

Implementation of Classroom Management Methods to Improve Learning and Effectiveness of Grade 2 Students of SDN 03 Wonorejo

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ABSTRACT

This study aims to uncover the classroom management strategies applied by grade 2 teachers at SDN 03 Wonorejo in creating a comfortable learning atmosphere and supporting students' social-emotional development. Using a qualitative approach of case studies, data were collected through observation, interviews, and documentation, with the main participant being a teacher and ten purposively selected students. The results of the study show three main focuses: the physical setting of the classroom such as circular benches and literacy corners, agreement-based social interactions such as class contracts and appreciation boards, and the role of teachers in creating a safe emotional atmosphere. This research confirms that participatory and relational classroom management can increase active student involvement. Practically, teachers need to develop emotional sensitivity and strategies that build positive relationships in the classroom. Follow-up research is recommended to reach more diverse levels or school contexts.

KEYWORDS: Classroom management; Rational acceleration; Basic education; Case Study; Student engagement

INTRODUCTION

In the era of globalization, the quality of basic education is one of the priorities for developed and developing countries. For example, international studies show that effective classroom management is one of the key factors in improving student learning outcomes (Rahadian & Budiningsih, 2023). In Indonesia, classroom management is still a significant challenge, especially in the context of variations in student characteristics, the availability of facilities and infrastructure, and teachers' competence in implementing adaptive classroom strategies.

When the researcher conducted initial observations at SDN 03 Wonorejo, several challenges were found, including irregularities in the arrangement of seats, the dominance of some students in class discussions, and the limited use of interesting learning media. This is in line with the findings (Nurhaidah & Syafrina, 2020) that physical regulation and attention distribution in the classroom are often not optimal. In addition, from interviews with teachers and peer-reviewed observations, it can be seen that classroom discipline has not been consistent and the management of student groups is considered less effective.

In a previous quantitative study at SD Negeri 0119 Banjar Raja, it was found that the implementation of classroom management can increase the effectiveness of learning based on teacher strategies and media preparation (Suheddin Hasibuan, 2023). However, the study is still

limited to the mechanical aspect and has not explored in depth the psychological processes and experiences of teachers and students of the lower grades regarding how the method works.

Classroom management has high socio-cultural and educational implications. Socially, the classroom is a microcosm of the collective interaction that shapes the character and social competence of students. The culture, teachers and students at SDN 03 Wonorejo come from various local cultural backgrounds that affect learning styles and classroom dynamics. This perspective demonstrates the importance of qualitative research to gain a thorough understanding of the experience and meaning of learning interactions in specific cultural contexts.

Various studies in elementary and madrasah have highlighted the effectiveness of classroom management in improving motivation and quality of learning (Tune Sumar, 2020). However, there is still a lack of literature on research that explores the interaction process, teachers' informal strategies, and lower students' perceptions of classroom management methods. There have been almost no studies that have focused on 2nd grade elementary school, which has different cognitive-emotional characteristics than higher grades.

This research departs from the qualitative theory of Miles, Huberman & Saldana (2014) to analyze the interaction between teachers and students, alternative strategies (e.g. physical organization, social routines), and their impact on learning effectiveness. Vygotsky's socio-constructivist theory is also used to understand how social interaction in the classroom contributes to the construction of students' understanding. From this perspective, the research highlights the learning process as a result of interpersonal dynamics and classroom structure.

This study aims to explore how the implementation of classroom management methods is carried out by grade 2 teachers at SDN 03 Wonorejo and how students' experiences in this context. The focus of the study includes: (a) the classroom management strategies and procedures used, (b) students' experiences and perceptions of the strategies, and (c) their influence on the effectiveness of teaching and learning activities.

Theoretically, this research is expected to enrich the literature on classroom management with a qualitative approach in Indonesia, especially in elementary school grades, and deepen understanding of the transformation of learning interactions in the context of local culture. Practically, the findings can be used as a reference for teachers and practitioners to develop classroom management strategies that are more contextual, adaptive and based on student understanding, especially in utilizing the physical environment, social routines, and varied learning media.

METHODOLOGY

This study uses a qualitative case study approach to gain an in-depth understanding of the implementation of classroom management methods in grade 2 of SDN 03 Wonorejo. The case study was chosen because it allows researchers to explore complex phenomena in real-life contexts holistically, considering local factors and social interactions that influence the learning process. This approach aligns with case study theory that emphasizes flexibility and practical relevance while still maintaining a wealth of contextual data. The location of the research is grade 2 SDN 03 Wonorejo, Surakarta. The selection of informants was carried out purposively with 2nd grade teachers, 5 students as the main speakers, as well as accompanying teachers and parents as additional informants.

