

# Implementation of Class Management IV SD Alkhairaat Mamboro

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## Abstract

This study aims to describe the implementation of classroom management in grade IV students at Alkhairaat Mamboro Elementary School with a descriptive qualitative approach. The research was conducted to explore the dynamics of classroom management from various aspects, including the physical environment, student interaction and discipline, learning methods and media, to teacher reflection and evaluation. Data were obtained through in-depth interviews, participatory observation, and documentation, with informants consisting of principals, teachers, and students. Data analysis was conducted using the Miles and Huberman interactive model, which includes the stages of collection, reduction, presentation, and conclusion drawing and verification through triangulation and *member checking*. The results show that classroom management practices have reflected efforts to create a conducive learning environment, although there are still various obstacles. Flexibility in seating arrangements and awareness of cleanliness began to be implemented, but the effectiveness of the picket system and the limitations of modern learning facilities are still obstacles. Teachers' strategies in fostering discipline tend to be persuasive and educative, but not yet entirely consistent. Students favour the use of interactive methods, but the utilisation of technology is not yet optimal. In addition, reflective activities have not been structured as part of the learning quality improvement cycle. This research contributes to developing classroom management theory and practice in primary schools, particularly faith-based education. The findings emphasise the importance of a holistic approach to classroom management that includes physical aspects, behaviour, pedagogical strategies, and contextualised continuous evaluation.

**Keywords:** classroom management; primary education; teacher reflection.

## Introduction

Classroom management is a key foundation in shaping a conducive learning environment in primary schools. In recent years, attention to classroom management quality has increased significantly, along with reports of declining student engagement in the learning process. UNESCO data (2023) states that more than 30% of primary school students in developing countries experience disengagement in learning activities due to an unsupportive classroom atmosphere. A poorly organised learning environment directly impacts student attention, behaviour control, and learning achievement.<sup>1</sup> In Indonesia, a 2022 Ministry of Education and Culture survey revealed that 43% of primary school teachers experience difficulties organising heterogeneous classes regarding student character and motivation.<sup>2</sup> This problem is particularly evident in the upper grades (grades IV-VI), where students often experience emotional instability and a lack of attention in learning.

Educational experts emphasise the importance of classroom management as a key prerequisite for effective learning. In their review, Calandri et al. asserted that teachers' emotional competence correlates with successful classroom management and active student engagement.<sup>3</sup> Jumabaeva also emphasised that the classroom's physical environment, including lighting, seating arrangements, and visual displays, increases student motivation and engagement in learning.<sup>4</sup> Lestari and Maksum state that adaptive classroom management can encourage active participation and student discipline, which impacts academic achievement.<sup>5</sup>

Classroom management at the primary school level still faces various obstacles. In grade IV, there is often a disorganized classroom situation, unfocused students, and ineffective teacher-student interaction, which causes the learning process to run less optimally. This study aims to describe the implementation of classroom management in

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<sup>1</sup> Jumabaeva Malika, "Modern and Comfortable Classrooms in the Primary School," 15, no. 03 (2025): 2024-26.

<sup>2</sup> Minister of Research, dan Technology, and Republik Indonesia, "Minister of Research and Technology Republik Indonesia," 2022.

<sup>3</sup> Emanuela Calandri et al., "Teacher Emotional Competence for Inclusive Education: A Systematic Review," *Behavioral Sciences* 15, no. 3 (2025): 359.

<sup>4</sup> Malika Jumabaeva, "MODERN AND COMFORTABLE CLASSROOMS IN THE PRIMARY SCHOOL," *Journal of Applied Science and Social Science* 1, no. 2 (2025): 487-89.

<sup>5</sup> Rizky Setiowati et al., "Evaluation of Differentiated Learning in the Independent Curriculum on Learning Outcomes of Science Content of Grade 5 Elementary School Students," in *International Conference on Education Practice (ICEP 2024)* (Atlantis Press, 2025), 4-13.

class IV of Alkhairaat Mamboro Elementary School and identify the factors that influence it.

Various previous studies have addressed this issue. Afni showed that peer tutoring can increase learning motivation and reduce students' deviant behaviour.<sup>6</sup> However, this research has not touched on the structural aspects of classroom management. Putri's study found that responsive teaching in a multicultural context increases student interaction and motivation, but it has not explained how the classroom structure is specifically organized.<sup>7</sup> Meanwhile, Ainur Rohmah and Zulfitria reviewed the effect of differentiated learning on learning effectiveness, but did not focus on classroom management comprehensively.<sup>8</sup> Lestari and Usman showed the effectiveness of the Quantum Learning model in social studies learning, but did not discuss physical classroom interventions.<sup>9</sup> Another study by Nurhairunisah examines play methods in creative learning but does not systematically reveal concrete classroom management strategies.<sup>10</sup> Some of these studies illustrate that most studies have not thoroughly explored the real implementation of contextual classroom management, especially in religious-based schools such as SD Alkhairaat Mamboro.

