning, some students begin to experience a decrease in concentration, lose focus, talk to friends, and be less active in learning activities. In addition, differences in students' abilities, motivations, and characteristics cause teachers to need to respond differently according to the conditions they are facing. These conditions show that the success of classroom management is not only determined by learning planning, but also by the teacher's ability to respond directly to situations that arise directly during the learning process. In Japanese language learning, the teacher's responsiveness is important because learning activities take place through several stages of Jugyou Nagare, namely dounyuu, kihon renshuu, ouyou renshuu, and matome. At each of these stages, teachers need to pay attention to the readiness of students, monitor their involvement, and respond to difficulties and disturbances that arise.

A number of previous studies have discussed classroom management in various learning contexts. Riadi et al. (2018), Minsih (2018), Warsono (2016), Mandala (2023), and Sukasumartini (2023) show that classroom management has an important role in creating a conducive learning atmosphere and supporting learning effectiveness. However, these studies generally discuss classroom management in general and have not specifically examined teachers' responsiveness as one of the basic classroom management skills. In addition, research on teachers' responsiveness in the context of Japanese language learning, especially based on the Jugyou Nagare stage, is still limited. Thus, there is a research gap in the absence of a study that specifically describes the application of four indicators of teacher responsiveness, namely looking closely, approaching, asking questions, and reacting to disturbances and chaos, at each stage of Japanese language learning.

This study aims to describe the application of teachers' responsive attitudes in classroom management in Japanese language learning at SMA Negeri 1 Sukasada and identify the obstacles faced by teachers in implementing this responsive attitude. This research focuses on the study of teachers' responsiveness as one of the basic skills of classroom management in the context of Japanese language learning. This study also examines the application of responsive attitude indicators based on the stages of Jugyou Nagare, namely dounyuu, kihon renshuu, ouyou renshuu, and matome. Thus, this study is expected to provide a more specific picture of the form of teachers' responses to students' conditions and classroom dynamics during Japanese language learning.

2. METHODS

This study uses a qualitative approach with a descriptive type. This approach was chosen because the research aims to describe in depth the application of teachers' responsive attitudes in classroom management in Japanese language learning as well as the obstacles faced by teachers in implementing them. The research is conducted in real learning situations so that researchers can understand the process, interaction, and response of teachers to various conditions that arise during learning activities. The subject in this study is a Japanese language teacher who teaches class XI Language at SMA Negeri 1 Sukasada. The focus of this research is the responsiveness attitude of teachers in classroom management. The indicators of responsive attitudes observed include: (1) looking at students carefully, (2) approaching, (3) asking questions, and (4) reacting to disturbances and chaos. In addition, the study also identified obstacles faced by teachers in implementing a responsive attitude during Japanese learning.

Research data was obtained through observation, semi-structured interviews, and documentation. Observations were carried out twice to directly observe the application of teachers' responsive attitudes

to Japanese language learning activities. Observations were carried out in different learning situations to obtain a more comprehensive picture of teachers' responses to classroom conditions. Semi-structured interviews were conducted with Japanese language teachers to obtain information about the teacher's experience, obstacles faced, and efforts made to implement responsive attitudes. Documentation was used as supporting data in the form of learning notes and documentation of activities during the study. The data collection procedure was carried out through several stages. First, the researcher conducted initial observations to obtain an overview of the learning conditions and determine the focus of the research. Second, the researcher made observations of the Japanese language learning process using observation guidelines compiled based on the teacher's responsive attitude indicators. Third, interviews were conducted after observation to confirm and deepen the findings obtained during the observation. Fourth, all data from observations, interviews, and documentation are collected and analyzed in stages.

Data analysis is carried out in a qualitative descriptive manner through three stages, namely data reduction, data presentation, and conclusion drawn. In the data reduction stage, the data from observation and interviews are selected and grouped based on indicators of responsiveness and obstacles faced by teachers. Furthermore, data is presented in the form of descriptive descriptions and tables so that the pattern of applying teachers' responsiveness can be understood more systematically. The last stage is drawing conclusions based on the pattern of findings obtained from observations, interviews, and documentation. To increase the credibility of the data, this study uses triangulation techniques by comparing information obtained through observation, interviews, and documentation. The results of the three data collection techniques are compared to ensure the compatibility between the actions of the teachers observed directly with the explanations given by the teachers during the interview.