The criteria of informants were selected based on their involvement and direct experience in the application of the classroom management method. The snowball sampling technique is also used to expand the scope of informants, especially when identifying students who are active or experiencing learning challenges, thereby enriching perspectives through informant triangulation. Data collection was carried out through three main techniques, namely semi-structured interviews,

participatory observations, and documentation, which were enriched by triangulation of methods and sources. The interviews are directed at teachers and students, delving into classroom management practices, perceptions, and learning experiences and social interactions. Participatory observation was conducted gradually, with notes focusing on classroom routines, physical arrangement strategies, student grouping, and interaction patterns. Documentation in the form of syllabus, lesson plans, and learning artifacts was also analyzed to understand the context of implementation. Data validation is carried out through source checks, comparing teacher, student, and parent interview data, as well as methodical techniques, such as comparing interview findings, observations, and documentation. In addition, member checking is carried out by asking for informants' responses to the researcher's initial interpretation, and trail audits are carried out by documenting the entire research process including reflective memos and field notes.

RESULTS AND DISCUSSION

A. **How can we explain the method of classroom management to improve learning and effectiveness in the classroom so that students' emotions can be controlled, disciplined, and what kind of classroom scope?**

Based on the results of the research conducted in grade 2 of SDN 03 Wonorejo, it shows a deep understanding of the importance of learning space management as the foundation for creating an effective learning process. Classroom management is an essential part of the success of the learning process, especially at the elementary school level. Grade 2 teachers at SDN 03 Wonorejo point out that classroom management is not just about enforcing the rules, but also about creating a learning environment that facilitates active engagement and emotional comfort for students. Based on the results of observations and interviews, this study found that the success of classroom management in the school was supported by three main aspects, namely physical structure strategies and environmental settings, interaction practices and social discipline, as well as emotional responses and student involvement.

"So the classroom management here is focused on the education of students' character, so from student behavior to their emotions in the involvement of classroom management" ("jadi pengelolaan kelas disini difokuskan pada pendidikan karakter siswa, jadi dari perilaku siswa sampai emosionalnya dalam keterlibatan pengelolaan kelas ")04/GK/19.06.25

The physical layout strategy of the classroom plays a very important initial role. The teacher in this class consciously arranged the benches in a semicircular formation that allowed the whole siswa melihat guru dan satu sama lain. Penataan ini tidak hanya memudahkan komunikasi visual, tetapi juga creating a more inclusive and democratic class atmosphere. Good air circulation from natural ventilation and adequate lighting also support students' physical comfort while studying. In the corner of the classroom, teachers also provide a "literacy corner" containing picture storybooks and creative stationery. This facility serves as a transition space for students who need a break or want to study independently in peace.

"Here too the arrangement is not just like that, sometimes circular, sometimes U-shaped, so that students do not get bored during learning, and see that the class also uses a reading corner, so that students also read posters, their own writings, and picture books as well" ("disini juga penataannya engga gitu-gitu aja, kadang melingkar, kadang membentuk U, agar siswa tidak bosan pada saat pembelajaran, dan lihat itu kelas juga menggunakan pojok baca mas, jadi agar siswa juga membaca poster,tulisan mereka sendiri, sama buku bergambar juga") 08/GK/19.06.25

In addition to physical settings, social interaction between teachers and students is also an important support in classroom management. The discipline approach used prioritizes communication and

mutual awareness rather than punishment. At the beginning of the semester, the teacher invites students to draft a collective class contract that contains behavioral agreements, such as respecting each other, listening as friends speak, and keeping the classroom clean. In this way, the rules are not imposed in one direction, but are built on the sense of belonging of the students themselves.

“At the beginning of that semester I always practiced disciplined behavior, like before entering I had to put on my clothes first, I also didn't want to go to the bathroom, I had to be polite in my speech, and bring food when it was finished, it had to be thrown in the trash and not put in the drawer”

(“di awal semester itu selalu saya terapkan perilaku disiplin, kayak sebelum masuk harus rapi dulu pakaiannya, ngomongnya juga enggak ngasal mas, harus ketata omongannya, sama bawa makanan kalau udah habis harus di buang di tempat sampah enggak di taruh di laci”) 10/GK/19.06.25

The implementation of class contracts is strengthened by a consistent and transparent appreciation system. The teacher prepares a "starboard" that shows the positive behavior of the students during the week, such as helping a friend, tidying up stationery, or following instructions well. In addition, every Friday, students are invited to reflect together on their behavior for a week. This activity not only trains students in self-evaluation, but also strengthens personal responsibility for the classroom environment. One student even mentioned that he felt proud when his name was written on the board for successfully helping his friend complete an assignment.

The students' emotional response to the classroom management implemented was very positive. Teachers not only play the role of teachers, but also as figures who provide emotional support. When a student feels sad or afraid, the teacher does not necessarily reprimand them, but rather tries to understand the background of the feeling and give the student time to calm down. In one incident, researchers observed a student who was crying because he didn't bring an assignment book. Instead of being scolded, the student was talked to, given the opportunity to do the assignment on a blank sheet, and given reinforcement that he could still catch up.

