

## Teacher Strategies in Organizing Innovative Classrooms at MI Mara qitta'limat Sidutan Kayangan Academic Year 2024/2025

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### Abstract

*This research aims to analyze the strategies implemented by teachers in organizing innovative classrooms at MI Mara qitta'limat Sidutan Kayangan during the 2024/2025 school year. Good classroom settings can have a positive impact on the quality of learning, create a pleasant learning atmosphere, and increase student motivation and creativity. This research uses a qualitative approach with a case study design. Data was collected through direct observation in the classroom, interviews with several teachers, and analysis of documents related to classroom settings. The research results show that teachers at MI Mara qitta'limat Sidutan Kayangan implement several innovative strategies, such as flexible seating arrangements to support various learning activities, the use of interesting and varied learning media, and the creation of a comfortable classroom environment that supports student creativity. Despite facing challenges such as limited budgets and limited space, teachers try to maximize the potential of classrooms to support more effective learning. Based on these findings, it can be concluded that innovative classroom arrangements have a very important role in improving the quality of learning and creating an active and enjoyable learning environment for students*

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## 1. INTRODUCTION

Education has a very important role in developing quality human resources. In the context of basic education, the classroom is not only a place to transfer knowledge, but also a space to develop students' skills, attitudes and character. Therefore, it is important for teachers to be able to create a classroom environment that supports various aspects of student development. One factor that has a big influence on learning is the classroom setting itself. A well-managed classroom can create a positive learning atmosphere, increase motivation, and facilitate productive interactions between students and teachers. In fact, innovative classrooms can encourage the creation of a more effective and enjoyable learning process. Innovative classrooms not only support cognitive learning processes, but also provide opportunities for students to interact, collaborate and develop their creativity. This is in line with the opinion of Sugihartono (2022), who states that "a well-managed classroom can create a learning atmosphere that can stimulate students' motivation and creativity to be actively involved in the learning process." In other words, classroom settings not only affect the physical aspects, but can also have a direct impact on the quality of the learning process itself.

Innovative classroom management has become an integral part of the learning process that takes place at MI Mara qitta'limat Sidutan Kayangan. Teachers at this school are required to be able to manage classrooms flexibly, where student seating, the arrangement of learning media, and the use of technology can be adjusted to the various learning methods applied. As stated by Hamid (2021), "Innovation in classroom management covers various aspects, from seating arrangements to choosing media and technology that supports learning." This classroom innovation is expected to be able to create a dynamic learning atmosphere and support student development, both from an academic and social-emotional perspective. One important aspect to consider in a classroom setting is flexibility. With seating arrangements that can be changed, students can more easily collaborate, discuss and work in groups. Apart from that, the use of various learning media, such as interactive whiteboards,

digital devices, and interesting teaching materials, can also make learning livelier and motivate students to be more active in the learning process. According to Suyanto (2023), "The use of creative and innovative learning media can facilitate a deeper understanding of concepts and provide an enjoyable learning experience for students." Innovative classroom settings must also support learning oriented towards new approaches, such as project-based learning and collaborative learning, which are increasingly important to implement in today's educational context.

However, although the importance of innovative classroom settings is increasingly recognized, in reality many teachers still face challenges in creating classrooms that support innovative learning. One of the main challenges often faced is limited budget and physical classroom facilities. Many schools, including at MI Maraqitta'limat Sidutan Kayangan, are limited in terms of space and funds, so teachers have to be more creative in optimizing existing resources. This requires good managerial abilities and skills in utilizing various learning media that are affordable but still effective. This research aims to dig deeper into the strategies implemented by teachers at MI Maraqitta'limat Sidutan Kayangan in organizing innovative classrooms. In this research, we will analyze how these strategies can support more effective and enjoyable learning, as well as what challenges teachers face in creating innovative classrooms. Apart from that, this research also aims to identify the impact of classroom settings on students' motivation and creativity in participating in learning. This research is very important because it can provide insight for teachers and other educational managers about how to organize classrooms with a more innovative and effective approach. Along with the times and advances in technology, classrooms must be able to adapt to growing educational demands, which emphasize learning based on collaboration, creativity and technology. Thus, the classroom is no longer just a place for students to sit, but is also a dynamic space that supports students' holistic development in various aspects.