3. FINDINGS AND DISCUSSION

Based on the results of observations conducted in two meetings, it was found that Japanese teachers at SMA Negeri 1 Sukasada applied all indicators of responsiveness which included looking closely, approaching, asking questions, and reacting to disturbances and chaos. The four indicators appeared at each stage of learning, namely dounyuu, kihon renshuu, and ouyou renshuu and Matome. The findings showed that teachers consistently monitored classroom conditions, approached students who needed help, asked questions to find out the level of student understanding, and responded to disturbances that arose during the learning process. The application of this responsive attitude helped create a conducive learning atmosphere and supported students' active involvement in each stage of Japanese language learning.

Table 1. Findings of Teachers' Responsive Attitudes in Classroom Management Based on the Stages of Jugyou Nagare

Findings of Teachers' Responsive Attitudes in Classroom Management Based on Jugyou Nagare		
Stages of Learning (*Jugyou Nagare*)	**Observation 1**	**Observation 2**
Dounyuu)	The teacher introduces the material (*Dokono gakkou e itteimasuka)* explaining examples of sentence patterns, paying attention to the readiness, response, and participation of students during the perception and delivery of the material, approaching students	The teacher introduces the Japanese letter writing practice material by explaining the shape of the letters, how to write, and the basic rules of writing. The teacher pays attention to the students' initial response and understanding, provides additional explanations and examples to

	who have difficulty understanding the material, asking questions to explore initial knowledge and ensuring students' understanding, and giving reprimands or directions to students who interfere with the course of learning.	students who are having difficulties, and directs students to stay focused during the delivery of the material.
Kihon Renshuu	The teacher guides the students to practice vocabulary pronunciation, read sentence patterns, and answer simple questions. The teacher observes the implementation of the exercise, provides guidance to students who experience difficulties, asks questions to check comprehension, and reminds students who lack focus to return to participating in learning activities.	The teacher guides the students to practice writing Japanese letters on the practice sheet. The teacher observes the writing process, provides examples of writing according to the order of strokes to students who have difficulties, and directs students to be more thorough in writing.
Ouyou Renshuu	The teacher guides the students to conduct a conversation in pairs using the *Dokono Gakkou e Itteimasuka* sentence pattern. The teacher observes the conversation practice, provides guidance to students who are experiencing difficulties, asks questions to deepen understanding, and directs students to remain active during the activity.	The teacher guides students to apply the material by writing simple vocabulary or sentences using Japanese letters. The teacher observes the students' writing, provides guidance to students who are still making writing mistakes, and asks students to improve their writing according to the directions given
Tomato	The teacher invites students to conclude the material through questions and answers, check students' understanding, provide reinforcement and clarification on inappropriate answers, and close the learning with a brief reflection.	The teacher invites students to conclude the Japanese letter writing material, evaluate the results of the exercise, provide feedback on the mistakes that are still found, and motivate the students to continue practicing writing Japanese letters independently.

Components of Class Management

Based on the results of observations conducted on April 27, 2026 and April 30, 2026 in grade XI of SMA Negeri 1 Sukasada, it was found that Japanese teachers applied several components of classroom management during the learning process. The classroom management component can be seen through the teacher's actions in maintaining classroom conditions so that it remains conducive, restoring student focus, and creating a learning atmosphere that supports Japanese language learning.

- Skills Related to the Creation and Maintenance of Optimal Learning Conditions

1. Responsive Attitude

Take a Closer Look

Based on the results of observation, the teacher shows a responsive attitude by looking at the students carefully during the learning process. In the first observation, this attitude is seen from the beginning of the learning when the teacher enters the class, then says the greeting "Ohayou gozaimasu" and the students answer the greeting together. After that, the teacher asks about the student's condition by saying "Genki desu ka?" while looking at all students in turn to ensure the readiness of the students to participate in the learning. The teacher also checks the students' attendance one by one while paying attention to the students' condition in the classroom. When there are students who are still talking to their classmates during the absence, the teacher looks at the student for a while until the student starts to be silent and returns to paying attention to learning.