“Of course, so that students and teachers know how much they pay attention to the material being taught and their emotions.” (“Tentu, agar siswa dan guru tau sejauh mana dia memperhatikan materi yang diajarkan dan emosionalnya.”)12/GK/19.06.25

Teachers' emotional involvement is also seen in daily habits such as greeting students one by one in the morning, giving warm hugs when students feel anxious, and telling inspirational stories relevant to social values. This creates a sense of psychological security in students that encourages them to be more active in asking questions, expressing feelings, and learning without fear. This approach is especially important for 2nd graders who are still in the early stages of emotional development.

Classes managed with a relational approach like this encourage the formation of a cooperative class climate. Students not only follow the teacher's instructions, but also begin to develop empathy for friends and demonstrate independence in completing tasks. Some students are even seen helping other friends without being asked. This mutually helpful attitude arises naturally because it is cultivated in an atmosphere that values cooperation, not mere individual results.

“Here too it is not necessary to help each other, so if there are students in distress related to one of the things, they are helped, not even laughed, you know for yourself that children if they are not educated are even laughed at the theme if they are in distress, but thank God students want to help without being asked by those who are experiencing difficulties”

("disini juga udah tak terapin saling tolong menolong mas, jadi kalau ada siswa kesusahan terkait salah satu hal ya dibantu, engga malah diketawain, tau sendiri to mas anak kalau engga terdidik malah diketawain temanya kalau dalam kesusahan, tapi alhamdulillah siswa mau tolong menolong tanpa diminta oleh yang mengalami kesusahan") 14/GK/19.06.25

Overall, the implementation of the classroom management method at SDN 03 Wonorejo shows that effective classroom management does not only depend on structure or control, but also on the quality of relationships between individuals in the classroom. Teachers who understand students' psychosocial conditions and apply a participatory and empathetic approach are proven to be able to create a conducive, fun, and meaningful learning environment. These findings provide insight that Class management should be understood as a dynamic process that is human-centered, not just on systems or rules.

DISCUSSION

The results obtained with the previous research were very related to the classroom management method from some of the questions asked, the teacher answered with pleasure and by using game based learning, the teaching method was in the form of combining learning materials with games but did not change the material.

Figure and Table

Note: Based on observations and interviews with Grade 2 teachers and students at SDN 03 Wonorejo.

Source: Authors' field data (2025)

Table 1
Subjects by Sex

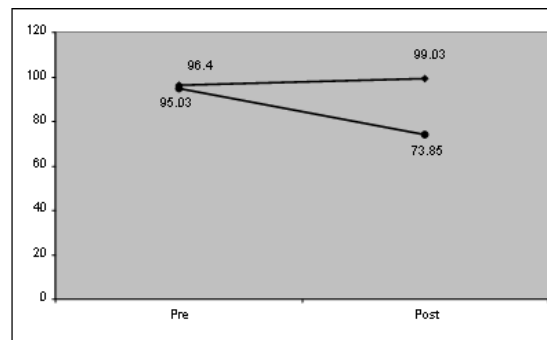
No.	Sex	Number	Percentage
1	Female	13	51.2
2	Male	12	48.8
Total		25	100

Data Source : Class 2 SD Negeri 03 Wonorejo

No.	Strategy Type	Description
1	Physical Arrangement	Semicircular/U-shaped seating, literacy corners, natural lighting & airflow
2	Social Interaction & Discipline	Class contracts, mutual respect, communication-based discipline
3	Emotional Support	Emotional check-ins, star boards, empathy cultivation
4	Motivation & Appreciation	Weekly reflection, reward system ("starboard")
5	Peer Cooperation	Helping friends, collaborative tasks

Figure 1

Graph of Mean Aggressiveness of Experimental and Control Groups in the Initial and Final Tests



NOTE: According to the observed practices, effective classroom management at SDN 03 Wonorejo is supported by physical layout adjustments, relationship-based rules, and emotional sensitivity (see Table 1).

CONCLUSION

Classroom management by grade 2 educators at SDN 03 Wonorejo, plays an important role in creating an effective, inclusive learning atmosphere, and regulating students' emotions. The space management strategy and the way of interacting used succeeded in creating a comfortable, collaborative, and focused classroom climate on character development. Good classroom management not only focuses on behavior, but also seeks to build a child-friendly learning culture, and establish human relationships. This research adds a reference to clear management at the elementary school level, and provides practical guidance for teachers and related parties in designing participatory classrooms and supporting social-emotional development from the start. Further research with a wider range of contexts and levels, including long-term studies, is needed to evaluate the long-term influence of these strategies on learners' development.

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