



## Analysis of Teachers' Ability in Managing the Learning Environment of Students at Iqra Islamic Elementary School (SD) in Petobo

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### ABSTRACT

This study aims to analyze the ability of teachers in managing the learning environment at Iqra Islamic Elementary School located in Petobo. A good learning environment is the main supporting factor in improving the quality of the learning process and shaping the character of students. This study used a qualitative approach with a descriptive method to comprehensively describe the ability of teachers to create, organize, and utilize a conducive learning environment. Data collection techniques were carried out through observation, survey, interviews, and documentation. The results of the study showed that teachers at Iqra Islamic Elementary School Petobo generally have an awareness of the importance of managing the learning environment, but its implementation still faces a number of challenges, such as limited facilities and less than optimal utilization of the surrounding environment as a learning resource. This study recommends the need for ongoing training for teachers and support from the school to create a more effective, interactive, and enjoyable learning environment

## INTRODUCTION

The quality of a nation is often equated with the quality of its education, as education is a highly influential factor in shaping a person's attitudes and actions in life toward a better future (Purnomo, 2017). In education, personal development is not limited to cognitive abilities alone but also includes ethical conduct and social interactions within one's environment (Tjahjadi & Seleky, 2022). According to Law No. 20 of 2003 on the National Education System (UU Sisdiknas), education is a conscious and planned effort to create a learning atmosphere and process that enables students to actively develop their potential, fostering spiritual and religious strength, self control, personality, intelligence, noble character, and the necessary skills for themselves, society, the nation, and the state.

Managing the learning environment in the teaching and learning process generally aims to provide students with learning facilities through various activities in social, emotional, and intellectual classroom settings. These facilities allow students to learn and develop their spiritual, social, cognitive, and psychomotor aspects effectively through proper classroom management. According to Suharsimi Arikunto in Rizqi Nur Yahya (2023), classroom management aims to help students develop their abilities through learning processes that encourage them to work, think, interact, and express opinions, thereby achieving learning objectives.

One of the primary responsibilities of an educator is classroom management. Classroom management refers to the efforts made by teachers or homeroom teachers to create and maintain an optimal classroom environment that supports the teaching and learning process. This is achieved by effectively and efficiently utilizing teachers, students, and facilities to meet educational goals. Classroom management is considered successful when students are motivated to learn. Quality learning does not solely depend on curriculum updates, facility availability, a teacher's sympathetic personality, engaging teaching methods, or a teacher's extensive knowledge but also on their ability to manage the classroom. Every learning activity aims to achieve instructional goals as well as supporting objectives. However, in practice, the learning process often does not proceed as expected. Therefore, teachers must create and sustain a classroom environment that fosters a highquality learning climate to achieve educational goals.

A teacher's ability to manage the learning process is a crucial factor that determines the effectiveness of teaching and learning. According to Prabowo in Rizki Ananda (2018), an ideal teacher should not act as the sole actor dominating classroom discussions. Instead, teachers should create opportunities for students to participate actively, both individually and in groups. Responsibilities within group tasks must be clearly distributed, and teachers should be open to new ideas that may arise spontaneously from students, even if these ideas were not part of the initial lesson plan. One of the essential competencies a teacher must possess is pedagogical competence. This includes the ability to design, implement, and evaluate learning systematically, as well as to guide students in fully developing their potential (Judiani, 2016). Pedagogical competence significantly affects the success of student learning, as it directly relates to the

quality of classroom interaction (Kumala, Susilo, & Susanto, 2018). In addition to pedagogical skills, teachers are also expected to have competencies in personality, social interaction, and professionalism, all of which complement one another.

Social competence, as described by Hujair A. Sanaky in Louisa Silalahi (2023), refers to a teacher's ability to interact effectively within the social environment. This involves an understanding of their role as an integral part of the educational community, and the ability to communicate well with students, fellow educators, parents, and the surrounding community. Positive social interactions and problem solving abilities in social contexts are essential components of a teacher's success in fulfilling their role. Meanwhile, professional competence refers to a teacher's mastery of subject matter in a broad and indepth manner. This competence enables teachers to guide students in achieving the competency standards set by the national education curriculum (Hasan in Syarifah Widya Ulfa, 2024). A professional teacher not only masters the subject content but can also relate it to students' real life contexts and adjust teaching strategies to meet students' needs. Therefore, teacher professionalism serves as a vital foundation in carrying out their duties and responsibilities effectively, in order to achieve educational goals.

