



Classroom Management Strategies in Creating a Conducive Learning Atmosphere at Sdn 8 Mamboro

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ABSTRACT

This study aims to identify classroom management strategies in creating a conducive learning atmosphere at SDN 8 Mamboro. Using a descriptive qualitative method, data was collected through literature study, observation, interviews, and documentation with a total of 6 teachers as samples. The research focus includes classroom design, organization, monitoring, and evaluation. The results show that adaptive and communicative teacher strategies, with adjustments to learning methods and healthy social interactions, are effective in increasing student motivation, participation, and character even though the use of technology is still limited. Observations were made during the even semester of 2025. This strategy is the key to improving the quality of learning in elementary schools

INTRODUCTION

Strategy is a plan that includes comprehensive and integrated steps that serve as guidelines in carrying out a job. Strategy provides direction in achieving goals and becomes a tool to excel in competition. In addition, strategy is also considered a reliable instrument for managing things, so that users are not only able to survive, but also develop better than before (Wati & Trihantoyo, 2020). In the context of education, classroom management strategies are efforts made by teachers to create and maintain optimal learning conditions so that students feel comfortable and at home in the classroom, so that learning achievement can increase (Budiya & Al Anshori, 2022).

Effective classroom management creates a conducive atmosphere that allows students to learn well, understand the material easily, and teachers can carry out the learning process smoothly (Khotimah & Sukartono, 2022). Teachers need to pay attention to various aspects such as class layout, curriculum, learning methods, rules, communication, time management, and student characteristics in order to create a supportive learning environment (Kaan Zulfikar Deniz 2020). A conducive learning atmosphere is instrumental in improving the quality of learning, preventing students from boredom and mental fatigue, and motivating them to actively participate in the learning process (Jumrawarsi & Suhaili, 2021). Therefore, teachers must consciously create and maintain a conducive learning environment so that student development runs effectively and learning objectives are achieved optimally (Setiawan & Mudjiran, 2022).

Based on initial observations at SDN 8 Mamboro, classroom management remains a major challenge for teachers, especially in maintaining student discipline. Students often exhibit disruptive behavior such as talking without permission, fighting, and lack of focus on the lesson, which has an impact on decreasing students' learning motivation and interest in participating in learning. This condition shows the need for more effective classroom management strategies to create a conducive learning atmosphere. This study aims to examine classroom management strategies applied by teachers at SDN 8 Mamboro in creating a conducive learning environment.

The contribution of this research lies in enriching the understanding of classroom management in primary schools, especially in the context of SDN 8 Mamboro which has unique characteristics and challenges. The results are expected to provide practical recommendations for teachers in developing adaptive and communicative classroom management strategies, thus supporting the improvement of learning quality and student achievement.

LITERATURE REVIEW

Research conducted by Abd Gafur et al (2019), in their research entitled "Classroom Management Strategies in Creating a Conducive Learning Atmosphere in SD / MI". The results of this study indicate that classroom management is one of the most important challenges facing novice teachers based on the large amount of data from new teachers who complain about their difficulties in managing the classroom. Based on the results of the study, several classroom management strategies developed by MI Khadijah teachers were found, namely: 1. Physical management strategies and 2. Student management strategies.

Research conducted by Amalia Ratna Zakiah Wati (2020), in her research entitled "Featured Class Management Strategies in Improving Student Learning Achievement" based on the results of her research, namely superior class management strategies in improving learning achievement, a strategy is needed. SMP 1 Turi Lamongan has several strategies for managing superior classes in improving student achievement, namely building cooperation with students in learning, creating a conducive learning climate, evaluating the teaching and learning process.