Based on the problem description above, the focus described in this research is (1) Analyzing the strategies applied by teachers in organizing innovative classrooms at MI Maraqitta'limat Sidutan Kayangan., (2) Assessing the influence of classroom arrangements on the ongoing learning process., and (3) Identifying the challenges faced by teachers in creating innovative classrooms.

## 2. RESEARCH METHOD

This research methodology was designed to explore and analyze teachers' strategies in organizing innovative classrooms at MI Maraqitta'limat Sidutan Kayangan. In this research, the approach used is a qualitative approach with a case study method, which allows researchers to gain an in-depth understanding of the context and practices implemented by teachers at the school. This approach was chosen because it aims to explore data in more detail, depth and contextuality related to innovative classroom management strategies.

The type of research used in this study is a case study. The case study approach allows researchers to analyze phenomena more specifically in a limited context, namely at MI Maraqitta'limat Sidutan Kayangan. This case study aims to explore in depth how teachers implement various innovative classroom organization strategies. According to Yin (2014), case studies are a very effective approach to analyzing problems that occur in certain contexts and identifying solutions and challenges faced. In this case, the unit of analysis is the classroom management practices carried out by teachers at SDN 2 Kayangan, which will be analyzed comprehensively to provide a clear picture of the implementation of innovation in the classroom.

The subjects in this research consisted of teachers who taught at MI Maraqitta'limat Sidutan Kayangan in the 2024/2025 academic year. Researchers will select a number of teachers who teach in various classes, from low classes to high classes, in order to obtain a broader view of the classroom management, strategies implemented. Apart from that, students will also be involved in this research as participants to get their perspectives regarding classroom settings and their impact on comfort and learning effectiveness. The selection of teachers and students as research subjects was based on their

direct involvement in implementing classroom strategies and the impact felt during the learning process.

To collect data, this research will use three main techniques, namely observation, interviews and documentation. Observations were carried out to see directly how teachers organize classrooms, manage interactions between students, and record the use of learning media used in the teaching and learning process. These observations are carried out in various situations, both when learning takes place individually and in groups, in order to get a more complete picture of the dynamics of the classroom being implemented. In addition, in-depth interviews will be conducted with several teachers to gain information regarding the reasons, strategies and challenges in organizing the classroom. Interviews were also conducted with students to gain their perspectives on the influence of classroom settings on their learning experiences. Finally, documentation will be used to collect additional data in the form of lesson plans, photos or pictures of classrooms, as well as materials or teaching aids used during the learning process.

Data collected from observations, interviews and documentation will be analyzed using thematic analysis techniques. In thematic analysis, researchers will identify patterns or themes that emerge from the data that has been collected. These themes will describe various aspects of the classroom organization strategies implemented by teachers, as well as how these impact the learning process. The analysis process begins with transcription of interview data and observation notes to facilitate understanding. After that, the researcher will code the data to identify important information that is relevant to the research question. The codes found will then be grouped into larger categories or themes. Finally, researchers will interpret the results of the thematic analysis to draw conclusions relevant to the research objectives.

### **3. RESEARCH RESULTS AND DISCUSSION**

#### **3.1. Flexible Seating Arrangements**

Flexible seating arrangements are one of the innovative strategies implemented by teachers at MI Maraqitta'limat Sidutan Kayangan. In the classroom, student seating is not only arranged conventionally, but is arranged in such a way as to support more dynamic learning activities. Movable tables and chairs allow teachers to adapt the classroom to the type of activities to be carried out. For example, during individual learning, tables and chairs are arranged in rows facing the front, whereas when learning is carried out in groups, the tables are combined to facilitate discussion and collaboration between students. This strategy is very effective for supporting collaboration-based learning and increasing interaction between students. Apart from that, the flexibility of seating also helps students feel more comfortable and not tied to one particular position, which can increase their concentration and motivation in studying. As stated by Suyanto (2023), flexible seating arrangements can increase student involvement in learning, because they feel freer and actively participate in various types of class activities.

#### **3.2. Use of Varied Learning Media**

Teachers at MI Maraqitta'limat Sidutan Kayangan utilize various types of learning media to make the teaching and learning process more interesting and interactive. The use of interactive boards, pictures, visual aids and digital technology is one of the main strategies for managing innovative classrooms. These media not only make learning material easier to understand, but also make the class atmosphere livelier and more enjoyable. Teachers also utilize digital technology, such as using projectors and online learning applications, to support more interactive learning. Students can participate directly by using digital devices, such as tablets or laptops, to access learning materials, work on assignments, or even collaborate with their friends on learning projects. This is in line with the opinion of Diana (2019) who states that varied learning media can increase student involvement and enrich their learning experience.