During the perceptual activity, the teacher asked questions about the previous week's material by asking "What did we learn last week?" while directing his gaze to the rest of the class. When some students were still silent and lowered, the teacher approached the back of the class and said, "Try remembering last week's material, who still remembers?" After some students answered "aisatsu", the teacher gave a positive response in the form of a nod of the head while saying "Hi, good, aisatsu or greetings." The teacher then looked at the entire student again to ensure that the students' attention remained focused on learning. Next, the teacher began to explain the material about greetings in Japanese briefly while making equal eye contact with all the students. When the teacher saw some students starting to talk quietly with their classmates, the teacher stopped the explanation for a moment and looked at the student and said, "Pay attention first, we'll practice together." After the students were silent again, the teacher continued the explanation of the material.

When the teacher explains the new material about the sentence pattern Dokono gakkou e itte imasuka which means "Which school do you go to?", the teacher still makes eye contact with all students while explaining the material. The teacher pays attention to the students' expressions one by one to find out if the students understand the explanation given or are still confused about the learning material. When the teacher sees that some students look confused when reading the sentence pattern, the teacher immediately approaches the student and says, "Read it slowly first, follow the sensei." The teacher then re-exemplifies the pronunciation of the sentence pattern slowly while asking the students to follow the pronunciation together. In addition, to help students better understand the use of sentence patterns, the teacher gives an example of a conversation by inviting one of the students to do a simple dialogue in front of the class. The teacher first points to one of the students and says, "Try to help the sensei practice the conversation." After students come to the front of the class, the teacher begins to give examples of conversations:

Teacher : "*Dokko Gakko a Itte Imasoka*?"

Students : "*Sukasada Daiichi Koukou and Itte Immasu*."

After that, the teacher repeats the conversation with a clearer pronunciation while asking all students to pay attention to the pronunciation and intonation of the conversation. The teacher also looks at all the students while saying, "Well, this is how to ask questions." Then the teacher asks other students to follow the pronunciation together so that all students can understand the use of the sentence patterns learned.

In the second observation, the teacher also showed a careful attitude during learning to write Japanese letters. When students start working on writing exercises, the teacher observes the writing results of each student by going around to each bench. The teacher pays attention to the accuracy of the letter shape, the order of strokes, and the way the students write each character. If there are students who are still wrong in writing letters or seem hesitant when writing, the teacher immediately approaches the student, shows the location of the mistake, then provides examples of correct writing so that students can correct their writing.

In addition, teachers also pay attention to students who begin to lose concentration during practice activities and direct them to refocus on completing writing exercises. Through these observations, teachers can provide direct assistance according to the difficulties experienced by each student.



a. Students Have a Conversation



b. The teacher pays attention to the students

Moving Closer

Based on the results of the observation, the teacher showed a responsive attitude through the movement of approaching the students during the learning process. In the first observation, the movement of getting closer was seen when the teacher explained the sentence pattern (Dokono gakkou e itte imasuka). The teacher not only stood in front of the class, but walked several times to the students to make sure they paid attention to the explanations given. The teacher also approached students who looked less focused and redirected their attention to the learning material. When there was a student who talked to his classmate while the teacher explained the material, the teacher approached the student and said, "Pay attention first, we will try to practice the conversation together." After that, the students refocus on participating in the learning.

During the conversation practice activity, the teacher approached the students one by one in their seats to practice the use of the sentence patterns that had been learned. The teacher asked questions such as "Dokono gakkou e itte imasuka?" and then asked the students to answer using the appropriate sentence pattern. In addition, the teacher also invited one of the students to do a simple dialogue in front of the class as an example of the use of sentence patterns. After the activity, the teacher again approached several students to pay attention to their pronunciation and provide guidance to students who were still having difficulties. When there were students who were not able to pronounce the sentence pattern correctly, the teacher approached the student, gave an example of the correct pronunciation, and asked the student to repeat it again until the pronunciation became better.

In the second observation, the movement of getting closer was also seen when the teacher guided the students in the Japanese letter writing practice activity. The teacher walked around the class and went to each student's desk to observe the process of writing the letters that were being done. The teacher paid attention to the shape of the letters, the order of strokes, and the accuracy of each student's writing. If an error is found in the writing of the letters, the teacher immediately approaches the student, shows the location of the error, gives an example of correct writing, and then asks the student to correct the writing results. The teacher also approaches students who seem hesitant or have difficulties during the exercise so that guidance can be given directly according to the needs of each student.

