

Enhancing Learning Quality through Effective Classroom Management: A Qualitative Study in Indonesian Elementary Schools

Khaeroni, Wida Rachmiati, Anggita Mutiara

^{1,2}Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

³Sekolah Dasar Negeri Cigelam, Kabupaten Serang, Provinsi Banten, Indonesia

e-mail: anggitamutiara13@gmail.com, khaeroni@uinbanten.ac.id, wida.rachmiati@uinbanten.ac.id


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ABSTRACT. The objective of this research is to examine the implementation of classroom management, identify supporting and inhibiting factors in classroom management, and understand the efforts to improve the quality of learning through classroom management. This qualitative study, conducted at SD Negeri Cigelam 2 in Serang, Banten, involves 5th-grade students and a teacher. Data collection techniques include interviews, observations, and documentation. The study employs the Strauss and Corbin Model for data analysis. The findings indicate that classroom management has been effectively implemented, employing principles and approaches in the learning process. Supporting factors include conducive facilities, adequate learning resources, student preparedness, and school-community collaboration. Inhibiting factors encompass the transformative impact of the pandemic, limited resources, human resource constraints, lack of result analysis, varying student qualities, and disruptions. Strategies for improving learning quality through classroom management involve adapting learning materials, creating a comfortable classroom environment, implementing meaningful disciplinary actions, and maximizing teaching effectiveness. The study contributes to the literature by providing insights into the practical application of classroom management principles in an Indonesian elementary school setting.

Keywords: *Classroom management, Educational management, Elementary school learning quality, teaching strategies.*

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INTRODUCTION

Pursuing high-quality education remains a global concern, particularly in developing countries like Indonesia, where the disparity between ideal educational standards and actual classroom practices remains significant (Muslaini et al., 2018; Ohno, 2019; Atmaja et al., 2022; Ladaria et al., 2020). While effective classroom management is widely acknowledged as a key determinant of learning quality, studies indicate that many Indonesian elementary schools struggle with issues such as inadequate teacher competence, lack of structured classroom organization, and inconsistent implementation of student engagement strategies (Ratcliff et al., 2014; Hospe & Galand, 2016; Balwant, 2018; Nurstalis et al., 2021; Abdullah et al., 2022).

The quality of education in Indonesia remains disproportionately low despite the substantial population (Suryadarma & Jones, 2013; Sukasni & Efendy, 2017; Sakolan, 2019; Madhakomala et al., 2022). One critical aspect of educational quality is the quality of learning, which is significantly

influenced by classroom management (Kunter et al., 2007; Mitchell & Bradshaw, 2013; Niculescu & Franț, 2016; Abdullah et al., 2022; Wang et al., 2022). The gap between the ideal learning environment and the current reality in Indonesian elementary schools highlights the need for effective classroom management strategies. These gaps have resulted in suboptimal learning outcomes, with students often unable to effectively apply the knowledge gained in class (Sakolan, 2019). This study aims to address this gap by examining the implementation of classroom management and its impact on the quality of learning at SD Negeri Cigelam 2 Serang Regency Banten Province.

Previous studies have extensively explored the role of classroom management in enhancing learning quality. For instance, Syaiful Djamarah and Aswan Zaini (2010) emphasize the importance of creating a conducive learning environment to achieve practical learning objectives. Similarly, Sanjaya (2009) highlights the teacher's role in creating and maintaining optimal learning conditions. Numerous studies have emphasized the significance of teacher competence in fostering an effective learning environment (Anton & Usman, 2020; Raharjo & Yuliana, 2016). Other studies have focused on the impact of classroom management on student behavior and academic performance (Emmer & Stough, 2001; Korpershoek et al., 2016; Sandhya, 2021). Other research has highlighted the role of learning resources and classroom infrastructure in supporting classroom management (Amran, 2015; Suyahman, 2017; Siregar & Aziza, 2021; Agustin & Mu'is, 2023). Research has also shown that effective classroom management can improve student engagement and motivation (Brophy, 1981; Gottman et al., 1995; Keilow et al., 2019; Fang, 2022). Additionally, studies have investigated the influence of classroom management on reducing disruptive behavior and improving academic outcomes (Evertson & Weinstein, 2006; Marzano et al., 2003). However, most of these studies focus on developed countries or urban educational settings, leaving a gap in research concerning elementary schools in rural or underdeveloped regions (Surakhmad, 1986; Nurstalis et al., 2021). These studies provide a foundation for understanding the importance of classroom management in educational settings.