## **LITERATURE REVIEW**

Based on this background, it can be concluded that a conducive learning environment is a crucial factor in the success of the student learning process. As facilitators, teachers play a central role in creating and managing an effective learning environment. However, many teachers still struggle to establish an optimal learning setting. Hence, this study aims to analyze teachers' ability in managing the learning environment for elementary school students. The researcher is interested in further exploring how teachers manage the learning environment at Iqra Islamic Elementary School in Petobo. Therefore, the study is titled Analysis of Teachers' Ability in Managing the Learning Environment of Students at Iqra Islamic Elementary School in Petobo.

## **METHODOLOGY**

This study employs a qualitative approach with a descriptive research design. The qualitative approach was selected because it allows for an indepth understanding of the phenomena being studied, specifically related to teachers' abilities in managing the learning environment of students at Iqra Islamic Elementary School in Petobo. Qualitative research focuses on meaning, understanding, and natural social processes within educational contexts. Therefore, this approach is highly relevant for exploring how classroom management practices are implemented by teachers in their daily activities, as well as the challenges faced in creating a conducive learning environment. The aim of this research is to explore teachers' classroom management abilities comprehensively based on four main aspects: 1) general teaching ability; 2) pedagogical competence; 3) social competence; and 4) professional competence. Consequently, the data collected is qualitative in nature and is analyzed

descriptively, describing the reality as it is in the field without manipulating or intervening with the variables being studied.

The research was conducted at Iqra Islamic Elementary School located in Petobo, Palu City. This location was chosen because the school represents an Islamic based educational institution with distinctive learning characteristics, serving as a representative case for Islamic elementary education. The subjects of this research are the teachers at Iqra Islamic Elementary School, focusing primarily on classroom teachers who are directly responsible for the teaching and learning process and classroom management. Multiple data collection techniques were employed to obtain valid, comprehensive, and indepth information. The main methods included observation, questionnaires, interviews, and documentation through audio and visual recording. Data triangulation was also applied to enhance validity by comparing information gathered through different sources and techniques.

Observations were conducted directly by the researcher during classroom activities to understand how teachers manage the learning environment, including seating arrangements, use of learning media, interactions with students, and behavior management. Observation sheets served as guides for noting significant events throughout the lessons. These observations provided the researcher with contextual insights into how teachers interact with students in real settings. In addition to observations, questionnaires were distributed to teachers. These consisted of both closed and open ended items related to teachers' perceptions of their classroom management abilities. The questionnaire served as a preliminary tool to collect data on teachers' attitudes, perceptions, and beliefs regarding their practices.

Semi structured interviews were conducted with selected teachers, using open ended questions to allow for deeper exploration of responses. The interviews were audio recorded to ensure accurate transcription and analysis. The audio recordings helped the researcher capture the full context and nuances of the teachers' explanations. Visual documentation, such as photographs and short video recordings, also supported the findings from observations and interviews. A mobile phone camera was used to document classroom conditions, teacher activities, and interactions between teachers and students. These visual records served as supplementary evidence to enhance the researcher's interpretations. After collecting all data, the next step was data analysis. A thematic analysis was conducted to identify major themes emerging from the observations, questionnaires, and interviews. The data was organized, coded, and categorized according to the key aspects of teacher competence pedagogical, social, and professional. The analysis followed an inductive process, beginning with specific findings from the field and concluding with broader generalizations. The final analysis was presented in descriptive narrative form to reflect the actual conditions observed in the field.

Based on the interview results, it is evident that the teachers at SD Islam Iqra Petobo have a comprehensive understanding of the learning environment. The learning environment is viewed not only as a space for academic instruction but also as a context that involves the challenges of addressing students' diverse learning styles and their ability to interact with peers. To create a comfortable and enjoyable classroom, specific strategies are employed, such as grouping

students based on ability levels high, medium, and low and applying personalized approaches to each group.

In terms of physical classroom management, student seating is arranged in small groups of three to four students, and the seating layout is varied (U-shaped, O-shaped, or rows) depending on the lesson material. To encourage active student participation, interactive methods, including educational games and traditional lectures, are utilized. Furthermore, the use of learning media is enhanced through technology based tools such as Quizizz, Kahoot, and game based learning platforms, which not only increase engagement but also make the learning process more dynamic. At the end of each session, reflective evaluations are conducted to assess the effectiveness of teaching methods, often by asking students reflective questions about the material covered.