The approach made by the teacher in both observations shows that the teacher not only monitors the condition of the classroom from the front, but also actively approaches students who need help. Through these actions, teachers can provide direct guidance, maintain student involvement in learning, and create more active interactions during the learning process.



c. Teachers Approach Students Who Don't Understand

Asking Questions

Based on the observations, the teacher actively asks questions to the students during the learning process to find out the students' understanding of the material learned. In the first observation, the teacher asks questions about the previous week's material by asking, "Do you remember what we learned last week?" to recall the aisatsu or greeting material in Japanese that has been studied before. When some students answer "aisatsu", the teacher immediately responds like, "Hi, that's right, aisatsu is greeting." The teacher then gives a simple question like, "When is ohayou gozaimasu usually used?" while pointing to several students in turn so that the students keep paying attention to the learning.

After that, the teacher continues the explanation of the material while giving some additional questions about examples of greetings in Japanese. When there are students who still seem hesitant to answer, the teacher helps by giving hints such as, "Usually used in the morning, who knows?" so that students are more courageous to try to answer questions. The teacher also gives simple compliments such as "Good", "Hi, right", or "That's right" when the students are able to answer the question correctly.

Next, when the teacher explained the new material about the sentence pattern of Dokono gakkou e itte imasuka, the teacher asked the students directly about the origin of their school using Japanese. The teacher approached one of the students and asked, "Dokono gakkou e itte imasuka?" and the student replied, "Sukasada Daiichi Koukou e itte imasu." After that, the teacher said, "Hi, good, the pronunciation is correct." The question is given to both the students sitting in the front and the students at the back of the class so that all students remain involved in learning. When there are students who are still embarrassed or have not been able to answer the questions, the teacher does not immediately blame the student.

Instead, the teacher provides help by saying, "Take it easy, try to follow the sensei first." If the student still can't answer, the teacher turns the question to the other students first by saying, "Who can help answer?" After the other students answer, the teacher asks the previous student again so that the student can try to answer again with more confidence. The teacher also asks questions when students practice the conversation in front of the class. After the students finish the dialogue, the teacher asks additional questions such as, "What does that mean?" or "Why did you use that word?" to make sure the students understand the content of the conversation. When the students still look confused, the teacher gives directions slowly while helping to explain the meaning of the conversation.

In the second observation, the teacher also used questions as a form of responsiveness during the Japanese letter writing practice activity. When students are writing letters, the teacher goes around the class while asking questions such as, "What letters are you writing?", "What is the order of the strokes?", or "Is the writing according to the example?" The questions are given to find out students' understanding of the form and method of writing letters. If there are students who are still having difficulties, the teacher provides follow-up questions with directions so that students can improve their writing correctly.

The questions asked by the teacher in both observations made the learning atmosphere more active because students were directly involved in the learning process. In addition to serving to determine the level of understanding of students, the questions asked by the teacher also help maintain students' attention and encourage them to be more confident in participating in Japanese language learning.



d. Teacher Asks Questions

Reacting to Distractions and Chaos

Based on the results of observations, the teacher showed a responsive attitude by reacting to the disturbances and chaos that occurred during the learning process. In the first observation, when the conversation pronunciation activity took place together, there were several students who did not participate in the conversation and instead talked to their classmates so that the classroom atmosphere became less conducive. Seeing this condition, the teacher did not immediately scold the students, but first stopped the activity for a moment while looking at the students who were talking. After that, the teacher approached the student and said, "Let's read it together, later so that the pronunciation is smoother." The teacher then again invited all students to repeat the conversation together with a slower pronunciation so that all students could follow along well.

In another situation, when there are students who are still talking while the teacher is explaining the material in front of the class, the teacher gives a reprimand in a calm tone while approaching the student. The teacher says, "Pay attention first, later if you don't understand, you can ask the sensei again." After the students return to paying attention to the learning, the teacher continues to explain the material and make sure that all students are focused on participating in the learning activities. During the conversation practice activity, there are also students who are still shy to use Japanese. The teacher then approaches the student while giving motivation, such as "It's okay if it's still wrong, the important thing is to try first." The teacher also helps by giving examples of pronunciation slowly, then asking students to repeat again. When students succeed in pronouncing the sentence pattern better, the teacher immediately gives positive reinforcement, such as "Hi, good, it's better."

In the second observation, the teacher also showed a quick reaction when the Japanese writing practice activity took place. When there are students who do not pay attention to the exercises, chat with classmates, or stop doing assignments, the teacher immediately approaches the student and reminds them to refocus on completing the exercise. If students are found to repeatedly make mistakes in writing letters, the teacher does not immediately blame the students, but gives directions by showing the location of the mistakes, demonstrating the correct way of writing, and then asking the students to improve their writing. Through this method, the teacher is able to overcome the distractions that arise without causing a tense classroom atmosphere so that learning activities continue to take place conducively.