Despite the extensive body of research on classroom management, there is a notable gap in the literature regarding its implementation and effectiveness in Indonesian elementary schools. Most studies focus on Western educational contexts, leaving a void in understanding Indonesian schools' unique challenges and strategies. This study aims to fill this gap by providing insights into the practical application of classroom management principles in an Indonesian elementary school setting. Specifically, the study examines classroom management's supporting and inhibiting factors and strategies to enhance learning quality.

This study addresses the research gap by examining classroom management practices in an Indonesian elementary school, specifically SD Negeri Cigelam 2 Serang Regency Banten Province. Unlike previous research focusing primarily on teacher-centered instruction, this study explores how classroom management strategies contribute to student-centered learning, fostering independent learning skills and engagement. By investigating both the challenges and opportunities within classroom management, this research provides a more nuanced understanding of its role in enhancing learning quality in elementary education.

The significance of this research lies in its contribution to theoretical and practical discussions on education. The findings are expected to offer valuable insights for policymakers, educators, and school administrators in designing more effective classroom management strategies. Additionally, this study seeks to provide empirical evidence on the importance of structured classroom management in improving student learning outcomes in elementary schools. The primary objectives of this study are: 1) describe the implementation of classroom management by primary school teachers as an effort to enhance the quality of learning; 2) delineate the supporting and inhibiting factors in classroom management by primary school teachers as an effort to improve the quality of learning; and 3) elucidate the efforts directed towards enhancing the quality of learning through classroom management by primary school teachers.

METHOD

This study employs a qualitative descriptive research design to investigate classroom management strategies at SD Negeri Cigelas 2 Serang Regency Banten Province, Indonesia, focusing on supporting and inhibiting factors affecting classroom management and their impact on learning quality. A purposive sampling technique was used to select participants directly involved in classroom management. The sample consisted of one school principal, responsible for classroom policy oversight; three teachers specializing in Islamic Education, Language, and Physical Education to represent diverse instructional strategies; and two students (one male, one female) to provide insights from the student perspective. Participants were chosen based on specific criteria, including a minimum of five years of teaching experience for teachers, active classroom participation for students, and an administrative decision-making role for the school principal.

This study used semi-structured interviews, document analysis, and classroom observations as its three main data collection techniques to guarantee data triangulation. Classroom observations were conducted using a structured observation guide, focusing on seating arrangements, teacher interventions, instructional material use, and teacher-student interactions. Each session lasted 40–60 minutes and was conducted three times per teacher across different subjects to ensure reliability. Semi-structured interviews were conducted with teachers, students, and the school principal to explore disciplinary strategies, instructional planning, student engagement, and administrative policies. Each interview lasted 30–45 minutes and consisted of 10 key questions, including "*How do you ensure student engagement?*" and "*What strategies do you use to manage classroom disruptions?*" In addition, document analysis was carried out by reviewing school records, lesson plans, and student performance data to assess alignment between formal policies and actual classroom practices, including disciplinary regulations, instructional strategies, and student progress trends.

The data analysis process was based on the Strauss and Corbin Model (Haryoko et al., 2020), which structures qualitative data analysis into three stages. The open coding stage involved identifying key themes and patterns from the collected data. The axial coding phase established relationships between these themes, particularly teacher strategies and student engagement levels. Finally, the selective coding process integrated all identified categories into a coherent framework explaining the effectiveness of classroom management strategies.