Social competence also plays a crucial role in classroom management. Challenges are faced in dealing with students with varying levels of activeness and personalities, especially those who are less supportive or unwilling to listen. To encourage active participation, emotional support is provided, and efforts are made to build students' self confidence. When dealing with students who are less involved in class activities, a direct communication approach is adopted to create a sense of safety and inclusion. Building a positive relationship with students is a priority, achieved through effective communication that allows an understanding of the students' problems. Additionally, the importance of collaboration between home and school in creating a supportive and holistic learning environment for the students is acknowledged.

From a professional perspective, mastering and effectively utilizing instructional media is emphasized. The use of technological tools like Quizizz and Kahoot demonstrates a commitment to modernizing education and keeping students engaged. Continuous improvement of competencies is encouraged, particularly in building effective and disciplined learning environments. Regarding personality competence, maintaining student discipline and focus through good communication and the implementation of mutually agreed upon rules is highlighted. The role is recognized not only as knowledge facilitators but also as leaders responsible for shaping students' character. Despite challenges in managing diverse student behavior, efforts are made to maintain a positive and productive classroom environment. Overall, the interview data reveal a strong commitment to creating a conducive learning atmosphere. Pedagogical sensitivity, social empathy, professional adaptability, and personal integrity are demonstrated in teaching practices. However, there is recognition of the need for continuous development in areas such as collaborative learning strategies and optimal use of educational technology, reinforcing the importance of ongoing teacher development initiatives.

Table 1. Recapitulation of Results and Scores From the Questionnaire

No.	Indicators	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Total	Percentage (%)
1.	Teachers create a comfortable and safe classroom atmosphere for learning	4	4	4	3	15	3,75%
2	Teachers use a variety of learning methods to maintain student interest	3	3	4	3	13	3,25%
3	The teacher gives students the opportunity to ask questions and discuss	4	4	4	3	15	3,75%
4	The teacher walks around the class to monitor student activities during learning	4	4	3	3	14	3,5%
5	The teacher arranges student seating to support good interaction	3	4	3	4	14	3,45%
6	Teachers use learning media that are interesting and relevant to the material	4	3	3	3	13	3,25%
7	The teacher provides positive feedback on student answers and participation	4	3	4	3	14	3,5%
8	Teachers relate lesson materials to students' daily experiences	4	3	3	3	13	3,25%
9	The teacher conducts apperception before starting a new lesson	4	4	4	4	16	4%
10	The teacher concludes the lesson material at the end of the session to ensure student understanding	4	4	4	3	15	3,75%
11	Teacher regulates students when there is a commotion	4	4	4	4	16	4%
12	Teachers create rules together with students	4	4	4	3	15	3,75%
13	Teachers create study groups	3	3	2	3	11	2,75%
14	Teachers are always on time when starting and ending lessons	3	2	4	4	13	3,25%
15	The teacher encourages students to actively ask questions	4	3	4	3	14	3,5%
16	Teachers teach students to participate in classroom planning	3	3	3	4	13	3,25%
17	Teachers build positive relationships with students	4	4	4	3	15	3,75%
18	Teachers involve parents in student learning development	4	3	4	4	15	3,75%

19	Teachers ensure that all students are involved in learning activities	4	4	4	3	15	3,75%
20	Teachers involve technology in the learning process	3	3	3	3	12	3%

The observations conducted at SD Islam Iqra Petobo provided a concrete, indepth understanding of teachers' classroom management practices. These observations complemented interview and questionnaire data by capturing firsthand behaviors, routines, and teacher student interactions during daily lessons. A key finding was the teachers' success in fostering a positive and engaging classroom atmosphere. For instance, educators greeted students warmly at the start of lessons, arranged seating dynamically, and incorporated interactive media like projectors and educational games. Teacher student interactions were collaborative, with open ended questions prompting students to share ideas and participate actively. This approach demonstrated the teachers' role not as mere information providers but as facilitators of student centered learning.

Furthermore, the strategy of grouping students by ability was evidently implemented effectively. Teachers deliberately organized small groups to support collaborative learning, especially during discussion or hands on activities. This approach helped lower achieving students build confidence with peer support while also challenging higher achieving students to take leadership roles within their groups. In terms of classroom discipline management, teachers demonstrated consistency in applying class rules that had been mutually agreed upon. For example, before starting the lesson, teachers would remind students of the rules and provide positive reinforcement to those who complied. When disruptions occurred, teachers typically employed persuasive approaches and open dialogue rather than harsh punishments. This reflects their efforts to maintain a positive classroom climate that supports students' character development.