Based on the results of the first and second observations, the teacher reacted to disturbances and classroom conditions that were not conducive quickly, calmly, and proportionately. The reactions given were not only aimed at restoring class order, but also helped students stay involved in learning and creating a comfortable learning atmosphere.

Teachers' Obstacles in Implementing Responsive Attitudes

Based on the results of the interview, the teacher explained that there were several obstacles in implementing a responsive attitude during Japanese language learning. One of the obstacles faced was the difference in students' ability and speed of understanding. Some students can understand the material quickly, while others require more intensive explanations and assistance. This condition requires teachers to adjust the approach and form of response according to the needs of each student in a limited learning time.

In addition, teachers also experience difficulties in maintaining the attention and involvement of all students during the learning process. Some students sometimes lose focus when they feel bored or prefer to talk to their classmates. To overcome this condition, teachers approach students directly who are experiencing difficulties or lose concentration, then provide explanations, check understanding, and direct students to refocus on learning. This shows that teachers are not only required to maintain conducive classroom conditions, but also ensure that all students remain involved in learning activities.

The teacher also explained that students who are less active need more intensive attention and assistance. The teacher usually approaches the student, asks questions related to the material, monitors

the progress of the assignments being done, and provides feedback on the results of their work. In addition, the teacher emphasizes the importance of having sensitivity to the classroom conditions so that any changes in student behavior, such as decreased concentration, boredom, or difficulty understanding the material, can be immediately recognized and addressed before disrupting the course of learning. Thus, the application of a responsive attitude requires teachers to have concentration, sensitivity, and the ability to make decisions quickly during the learning process.

These findings are supported by the results of observations conducted on Thursday, April 30, 2026 at 12.17–13.41 WITA. During the learning, the teacher not only delivers the material, but also manages various classroom conditions simultaneously. The teacher several times distracts the students who are chatting during the explanation of the material, reminds students who use mobile phones when the learning video is playing, and approaches students who seem to lose concentration because they look tired. In practical activities, teachers also pay more attention to students who are less active by approaching their groups, asking questions, and encouraging them to participate in learning activities. When some students seem hesitant to come forward in class, teachers provide direction and motivation so that they are more confident to participate in learning practices. The results of these observations show that teachers face challenges in dividing attention to all students, maintaining their involvement during learning, and determining the appropriate response to various conditions that arise simultaneously in the classroom.

Based on the results of interviews and observations, it can be concluded that the main obstacles faced by teachers in implementing a responsive attitude not only come from differences in the characteristics and abilities of students, but also from the demand to observe the conditions of the classroom as a whole, determine the form of response that suits the needs of each student, and maintain a conducive learning atmosphere. Therefore, teachers apply various forms of responsive attitudes, such as making eye contact, moving closer to students, asking questions, giving explanations, and directing learning activities so that the Japanese learning process continues effectively.

Teacher's responsiveness in classroom management

The results of the study show that the teacher's responsive attitude is applied consistently to all stages *of Jugyou Nagare*, namely *dounyuu, kihon renshuu, ouyou renshuu,* and *matome.* These findings show that the responsive attitude is not only spontaneous actions taken when disturbances occur, but is part of the teacher's strategy in monitoring the condition of students and maintaining the continuity of learning. The application of a responsive attitude at each stage of learning can occur because each stage has different characteristics and needs of students. In the *dounyuu stage,* the teacher's attention is more directed to the initial readiness and focus of students. This is important because the initial condition of the class can affect the involvement of students in the next stage. When the teacher uses eye contact, asks questions, or gives a light reprimand, this action serves as a form of prevention against the emergence of larger disturbances. In the *kihon renshuu* stage, the teacher's responsive attitude functions to identify students' learning difficulties. The teacher makes observations and moves closer because at the basic training stage, not all students have the same ability and speed of understanding. Therefore, the teacher's direct response allows assistance to be provided according to the needs of the students. This shows that the responsive attitude is not only related to maintaining class order, but also related to providing individual learning support.