The study used triangulation approaches, such as source triangulation, which entailed cross-checking replies from teachers, students, and the principal to validate findings and increase their reliability and dependability. Method triangulation was used to compare data from observations, interviews, and document analysis to ensure consistency. In contrast, time triangulation was applied by collecting data over four weeks to assess reliability. Additionally, member checking allowed participants to review interview transcripts for accuracy, and peer debriefing was carried out with educational experts to validate data interpretation.

RESULT AND DISCUSSION

Result

The Implementation of Classroom Management

The findings of this study indicate that teachers at SD Negeri Cigelas 2 implement a comprehensive classroom management approach by integrating structured lesson planning, student engagement strategies, and discipline enforcement to establish an effective learning environment. These techniques are adapted based on subject areas and grade levels, demonstrating high flexibility in addressing diverse student needs. Classroom management practices at SD Negeri Cigelas 2 align with the lesson plan guidelines (*Rencana Pelaksanaan Pembelajaran/RPP*), ensuring consistency with national educational frameworks. Teachers effectively fulfil pedagogical and managerial roles, maintaining students' emotional stability, adjusting seating arrangements,

providing individualized attention, and applying corrective disciplinary measures when necessary. The classroom follows a traditional seating layout, with desks and chairs arranged in straight rows, reinforcing order and discipline. Additionally, students must organize their desks and chairs before each learning session, fostering responsibility and discipline while contributing to a structured and conducive learning environment.

Classroom observations revealed that teachers employ varied instructional and management strategies tailored to specific subjects and learning objectives. In Language classes, teachers frequently utilize positive reinforcement techniques, such as verbal praise and reward stickers, to enhance student motivation and participation. In contrast, Mathematics lessons incorporate peer-assisted learning, facilitating collaborative problem-solving and encouraging active student engagement through interactive learning activities. To maintain a structured classroom environment, teachers establish clear rules at the beginning of the academic year and reinforce them consistently to ensure compliance. Seating arrangements are strategically adjusted based on student behaviour and engagement levels, optimizing participation while minimizing disruptions. Teachers also employ non-verbal communication techniques, such as verbal cues, hand gestures, and structured reward systems, to effectively sustain student focus and reinforce positive behaviours.

The successful implementation of classroom management strategies at SD Negeri Cigelim 2 is supported by several key factors contributing to a conducive learning environment and enhanced student engagement. These factors include well-equipped learning facilities, adequate learning resources, student preparedness, and school-community collaboration. The school provides spacious, well-ventilated, and properly illuminated classrooms with well-arranged desks and chairs, ensuring a comfortable and structured learning environment (*Mr MD, School Principal*). Learning resources such as textbooks and Quranic study materials for Islamic Education are available, facilitating effective curriculum implementation (*Mrs MR, Islamic Education Teacher*). Teachers are proactive in student preparedness by providing motivational support and adapting instructional methods to address diverse learning needs, fostering an inclusive learning environment (*Mr KD, Teacher*). Moreover, collaborative efforts within the school community ensure a well-coordinated learning process, as teachers actively engage with the school principal and fellow staff members to exchange pedagogical strategies and enhance teaching effectiveness (*Mrs MU, Teacher*).

Despite the structured implementation of classroom management, several inhibiting factors were identified that negatively impact the learning environment at SD Negeri Cigelim 2. These challenges primarily relate to post-pandemic learning adjustments, resource limitations, and human resource constraints, inconsistencies in performance analysis, student diversity, and classroom disruptions. The transition from online to traditional learning has affected students' academic preparedness and engagement, leading to difficulties adapting to structured classroom routines (*Mr MD, School Principal*). Additionally, limited educational resources, including an understocked library and outdated teaching materials, restrict the application of innovative instructional methods, which consequently impacts learning quality (*Mr MD, School Principal*).