The observations also revealed that teachers were responsive to students' individual needs. For instance, when a student appeared to struggle with understanding the material, the teacher would approach the student directly and offer additional explanation. This behavior reflects care and empathy in creating an inclusive learning environment that accommodates the needs of all students. Overall, the observation results reinforce the conclusion that teachers at SD Islam Iqra Petobo have made consistent and sincere efforts to manage a conducive learning environment. Pedagogical, social, professional, and personal competencies are integrated into daily teaching practices. While there is still room for improvement, such as maximizing the use of digital learning media, the overall strategies and classroom dynamics observed indicate that teachers are on the right track in creating an effective and engaging learning process.

## **RESULTS AND DISCUSSION**

Based on the research conducted at SD Islam Iqra Petobo, it can be concluded that teachers possess a solid understanding of the importance of creating a conducive learning environment. A positive learning setting is not only directed toward academic achievement but also includes character building, the development of social values, and fostering students' spiritual attitudes. Teachers understand that a positive and interactive classroom atmosphere directly influences students' motivation and engagement in the learning process. The role extends beyond delivering content; teachers also function as facilitators, motivators, and mentors throughout the students' development. In this context, there is a high level of awareness in recognizing each student's unique characteristics. Efforts are made to understand students' diverse backgrounds, capabilities, and individual learning needs. This is evident in the way teachers communicate, which tends to be open and supportive, and in their efforts to create an inclusive and participatory classroom environment. Some teachers have adopted a variety of teaching methods, such as group discussions, question and answer sessions, simulations, and educational games. These varied methods help make learning more engaging and dynamic, which in turn boosts students' enthusiasm.

Additionally, teachers at this school are generally successful in establishing a safe and comfortable classroom climate. This is crucial because emotional safety encourages students to speak up, share ideas, and build confidence. Teachers focus not only on knowledge transfer but also on fostering healthy relationships between teachers and students as well as among peers. For example, during lessons, teachers promote collaboration through group tasks and allow time for students to reflect and share their learning experiences. However, this study also identified several aspects that need improvement. One area is the optimization of group learning strategies. Although teachers have employed group work, its implementation is not always effective. There are still instances where certain students dominate while others remain passive. This indicates a need for further training in managing group dynamics and ensuring equal participation among students in collaborative tasks.

The study also identified areas requiring improvement in classroom management practices. Teachers' utilization of instructional media remains limited, with heavy reliance on traditional tools like blackboards and textbooks rather than incorporating more engaging technologies or visual aids. Incorporating relevant and interesting media is essential for accommodating diverse learning styles and reinforcing key concepts, suggesting a need for training in innovative teaching practices and effective use of contextual learning materials. Regarding classroom discipline, while some educators have established clear rules, enforcement often lacks consistency. This inconsistency may diminish the effectiveness of classroom management and create confusion among students. Establishing a fair, transparent, and consistently applied behavior management system would help maintain an orderly yet comfortable learning environment.

Beyond technical aspects of classroom management, this research highlights the importance of teachers' pedagogical, social, and professional competencies in creating an ideal learning environment. Pedagogical

competence enables teachers to design and deliver effective lessons tailored to student characteristics. Social competence helps foster harmonious relationships and a positive classroom climate. Professional competence is closely related to a deep mastery of the subject matter, which is essential in guiding students to meet national education standards. Overall, the findings indicate that the teachers at SD Islam Iqra Petobo are on the right track in building a conducive learning environment. Nevertheless, to achieve an ideal level of teaching quality, ongoing teacher development is essential. This can be facilitated through training, workshops, teacher learning communities, and support from school management and education authorities. Only through continuous capacity building can the goal of creating an inclusive, enjoyable, and empowering learning environment for all students be fully realized.

### **CONCLUSION AND RECOMMENDATION**

This study demonstrates that the teachers at SD Islam Iqra Petobo possess a reasonably strong competence in creating a conducive learning environment. The teachers understand the importance of a comfortable classroom atmosphere, the use of varied instructional strategies, and approaches that encourage active student participation. Their pedagogical, social, professional, and personal competencies are integrated into adaptive and responsive teaching practices that meet the needs of their students. However, improvements are still needed in several areas, particularly in collaborative learning and the optimal use of educational technology. Through continuous training, reflection, and collaboration among teachers, efforts to create an ideal learning environment are expected to be further enhanced, ultimately having a positive impact on both students' academic development and character growth.

### **FUTHER STUDY**

This research still has a delay, so it is necessary to conduct further research related to the topic of Analysis of Teachers' Ability in Managing the Learning Environment of Students at Iqra Islamic Elementary School (SD) in Petobo to improve this research and add insights for readers

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Wulandari, Latief, Rizal

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*Wulandari, Latief, Rizal*

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