Unlike previous research, this study not only observes the effects of motivation or learning outcomes, but also explores explicitly the process of implementing classroom management structurally and holistically in class IV of a religious-based elementary school. This research takes a local context (Alkhairaat Mamboro Elementary School) with a field study approach to understand the dynamics of classroom management from the perspectives of teachers, students, and the physical and social conditions of the classroom. This approach makes a new contribution to mapping actual classroom management

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<sup>6</sup> Nur Afni, "The Use of Peer Tutor Approach to Improve Student Learning Outcomes and Motivation in Islamic Learning at SD Negeri Lapahan Buaya," *Journal of Indonesian Primary School* 2, no. 1 (2025): 59-70.

<sup>7</sup> Yuriska Dewi Suwarno Putri et al., "CULTURALLY RESPONSIVE TEACHING MANAGEMENT IN ENHANCING STUDENT ENGAGEMENT IN MULTICULTURAL ENVIRONMENT IN ELEMENTARY SCHOOLS," *ICONIC: Journal of Islamic Studies* 1, no. 01 (2025): 115-24.

<sup>8</sup> Ainur Rohmah and Zulfitria, "Activity-Based Differentiated Learning Strategy in Improving Elementary Students' Learning Motivation" 4, no. 4 (2024): 214-22.

<sup>9</sup> Riska Mutia Afifa Azzahra, Ika Lestari, and Herlina Usman, "The Effect of Quantum Learning Model on Social Studies Learning Outcomes of Grade V Elementary School Students," in *International Conference on Education Practice (ICEP 2024)* (Atlantis Press, 2025), 157-68.

<sup>10</sup> Adi Apriadi Adiansha, "Application of Play Method in Improving Student Creativity in Elementary School" 1, no. 5 (2025): 11-15, <https://doi.org/10.70277/jgsd.v1i5.2>.

practices that are adaptive to the characteristics of students in integrated Islamic elementary schools.

This study aims to describe in depth the implementation of classroom management in class IV of Alkhairaat Mamboro Elementary School. The findings are expected to be an empirical reference for teachers and education managers in designing classroom management strategies based on local characteristics. In addition, the theoretical contribution of this research is to enrich literature studies on classroom management practices based on contextual and integrative approaches in the basic education environment.

### **Research Methodology**

This study used a descriptive qualitative approach to explore the implementation of classroom management in grade IV students at Alkhairaat Mamboro Elementary School. This approach was chosen because it can comprehensively explain educational phenomena in a natural context, especially those related to behavior, interactions, and individual experiences. Qualitative research aims to understand the meaning behind educational actions and policies through direct participation and intensive interaction between researchers and research subjects.<sup>11</sup>

The data sources in this study consisted of the principal, grade IV teachers, and students who were directly involved in the teaching and learning process at SD Alkhairaat Mamboro. The informants were selected purposively based on their relevant experience and understanding of classroom management practices. This strategy allows researchers to obtain rich data aligned with the research objectives.

Data was collected through three main techniques: in-depth interviews, direct observation, and documentation studies. Interviews were conducted with principals, teachers, and some students to understand their perceptions regarding the management of the physical classroom environment, student interactions, the application of discipline, and the use of learning methods and media. Observations were conducted in the classroom during the learning process to obtain contextual and natural data on how teachers manage the classroom in real life. Meanwhile, documentation was obtained from

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<sup>11</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (United States of America: SAGE Publications, 2009).

various supporting documents such as lesson schedules, class journals, lesson plans, and student behavior records.

The data obtained were analyzed using the interactive model of Miles, Huberman,<sup>12</sup> Which includes four main stages: data collection, data reduction, data presentation, and conclusion drawing/verification. The first stage was data collection from various sources, which was then reduced through a selection and simplification process to focus on data relevant to formulating research problems. Furthermore, the reduced data was presented in narrative form and thematic categorization tables to facilitate the identification of patterns and relationships between components. The final stage was a concluding in-depth interpretation of the data patterns found, which were verified by triangulating sources and techniques.