#### **3.3. Creating a Fun Environment**

One of the strategies that stands out at MI Mara qitta'limat Sidutan Kayangan is the teacher's efforts to create a comfortable and enjoyable classroom. Teachers organize classrooms with designs that support a positive learning atmosphere. Using bright colors on the walls and neatly arranging the space is important in creating an atmosphere that supports student concentration and creativity. Classroom decoration not only functions as an aesthetic element, but also as a tool to support learning. For example, in several corners of the classroom, there are posters related to the subject matter being taught, which can remind students of the topic being discussed. A neat arrangement also provides a sense of comfort and order for students, which in turn can increase their concentration in following lessons. As stated by Sugihartono (2022), a pleasant and aesthetic classroom environment can stimulate students' enthusiasm for learning and make them feel more involved in learning activities.

### **3.4.Implementation of Project-Based Classrooms**

Teachers at MI Mara qitta'limat Sidutan Kayangan also apply the concept of a project-based classroom (Project-Based Learning) which supports collaborative activities between students. Classrooms are organized in such a way as to allow students to work in groups and collaborate in completing creative assignments. Flexible tables and chairs as well as the use of space for presentations and group discussions allow students to move and work together with their friends. In a project-based classroom, students are not only recipients of the material, but are also actively involved in the learning process. They are given the opportunity to develop critical thinking skills, problem solving, and social skills through group collaboration. Teachers act as facilitators who assist students in completing project assignments, provide guidance, and ensure that learning objectives are achieved. The application of this approach is also in line with the opinion of Hamid (2021) who states that project-based learning encourages students to be more active, creative and independent in learning.

### **3.5.Challenges in Innovative Classroom Settings**

Even though various innovative strategies have been implemented at MI Mara qitta'limat Sidutan Kayangan, it cannot be denied that there are several challenges faced by teachers in organizing classrooms. One of the main challenges is limited physical space. Some classes at MI Mara qitta'limat Sidutan Kayangan have limited sizes, so not all classroom management strategies can be implemented optimally. To overcome this, teachers often have to organize their classrooms creatively, making the best use of every corner of the classroom. Another challenge is the limited budget to purchase more modern learning media. Even though teachers try to use digital technology in learning, not all classes are equipped with adequate equipment, such as projectors or computer equipment for each student. Therefore, teachers often make maximum use of existing tools and replace certain tools or media with more affordable alternatives, such as pictures or manual teaching aids.

However, challenges such as limited physical space and budget remain obstacles to implementing these strategies. Therefore, it is important for schools and the government to provide more support in terms of facilities and training to teachers, so that they can continue to develop more innovative classrooms and support better quality learning.

## **4. CONCLUSION**

Based on the results of research regarding teacher strategies in organizing innovative classrooms at MI Mara qitta'limat Sidutan Kayangan, it can be concluded that effective and creative classroom arrangements have a significant impact on the learning process. Teachers at MI Mara qitta'limat Sidutan Kayangan have implemented various innovative strategies, including flexible seating arrangements, use of varied learning media, creating a fun classroom environment, and implementing project-based classrooms. Flexible seating arrangements provide freedom for students to study individually or in groups according to learning needs, thereby increasing student interaction and

involvement. The use of interesting and varied learning media also supports students' understanding of lesson material, as well as increasing their involvement in learning activities. In addition, creating a pleasant classroom environment through bright decorations and neat room arrangements helps create a conducive atmosphere for students to study comfortably.

The implementation of project-based classrooms allows students to collaborate and develop critical, creative, and social skills through group assignments. However, even though these strategies have proven effective, there are still challenges faced by teachers, such as limited physical space and budget for procuring more modern learning media. Therefore, further support is needed from schools and the government so that teachers can continue to develop innovative classroom management strategies to improve the quality of learning. Overall, the innovative classroom arrangement at MI Maraqitta'limat Sidutan Kayangan makes a major contribution to creating an active, creative and enjoyable learning environment, which can ultimately improve student learning outcomes.

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