Furthermore, human resource constraints pose a challenge as teachers struggle to address individual student needs due to limited instructional time and high student-teacher ratios. The lack of additional teaching support personnel exacerbates the difficulty of providing personalized learning interventions (*Mr MD, School Principal*). Another challenge is the inconsistent evaluation of student performance, as teachers do not consistently conduct detailed assessments of learning outcomes. The absence of comprehensive performance analysis prevents targeted instructional adjustments, limiting the effectiveness of classroom management (*Mr MD, School Principal*).

The diversity of student learning abilities also challenges creating an inclusive learning environment. Differences in academic preparedness, cognitive abilities, and prior knowledge necessitate differentiated instructional strategies, which can be difficult to implement due to time

and resource constraints (Mrs MR, *Islamic Education Teacher*). Lastly, classroom disruptions stemming from peer interactions and external distractions frequently interfere with lesson delivery, reducing student engagement and focus. These interruptions make it challenging for teachers to maintain a structured learning atmosphere, ultimately affecting classroom efficiency (Mrs MR, *Islamic Education Teacher*).

Principles of Classroom Management

Key principles guide effective classroom management, including warmth and enthusiasm, challenge presentation and appreciation, classroom mastery, and the instillation of positive values. Teachers create a warm, engaging atmosphere to foster student comfort and active participation. Observations indicate that teachers greet students warmly at the beginning of each lesson, use encouraging tones, and demonstrate enthusiasm for the subject matter, reinforcing student motivation (Mrs MR, *Islamic Education Teacher*).

Additionally, teachers present thought-provoking challenges and acknowledge students' curiosity to stimulate intellectual engagement. Classroom interactions reveal that teachers frequently pose open-ended questions, encourage problem-solving, and recognize student efforts, enhancing enthusiasm for learning (Mrs MR, *Islamic Education Teacher*). Moreover, classroom mastery is demonstrated through active teacher movement, ensuring that all students remain engaged. Teachers circulate throughout the classroom, assess comprehension levels, and provide targeted guidance to facilitate effective learning (Mrs MR, *Islamic Education Teacher*). Lastly, instilling positive values is a fundamental aspect of classroom management, as teachers serve as role models and reinforce positive behaviours through consistent discipline and moral guidance, shaping students' discipline and self-awareness (Mrs MR, *Islamic Education Teacher*).

Objectives of Classroom Management

The primary objectives of classroom management include creating a conducive learning environment, ensuring student comfort, preventing boredom, facilitating knowledge absorption, and fostering enthusiasm throughout the learning process. Effective classroom management strategies promote student focus and minimize disruptions, ensuring optimal engagement in learning activities. Interviews with teachers highlight that structured yet flexible classroom management allows students to feel secure and motivated, reducing anxiety and enhancing participation. Additionally, documented lesson plans emphasize the importance of maintaining a dynamic and interactive learning atmosphere, preventing monotony, and ensuring effective knowledge retention.

Classroom Management Approaches

Teachers at SD Negeri Cigelam 2 implement various classroom management approaches, including group-based learning, behaviour modification, and permissive approaches, to cater to diverse learning needs. Group-based learning fosters collaboration and social development, as observed during peer discussions and cooperative assignments, where students actively exchange ideas and support each other's learning progress (Mr KD, *Teacher*).

Additionally, behaviour modification techniques reinforce positive behaviours and minimize disruptions. Teachers integrate reward-based systems, constructive feedback, and structured interventions to shape students' attitudes and disciplinary habits (Mrs MR, *Islamic Education Teacher*). The permissive approach is selectively adopted, granting students autonomy within structured boundaries, allowing for creative expression and independent problem-solving, particularly in subjects such as Physical Education, where flexibility in learning activities enhances student engagement (Mr SR, *Physical Education Teacher*).