This study applied the principle of trustworthiness, based on the criteria proposed by Lincoln and Guba, to maintain the validity of the data.<sup>13</sup> Namely, *credibility*, *transferability*, *dependability*, and *confirmability*. Triangulation techniques enhanced credibility, while detailed contextual descriptions ensured transferability. Process documentation and an audit trail ensured reliability, and the researcher's reflective recording supported confirmability so that the resulting data could be scientifically accounted for.

### **Classroom Physical Environment Management**

The physical layout and cleanliness of the classroom have long been recognised as fundamental elements that influence student engagement and learning outcomes.<sup>14</sup> This study's results show that most teachers at SD Alkhairaat Mamboro have implemented flexible seating arrangements according to learning methods, such as group discussions or individual tasks. Although students generally feel comfortable, problems such as distractions from friends and a lack of discipline in keeping tables and chairs clean remain.

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<sup>12</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, ed. Tjetjep Rohendi, Translator (Jakarta: University of Indonesia Publisher (UI -Press), 1992).

<sup>13</sup> Y S Lincon and Egon G Guba, "Naturalistic Inquiry. Beverly Hills, CA: *Sage Publications*. Lee, WS (2001). *Divorced Parents and Their Duty to Support the Expense of Bringing Up Their Child*. *Asian Women* 13, no. 1 (1985): 85-105.

<sup>14</sup> Vera Septiana and Sukma Wijayanto, "The Role of Student Seating Layout in Managing the Classroom Atmosphere at Bunda Wacana Elementary School," in *Proceedings of University Research Colloquium*, 2021, 16–20.

The cleaning picket system has been implemented, but has not been effective, so students' involvement in maintaining cleanliness has not been consistent. This finding aligns with Jumabaeva's research, emphasizing the importance of structured classroom routines and actively involving students to foster a sense of responsibility. In addition, limited facilities such as whiteboards or learning media that are not optimal also hinder the effectiveness of the teaching and learning process.<sup>15</sup> Doyle states that good physical environment management can improve student learning comfort.<sup>16</sup> Therefore, flexibility in seating arrangements and improved hygiene systems are highly recommended.

### **Student Interaction and Discipline Management**

Classroom discipline has a significant influence on learning effectiveness.<sup>17</sup> The data shows that teachers have communicated the classroom rules through various means, such as verbal explanations, visual media, and regular reminders. Most students understand and obey the rules. Teachers tend to use persuasive approaches such as personal discussions and educational coaching.

However, the implementation of the rules has not been carried out consistently. Teachers are not always firm in enforcing the rules, so deviant behavior still occurs. In addition, positive reinforcement strategies such as rewards or praise for students' good behavior have not been optimized. In fact, according to Dreikurs' theory, consistent application of discipline accompanied by rewards and logical consequences can encourage positive student behavior. Teachers are advised to enforce rules and give fair rewards consistently.<sup>18</sup>

### **Use of Learning Methods and Media**

One of the main factors in creating a dynamic classroom is the use of varied learning methods and media. The results showed that teachers have implemented various methods, such as interactive lectures, group discussions, simulations, experiments, and educational

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<sup>15</sup> Malika, "Modern and Comfortable Classrooms in the Primary School."

<sup>16</sup> Walter Doyle, "Classroom Organization and Management," *Handbook of Research on Teaching* 3, no. 1 (1986): 392-431.

<sup>17</sup> Rusli Rusli et al., "Character Education Management in Improving Learning Outcomes at SD Negeri Bontokamase, Gowa Regency," *Fikrotuna* 14, no. 02 (2022): 394408.

<sup>18</sup> Rudolf Dreikurs, Bernice Bronia Grunwald, and Floy C Pepper, "Maintaining Sanity in the Classroom: Illustrated Teaching Techniques," (*No Title*), 1971.

games. Students said they prefer direct interaction methods, such as discussions and experiments, rather than monotonous lectures.

Regarding media, teachers use pictures, learning videos, and relevant teaching aids. Students admit it is easier to understand the material if presented with interesting and varied media. However, technology such as LCD projectors or digital learning applications is minimal. According to Vygotsky's theory of constructivism, effective learning occurs through interaction and using relevant tools. Therefore, simple technology such as learning videos or interactive applications is highly recommended to increase students' interest in learning.<sup>19</sup>

### **Student Engagement and Motivation**

Student participation is an essential indicator in assessing the success of classroom management.<sup>20</sup> The interview results show that most students feel comfortable engaging in learning by asking questions, answering, or discussing. However, some students are still passive due to a lack of confidence or fear of being wrong.