METHODOLOGY

This research used a qualitative approach with a descriptive type and case study design to gain an in-depth understanding of classroom management strategies at SDN 8 Mamboro. The qualitative approach was chosen because it allows researchers to observe social phenomena in a participatory and inductive manner (Chan et al., 2019). The research subjects were 6 homeroom teachers from grade 1 to grade 6 at SDN 8 Mamboro, who were selected by total sampling. The research was conducted in the odd semester of the 2024/2025 academic year at the location of SDN 8 Mamboro, Jalan Lentora No. 10, North Palu District, Central Sulawesi. Data were collected through direct observation of teacher activities in managing the classroom, in-depth interviews with homeroom teachers, and documentation in the form of school administration and learning media. The instruments used included observation sheets, interview guidelines, questionnaires, and documentation to support data validity. The data analysis technique used in this study refers to Miles et al, (2014) namely data condensation, data display, and conclusion drawing/verifications.

RESULTS AND DISCUSSION

Classroom management strategies at SDN 8 Mamboro have proven to be a key factor in creating a conducive learning environment that supports students' overall development. Based on observations and interviews with teachers at various levels, it was found that the classroom management approach is highly contextualized and tailored to the needs and characteristics of students at each level.

In the lower grades (grades 1-3), teachers emphasize the formation of positive habits, a sense of security, and a pleasant atmosphere. Classes are decorated with bright colors, educational pictures, and equipped with reading corners and play corners that are suitable for early childhood characters. Desks are arranged in pairs to encourage cooperation, and students are given daily tasks in rotation such as maintaining stationery or cleaning pickets. Behavior management is done by giving praise, stickers, and a point system, which is effective in fostering students' sense of responsibility and self-esteem. Teachers also conduct personalized and empathic monitoring, pay attention to students' expressions and feelings, and conduct simple evaluations through daily notes and reflective conversations at the end of the week. This approach reflects teachers' concern for students' emotional and psychological comfort, while instilling social values early on.

Meanwhile, in the higher grades (grades 4-6), classroom management strategies focus on developing personal responsibility, independence, cooperation and critical thinking skills. Desks are arranged in groups to support discussion and collaboration, and there are work boards and idea boards to accommodate student creativity. There is also a reflection corner in the classroom, where students can calm themselves independently. The class structure resembles a small organization, with a class leader, treasurer and group coordinator, which trains leadership and self-management. Teachers monitor students' participation in discussions, provide sparking questions at the beginning of the lesson, and conduct evaluations through weekly progress journals and immediate feedback. The learning methods used are increasingly varied, ranging from group discussions, presentations, problem-based learning, to simple projects. Technology is being utilized more fully, such as educational video playback, interactive quizzes and digital exam simulations.

Interview results show that teachers at SDN 8 Mamboro not only focus on academic aspects, but also on character building and habituation of positive behavior. Teachers act as facilitators and companions, adapting classroom management strategies to the psychological and social needs of students. Classroom rules are formed in a participatory manner, where students are involved in drafting the code of conduct and class contract, so that they feel ownership and responsibility for the learning environment.

The classroom management strategies implemented at SDN 8 Mamboro show strong innovation and adaptation to classroom dynamics. The use of technology, although still limited in some classes, has had a positive impact in improving interaction and learning effectiveness. Teachers also actively reflect and evaluate, both individually and in groups, to ensure each student receives appropriate attention and support.

Overall, this confirms that effective classroom management depends not only on the application of rules or the use of technology, but also on teachers' sensitivity, flexibility and creativity in understanding students' needs. A humanist, communicative and adaptive approach is key in creating a healthy, productive and enjoyable learning climate. The success of classroom management at SDN 8 Mamboro can serve as a model for other primary schools in developing classroom management strategies that are relevant to the challenges and needs of the times.

Based on the results and discussion, classroom management strategies implemented by teachers at SDN 8 Mamboro play an important role in creating a conducive learning atmosphere and supporting students' active involvement. This finding is in line with a recent study by Wati & Trihantoyo (2020), which emphasizes that classroom management strategies must be comprehensive, integrated and adaptive to students' developmental needs. Teachers should not only act as material deliverers, but also as facilitators who build a safe, comfortable and motivating environment (Budiya & Al Anshori, 2022).