Enhancing Learning Quality through Classroom Management

Teachers employ adaptive instructional strategies to improve learning quality, establish a comfortable classroom environment, enforce meaningful discipline, implement dynamic teaching approaches, and continually refine their pedagogical creativity. Adapting teaching materials to student needs is a key effort, ensuring lesson content remains relevant and accessible. Teachers at SD Negeri Cigelas 2 integrate contextual examples, multimedia resources, and differentiated instruction to cater to varied learning styles. Moreover, the physical and psychological learning environment is crucial to student engagement. Classrooms are arranged to optimize student comfort, with well-lit and ventilated spaces fostering a positive atmosphere conducive to learning. Teachers also apply meaningful disciplinary actions, focusing on educational reinforcement rather than punitive measures, ensuring students understand the rationale behind rules and consequences.

The implementation of a dynamic teaching approach further enhances the learning experience. Observations reveal that teachers employ interactive discussions, hands-on activities, and inquiry-based learning methods to sustain student interest and maximize retention. Additionally, educators recognize the need for continuous self-improvement, acknowledging challenges, and actively seeking innovative solutions to enhance teaching effectiveness. Adherence to governmental educational guidelines ensures compliance with national standards, while ongoing professional development and creative teaching practices contribute to sustained improvements in classroom management and overall learning outcomes.

Discussion

The Role of Classroom Management in Enhancing Learning Quality

The findings of this study corroborate existing research on classroom management, reinforcing its pivotal role in fostering a structured, engaging, and productive learning environment (Chao et al., 2023; Xiong & Yuan, 2024). Observations at SD Negeri Cigelas 2 indicate that structured classroom rules, well-planned seating arrangements, and adaptive instructional strategies enhance student focus and participation, aligning with global best practices in education. Teachers emphasized that classroom structure and consistency provide students with a sense of security, allowing them to engage more effectively in the learning process.

Additionally, implementing structured rules and seating arrangements is consistent with Javadi et al. (2025), who assert that environmental factors significantly influence student concentration and engagement. Teachers at SD Negeri Cigelas 2 adopted globally recognized classroom management strategies, ensuring that students benefit from a predictable and organized learning environment. Classroom observations confirmed that seating adjustments were made strategically to enhance peer interaction, minimize disruptions, and optimize engagement levels, reflecting a proactive approach to classroom management.

Moreover, teacher interviews underscored the importance of flexibility in classroom management, which aligns with the *Adaptive Classroom Management Theory* (Farmer et al., 2020). This theory emphasizes the delicate balance between discipline and adaptability, particularly in post-pandemic educational settings, where students exhibit varying degrees of academic readiness and behavioural adjustment. Teachers at SD Negeri Cigelas 2 acknowledged that strict enforcement of rules must be complemented by understanding individual student needs, ensuring that classroom management remains structured and responsive to evolving educational challenges.

Implementing classroom management at SD Negeri Cigelas 2 also aligns with theoretical frameworks proposed by Syaiful Djamarah and Aswan Zaini (2010), who define classroom management as creating a conducive learning environment for students. This implementation aligns with Sanjaya's theory (2009), asserting that classroom management involves the teacher's skill in creating and maintaining optimal learning conditions. The study also supports Cooper, Herbst, and Patall's (2006) findings on the importance of classroom management in reducing disruptive behaviour and improving academic outcomes. Additionally, the study aligns with

Emmer and Stough's (2001) research on the impact of classroom management on student behaviour and academic performance. The findings also resonate with Brophy's (1981) and Gottman's (1995) studies on the role of classroom management in enhancing student engagement and motivation.

The findings of this study are consistent with previous research on the importance of classroom management in enhancing learning quality. For example, Evertson and Weinstein (2006) found that effective classroom management strategies can improve student behaviour and academic performance. Marzano, Marzano, and Pickering (2003) also highlighted the role of classroom management in creating a conducive learning environment. The study by Syaiful Djamarah and Aswan Zaini (2010) emphasizes the importance of creating a warm and enthusiastic atmosphere, which is also reflected in the findings of this study. The behaviour modification approach used by teachers at SD Negeri Cigelas 2 aligns with the findings of Emmer and Stough (2001) on the effectiveness of behaviour modification techniques in reducing disruptive behaviour.