Teachers know their essential role in building students' confidence, so they motivate through verbal encouragement, rewards, and a friendly and supportive classroom atmosphere. Some teachers also apply more varied learning methods to attract the attention of less active students. Bandura states that specific and personalized feedback can increase student motivation. Therefore, teachers must provide individualized appreciation and correction so that all students feel valued and motivated.<sup>21</sup>

### **Classroom Management Evaluation and Reflection**

Teachers conduct classroom management evaluations regularly to assess the effectiveness of the strategies. Teachers reflect on their practice by observing student responses, evaluating student engagement, and discussing with fellow teachers. Although reflection is done, this process is not systematically structured.

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<sup>19</sup> L Vygotsky and M Cole, "Learning and Social Constructivism," *Learning Theories for Early Years Practice*. UK: SAGE Publications Inc., 2018, 68–73.

<sup>20</sup> Ali Ridho, "Pekan Ngaji and the Improvement of Learning Motivation of Class X MA C Mambaul Ulum Bata-Bata Students," *FIKROTUNA: Journal of Islamic Education and Management* 9, no. 1 (2019): 1179-93.

<sup>21</sup> Albert Bandura, "Social Cognitive Theory of Moral Thought and Action," in *Handbook of Moral Behavior and Development* (Psychology press, 2014), 69-128.

Brookfield emphasises that structured reflection through student surveys, peer observations, and teaching journals can help teachers improve their practice based on empirical data.<sup>22</sup> Research by Mustoip showed a significant increase in student engagement after teachers implemented weekly reflection. Therefore, institutionalising regular evaluation and reflection can support teachers in developing more effective teaching strategies.<sup>23</sup>

This research makes a meaningful contribution to classroom management, particularly in the context of religious-based primary education in Indonesia. Firstly, it reinforces previous findings on the importance of classroom management in terms of physical, behavioral, and learning methods. Secondly, it uncovers local challenges such as the lack of an effective cleaning system and the limitations of digital media that require contextual solutions.

This study illustrates applying a holistic approach to examining classroom management from various perspectives (teachers, students, principals) and using data triangulation to provide a comprehensive picture. Unlike previous studies that tend to focus only on aspects of teaching methods or teacher behavior (e.g., Setiowati et al., 2025; Afni, 2025), this study integrates physical, behavioral, and instructional dimensions into one analytical framework, making it applicable to schools with similar characteristics in Southeast Asia.

## Conclusion

This study reveals that implementing classroom management in class IV of Alkhairaat Mamboro Elementary School has shown several practices that support the creation of a conducive learning atmosphere, but still leaves several challenges that need to be improved systemically. From the classroom's physical environment, flexibility in seating arrangements and awareness of maintaining cleanliness have begun to be implemented. However, the picket system's effectiveness and infrastructure availability still need to be improved. Regarding student interaction and discipline, teachers have applied persuasive and educative approaches in shaping students' positive behavior.

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<sup>22</sup> Stephen D Brookfield, *Becoming a Critically Reflective Teacher* (John Wiley & Sons, 2017).

<sup>23</sup> Putri et al., "CULTURALLY RESPONSIVE TEACHING MANAGEMENT IN ENHANCING STUDENT ENGAGEMENT IN MULTICULTURAL ENVIRONMENT IN ELEMENTARY SCHOOLS."



However, inconsistency in the application of rules and the lack of positive reinforcement are obstacles in forming a sustainable culture of discipline.

As for the use of learning methods and media, most teachers have used techniques that are varied and favored by students, especially those that are interactive. Unfortunately, the limited use of modern technology is still an obstacle to supporting learning effectiveness. This finding reinforces that students' active engagement highly depends on the diversity of teaching approaches and media used. In the context of student motivation and engagement, teachers show high awareness of the importance of their role in building student confidence and participation. However, the differentiation approach and personalized feedback have not been consistently applied to all students. Meanwhile, regarding classroom management evaluation and reflection, teachers have carried out reflective activities informally, but have not been structured as part of the learning quality improvement cycle. Systematic reflection is crucial for making more informed pedagogical decisions.

Overall, this study contributes to the development of classroom management theory and practice, particularly in religious-based primary schools in Indonesia. The findings also emphasize the importance of a holistic approach in classroom management, including physical aspects, behavior, learning methods, student motivation, and continuous evaluation. The practical implications of this study can serve as a reference for teachers, principals, and policymakers in designing more effective and contextualized classroom management strategies.

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