In practice, teachers at SDN 8 Mamboro apply various approaches ranging from the physical arrangement of the classroom, participatory rule enforcement, to the gradual utilization of technology. Research by Khotimah & Sukartono (2022) confirms that effective classroom management must pay attention to space layout, time management, and student involvement in the learning process. This is also reflected in the findings of this study, where teachers actively organize the classroom, organize learning schedules, and involve students in making class rules.

In the use of technology, SDN 8 Mamboro utilizes technology as visual media, evaluation tools and material enrichment sources. Teachers utilize educational videos, learning apps and other digital devices to enrich students' learning experience. However, the use of technology is still balanced with healthy social interactions and effective communication between teachers and students. This is supported by Deniz (2020) that the use of technology in learning can increase student motivation and participation.

The support of social relationships between students and empathic communication between teachers and students has also proven to be very important. Setiawan & Mudjiran (2022) assert that a conducive learning atmosphere can prevent students from boredom and mental fatigue, and increase motivation and learning resilience. Teachers at SDN 8 Mamboro build two-way communication, provide positive feedback and create a child-friendly classroom atmosphere. This practice is in line with the findings of Jumrawarsi & Suhaili (2021), who stated that harmonious social interaction and open communication are the keys to successful classroom management in elementary schools.

In addition, the utilization of existing learning facilities, although not fully equitable, has been used optimally by teachers to support teaching and learning activities (Kalimatusyaro et al., 2023). Teachers show creativity in managing limited facilities by maximizing available teaching aids, books and digital media. Overall, classroom management strategies at SDN 8 Mamboro have succeeded

in creating an orderly, comfortable learning environment that supports students' development both academically and characteristically.

CONCLUSION AND RECOMMENDATION

Effective classroom management strategies depend not only on rules or technology, but also on the teacher's ability to understand the needs of students at each stage of their development. SDN 8 Mamboro teachers show high awareness in choosing and adjusting appropriate learning methods. Although the use of technology is still limited, it has started to have a positive impact in improving learning interaction and effectiveness. Successful classroom management in this school emphasizes the importance of a humanist, communicative and flexible approach to creating a conducive learning environment. A good learning atmosphere in primary schools depends not only on the curriculum or teaching methods, but also on influencing factors such as healthy social interactions, effective communication and a supportive physical environment. When students feel accepted, heard and learn in a comfortable space, they will be more motivated to be active in learning. Experience at SDN 8 Mamboro shows that teachers have an important role in creating this atmosphere. Therefore, increasing teachers' capacity in building good communication and optimizing learning facilities are important steps to create a conducive classroom atmosphere. In addition, the implementation of classroom management strategies at SDN 8 Mamboro shows a clear impact between the approaches teachers use and students' learning outcomes and character. Flexible and developmentally appropriate approaches have proven effective in creating a positive learning environment. Despite challenges such as technology limitations and students' different abilities, teachers manage to adapt well. The classroom management strategies implemented not only create order, but also encourage student motivation, independence and responsibility.

FUTHER STUDY

Every study has limitations that need to be considered in the interpretation of the results. In this study, the main limitation lies in the scope of only one school, SDN 8 Mamboro, so the results may not fully represent conditions in other primary schools with different characteristics. In addition, the limited facilities and physical environment of the classroom also affected the optimal implementation of classroom management strategies. Therefore, it is recommended that future research can expand the scope by involving more schools so that the results are more comprehensive and generalizable. In addition, it is important for teachers to continuously improve their classroom management competencies through training, self-reflection, and sharing good practices with peers to develop more effective strategies. The role of parents is also crucial, so they are expected to work together with schools and teachers in building positive learning habits at home. Finally, maintaining good communication between teachers, students, schools and parents is key to creating synergy that supports a conducive and quality learning atmosphere. Thus, collaboration between all parties is an important foundation for successful classroom management and improving the quality of education.

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