

Classroom Management in Improving Elementary School Students' Learning Abilities

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Abstract

Classroom management is a crucial factor in creating a conducive and effective learning environment. This study aims to analyze the role of classroom management in improving students' learning abilities in elementary schools. The research method used was descriptive qualitative, with data collection techniques through observation, interviews, and documentation. The results indicate that good classroom management, including structuring the learning environment, managing time, and consistently implementing classroom rules, can improve student motivation, participation, and learning outcomes. Furthermore, teacher skills in creating positive interactions and controlling behavior also significantly influence the learning environment. Therefore, teachers' ability to manage the classroom is a key competency that needs to be developed to improve the quality of learning.

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1. INTRODUCTION

The learning process in elementary schools is determined not only by the teacher's academic abilities, but also by their ability to manage the classroom effectively. Teachers serve not only as transmitters of material but also as managers of the learning environment, responsible for creating a conducive atmosphere for the growth of student learning activities. According to Djamarah (2011), classroom management is the effort to create and maintain optimal learning conditions so that the teaching and learning process can take place effectively and efficiently. This includes the teacher's ability to organize the classroom, manage learning time, and build positive communication with students.

A well-organized classroom environment is a crucial factor in supporting successful learning. A clean, tidy classroom equipped with engaging learning materials can increase student attention and motivation. Furthermore, clear classroom rules and consistent discipline help create an orderly and safe atmosphere. Teachers also need to foster positive interpersonal relationships with students to foster mutual respect, trust, and comfort throughout the learning process.

However, in practice, many teachers face various obstacles in managing their classrooms. Some common problems include undisciplined student behavior, noise during lessons, and a lack of student attention or participation in learning activities. These conditions can reduce the effectiveness of the learning process and result in poor student learning outcomes. Furthermore, teachers' inability to manage emotions and implement behavioral control strategies can also worsen classroom situations. Therefore, proper classroom management is an urgent need to improve the quality of the teaching and learning process.

Based on this, this study aims to analyze how effective classroom management can improve elementary school students' learning abilities. This research also focuses on factors influencing successful classroom management, such as teacher competence, student characteristics, and a supportive learning environment. It is hoped that the results of this study can contribute to the

development of more innovative and student-centered classroom management practices, thereby optimally achieving learning objectives.

2. RESEARCH METHODS

In this study, the method used was Systematic *Literature Review* (SLR), which is a method that involves identifying, assessing, explaining, and interpreting research findings. In this study, researchers will systematically review and understand the contents of articles. Using the SLR method, researchers will conduct a review by systematically identifying several journals according to predetermined steps that align with the research (Triandini et al., 2019). The analysis is conducted on scientific articles related to learning difficulties and the factors that influence them, both internally and externally. Researchers then analyze and describe the results of existing findings based on the results of the study and observations.

3. RESULTS

Research results show that teachers who are able to manage their classes well tend to create a pleasant, orderly, and participatory learning environment. Effective classroom management is the foundation for a successful learning process in elementary schools. Teachers with good managerial competence can balance enforcing discipline, implementing learning strategies, and fostering social relationships with students. According to Mulyasa (2013) in his book, *becoming a Professional Teacher* (Rosdakarya Youth), professional teachers are not only required to master learning materials, but must also be able to create a conducive classroom climate so that learning objectives can be achieved optimally.

The first aspect found in this study arrangement of the learning environment Teachers flexibly arrange student seating according to the needs of the learning activity, whether in groups, circles, or rows. This arrangement aims to ensure dynamic interactions between students and between teachers and students. Furthermore, the use of learning media such as posters, teaching aids, and motivational boards can attract students' attention to the material being taught. This aligns with Arikunto's (2010) opinion. *Humane Teaching Management* (Rineka Cipta) states that a well-organized learning environment will foster enthusiasm for learning and increase student involvement in learning.

The second aspect is time management and learning activitiesEffective teachers can divide their time proportionally between opening, core, and closing activities. In core activities, teachers use a variety of methods such as discussions, questions and answers, experiments, and educational games that encourage active student participation. According to Rusman (2017), *Computer-Based Learning and Teaching* (Alphabeta), a variety of learning strategies is essential to prevent students from getting bored and to keep them motivated to participate in learning activities. With good time management, every learning activity can run effectively and efficiently.

The third aspect that stands out implementation of class discipline and rules. Teachers and students develop mutually agreed-upon classroom rules to foster a sense of shared responsibility for discipline. Reprimands and sanctions are delivered educationally without judging students. This approach has proven more effective than authoritarian punishments. According to Uno (2011), *Learning Model: Creating a Creative and Effective Teaching and Learning Process* (Bumi Aksara), enforcing discipline accompanied by empathy will shape students' positive character and foster a sense of responsibility for their own behavior.

Furthermore, the research results also show the importance of interpersonal relationships between teachers and students. Teachers who are friendly, open, and empathetic can create a comfortable psychological atmosphere for students. In situations like this, students feel valued and are more willing to express their opinions, ask questions, and actively participate in learning. According to Djamarah (2011), *Teachers and Students in Educational Interaction* (Rineka Cipta), a harmonious relationship between teachers and students can strengthen learning motivation and foster positive learning behaviors. Therefore, the emotional aspect of classroom management is just as important as the technical aspects.

Field observations show that students in well-managed classes have higher levels of concentration, discipline, and participation than those in poorly managed classes. This is because a conducive learning environment allows students to focus on the subject matter and feel motivated to achieve better results. Emmer and Stough (2001), in their article of *Classroom Management: A Critical Part of Educational Psychology, with Implications for Teacher Education* (*Educational Psychologist*, 36[2], 103–112), explain that effective classroom management contributes directly to increasing student academic engagement as well as reducing negative behavior in the classroom.

In addition to these factors, it was also found that successful classroom management is greatly influenced by the teacher's personality and leadership style. Teachers who are firm but warm tend to be more respected by students and are able to maintain a controlled classroom atmosphere. According to Sudjana (2010), *Basics of the Teaching and Learning Process* (Sinar Baru Algensindo), teachers act as leaders who must be able to organize, direct, and guide students so that the learning process proceeds according to the desired goals. Therefore, classroom management is not merely a technical matter, but also a reflection of the teacher's personal and social abilities.

Thus, the results of this study confirm that classroom management is a strategic factor in improving students' learning abilities. A conducive classroom environment, efficient time management, fair discipline, and positive interpersonal relationships between teachers and students are key to successful learning in elementary schools. In line with Mulyasa's (2013) opinion, good classroom management not only impacts learning outcomes but also shapes students' character, responsibility, and independence in the learning process.

4. CONCLUSIONS

Classroom management plays a crucial role in improving students' learning abilities. Teachers who are able to organize the learning environment, apply rules fairly, and build positive relationships with students will create a conducive learning atmosphere. This impacts student motivation, participation, and learning outcomes. Therefore, improving teacher competency in classroom management needs to be a priority in the training and professional development of elementary school teachers.

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