In the *ouyou renshuu stage,* responsiveness becomes important because students begin to apply the material that has been learned. In the context of learning Japanese, this stage requires the courage and confidence of students to use the language directly. Therefore, when the teacher asks questions, approaches doubtful students, and motivates students who make mistakes, these actions can be understood as an effort to reduce psychological barriers in learning a foreign language. Meanwhile, at the *matoma stage,* the teacher's responsiveness serves to identify the extent to which students have understood the material. Asking questions and clarifying incorrect answers shows that the teacher uses the students' responses as a basis for determining whether the material needs to be clarified. Thus, the

responsive attitude at the closing stage not only serves as an evaluation, but also as a mechanism to ensure that learning provides sufficient understanding to learners.

The four indicators of responsiveness found in this study show a complementary relationship. Looking closely allows teachers to recognize the condition of students. Moving closer allows teachers to provide assistance directly. Asking questions is used to find out understanding while maintaining students' attention. Meanwhile, reacting to disturbances serves to restore classroom conditions to remain conducive. Thus, the effectiveness of responsiveness does not lie in the use of one indicator separately, but in the ability of teachers to combine various forms of responses according to class conditions. This finding is in line with Afriza (2014) who stated that responsiveness is one of the skills in creating and maintaining optimal learning conditions. The findings of this study also support Nalendra et al. (2023) who explain that teachers' sensitivity to students' conditions allows teachers to respond faster and more appropriately. However, this study provides a more specific context by showing that the form of teachers' responses can be different at each stage of *Jugyou Nagare.* The main obstacle faced by teachers in implementing responsiveness is related to the heterogeneity of students' conditions. Differences in ability, level of concentration, motivation, and self-confidence cause teachers to not be able to give the same response to all students. This condition is increasingly seen in afternoon learning when some students show fatigue and decreased concentration. This shows that the effectiveness of teachers' responsiveness is not only influenced by the teacher's individual skills, but also by the situational conditions of learning.

Overall, the results show that teachers' responsiveness is a dynamic process. Teachers need to continuously observe changes in classroom conditions, identify learners' needs, and determine appropriate responses in a relatively short time. Therefore, responsiveness can be understood as an adaptive skill that helps teachers balance between the individual needs of learners and the need to maintain overall classroom conditions.

Obstacles faced by teachers in implementing a responsive attitude to Japanese language learning at SMA Negeri 1 Sukasada

Although teachers have shown a good responsive attitude, there are several obstacles in its implementation. One of the main obstacles faced by teachers is maintaining the attention and involvement of all students during the learning process, especially when learning lasts for a long time. Teachers also face difficulties in conditioning the class when there are students who chat with classmates or start to lose focus on learning. In addition, the condition of students who seem tired, especially in learning during the day, is a challenge for teachers because it requires greater efforts to restore students' attention and participation. Teachers also face obstacles in adapting the form of approach and response to the diverse characteristics of students, both in terms of ability, interest, and motivation to learn Japanese.

This condition shows that the application of a responsive attitude requires teachers to be able to observe various classroom situations simultaneously, determine the appropriate response according to the conditions of each student, and maintain a conducive learning atmosphere. In facing these obstacles, teachers try to overcome them by giving reprimands, asking questions, making eye contact, moving closer to students, and providing guidance and explanations back to students who need help. Thus, it can be concluded that the obstacle in the implementation of a responsive attitude lies in the demands of teachers to manage classes that have diverse student characteristics and learning situations effectively. class.

4. CONCLUSION

This study shows that Japanese teachers at SMA Negeri 1 Sukasada have implemented a responsive attitude in classroom management at all stages *of Jugyou Nagare*, namely dounyuu, kihon renshuu, ouyou renshuu, and matome. This responsive attitude is manifested through four indicators, namely looking at students carefully, making approaching movements, asking questions, and reacting

to disturbances and chaos. The application of a responsive attitude helps teachers in recognizing students' difficulties, maintaining their attention and involvement, and maintaining conducive learning conditions. However, in its implementation, teachers face several obstacles, such as differences in students' abilities and characteristics, decreased concentration, lack of involvement in learning, and students' fatigue conditions in afternoon learning.

The findings of this study show that responsiveness is an important skill in classroom management, especially in Japanese language learning. Teachers' responses that are fast, precise, and in accordance with the conditions of students can help create a more conducive learning environment and support student involvement in the learning process. Therefore, the results of this study can be an input for teachers to develop sensitivity to classroom dynamics and adjust the form of response to the needs of students.

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