Supporting and Inhibiting Factors: A Theoretical Perspective

The findings of this study reinforce and expand upon previous research on factors influencing classroom management effectiveness, highlighting supporting and inhibiting elements that shape the learning environment. A well-structured classroom environment is pivotal in enhancing student engagement and academic performance, consistent with the findings of Sangpom and Sangpom (2025). Observations at SD Negeri Cigelas 2 revealed that organized seating arrangements, clear behavioural expectations, and consistent reinforcement of classroom rules contributed to a more focused and participatory learning atmosphere. Furthermore, teacher interviews emphasized the importance of strong teacher-student relationships in reducing classroom disruptions, aligning with Chao et al. (2025), who found that students are more likely to comply with classroom regulations when they feel a sense of connection and trust with their teachers. Teachers at SD Negeri Cigelas 2 reported that approachable communication, individualized attention, and emotional support significantly enhanced classroom harmony and student cooperation, reducing disciplinary issues and promoting a positive classroom culture.

Despite these strengths, several inhibiting factors challenge effective classroom management, including limited resources and post-pandemic behavioural shifts. A lack of adequate learning materials remains a critical issue, as noted by Kato Nabirye H. (2025), who highlighted its negative impact on student engagement and instructional effectiveness. This challenge was evident at SD Negeri Cigelas 2, where teachers faced difficulties implementing innovative teaching methodologies due to outdated textbooks and insufficient learning resources. Classroom observations further indicated that students had limited access to supplementary learning materials, restricting interactive and technology-assisted learning opportunities.

Additionally, the post-pandemic learning transition has introduced new behavioural challenges. Findings indicate that many students exhibit shorter attention spans and struggle with structured classroom routines, necessitating alternative engagement strategies. These results align with Chao et al. (2023), who observed that students returning to in-person education after extended online learning faced difficulties adapting to traditional instructional structures. Interviews with teachers at SD Negeri Cigelas 2 confirmed that disruptions, inattentiveness, and a decline in self-regulated learning behaviours have become prevalent, requiring greater flexibility in classroom management approaches. Teachers emphasized the need for adaptive instructional techniques, including more interactive, student-centred activities to maintain attention and motivation in the classroom.

Comparison with International Classroom Management Practices

A comparative analysis between the findings of this study and international best practices in classroom management reveals key similarities and distinctions, particularly in classroom discipline,

student engagement, and learning environments. While global trends emphasize technology-driven strategies, the findings at SD Negeri Cigelas 2 demonstrate that traditional methods remain effective in rural educational settings, where digital infrastructure is limited.

Regarding classroom discipline, teachers at SD Negeri Cigelas 2 primarily enforce structured rules and reward-based reinforcement, ensuring students understand expected behaviours and consequences. This approach aligns with conventional behavioural reinforcement models, contrasting with international studies (Xiong & Yuan, 2024), where technology-based behavioural tracking systems, such as automated classroom monitoring and real-time feedback applications, are widely implemented. Teacher interviews at SD Negeri Cigelas 2 confirmed that while strict rule enforcement promotes order, the lack of technological support limits real-time behaviour tracking, requiring more direct teacher intervention.

Similarly, student engagement strategies in rural settings rely heavily on teacher-student interaction, emphasizing verbal communication, personal attention, and collaborative activities to maintain engagement. This strategy contrasts with international approaches, where gamification and digital engagement tools are increasingly utilized to enhance student participation through interactive learning platforms (Xiong & Yuan, 2024). Observations at SD Negeri Cigelas 2 revealed that teachers actively foster engagement by incorporating group work, storytelling techniques, and participatory discussions, compensating for the absence of digital gamification tools.

In terms of learning environments, this study found that structured seating arrangements and clearly defined classroom rules remain central to maintaining order and focus. In contrast, international classroom models often implement flexible, student-driven learning spaces, allowing students to rearrange seating based on their learning preferences (Xiong & Yuan, 2024). However, findings from SD Negeri Cigelas 2 suggest that structured seating fosters discipline, reduces distractions, and enhances teacher control over classroom activities, which is particularly beneficial in large, resource-limited classrooms.

Overall, while global advancements in classroom management emphasize technology integration, traditional strategies remain highly effective in rural contexts, particularly where digital infrastructure, funding, and technological literacy are limited. The findings suggest that a hybrid approach, integrating structured discipline with selective technological interventions, could enhance classroom management in rural schools while maintaining cultural and contextual relevance.

Implications for Educators and Policymakers

The findings of this study underscore the critical role of effective classroom management in enhancing student engagement and learning outcomes. Several key recommendations are proposed for teachers, school administrators, and policymakers, emphasizing the need for student-centered strategies, enhanced resource allocation, and community involvement to optimize classroom practices. Teachers should adopt student-centred classroom management approaches, integrating interactive and participatory learning methods to sustain student engagement. Observations at SD Negeri Cigelas 2 revealed that lessons incorporating collaborative learning, discussion-based activities, and hands-on experiences led to higher student motivation and reduced classroom disruptions. Additionally, behavioural support techniques, including positive reinforcement through rewards, verbal encouragement, and constructive feedback, should be prioritized to reinforce desirable behaviours and foster a supportive learning atmosphere.

School administrators are pivotal in facilitating effective classroom management by investing in teacher training and ensuring resource adequacy. Findings indicate that teachers with access to ongoing professional development demonstrate greater adaptability in managing student behaviour and instructional challenges. Therefore, continuous training on modern classroom management

strategies should be implemented to enhance teacher effectiveness and efficiency. Furthermore, resource allocation must be strengthened, ensuring that classrooms have sufficient textbooks, updated teaching aids, and technology-based instructional tools to support diverse learning needs.

At the policy level, increased educational funding for rural schools is essential to address resource limitations and improve classroom management infrastructure. Teachers at SD Negeri Cigelam 2 expressed concerns regarding insufficient financial support, which hindered the implementation of innovative teaching strategies. Expanding governmental investment in education would enable schools to enhance classroom environments, upgrade learning materials, and provide additional teaching personnel. Additionally, promoting parental involvement in school activities can reinforce student discipline and motivation. Strengthening parent-teacher communication channels and encouraging family participation in academic and extracurricular activities can create a more cohesive and supportive learning environment, ultimately improving student performance and classroom dynamics.

Study Limitation

The study has several limitations. First, the sample size is small, which may limit the generalizability of the findings. Second, the study is qualitative, which may not provide quantitative data on the effectiveness of classroom management strategies. Third, the study focuses on one elementary school, which may not reflect the broader context of Indonesian elementary schools. Future research could explore the impact of classroom management on learning quality using a larger sample size and a mixed-methods approach. Additionally, future research could investigate the effectiveness of classroom management strategies in other Indonesian elementary schools to provide a more comprehensive understanding of the issue.

CONCLUSION

The implementation of classroom management at SD Negeri Cigelam 2 is effective and adheres to the prescribed lesson plans. Supporting factors include conducive facilities, adequate learning resources, student preparedness, and school-community collaboration. Inhibiting factors encompass the transformative impact of the pandemic, limited resources, human resource constraints, and lack of result analysis, varying student qualities, and disruptions. Efforts to enhance learning quality through classroom management involve adapting teaching materials, creating a comfortable classroom environment, implementing meaningful disciplinary actions, adopting a dynamic teaching approach, maximizing the learning process, acknowledging shortcomings, adhering to governmental guidelines, and continually enhancing the teacher's creativity in the teaching process. The study contributes to classroom management theory by providing practical insights into its implementation in an Indonesian elementary school setting. The study's limitations include the small sample size and the qualitative nature of the data. Future research could explore the impact of classroom management on learning quality using a larger sample size and a mixed-methods approach.

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