

Effective Classroom Management as a Quick Solution to Improve Student Participation and Motivation in the Learning Process

Zaenal Abidin^{1*} Norhazlin Muhammad²

¹Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, Indonesia

²Sultan Hassanah Bolkiah Institute of Education (SHBIE), Universiti Brunei, Brunei Darussalam

*Correspondent Author: 26zaen86@gmail.com

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Abstract:

This study aims to evaluate the effectiveness of classroom management in increasing student participation and motivation at MI Darul Akhlak, Tanjung Jabung Timur Regency. The research method used is a qualitative descriptive approach with data collection techniques in the form of observation, interviews, and documentation. This study observes how the implementation of good classroom management can create a conducive learning environment and encourage students to be more active in learning. The results of the study indicate that effective classroom management, including careful planning, flexible seating arrangements, the use of relevant learning media, and positive interactions between teachers and students, can increase student focus and involvement in the learning process. Some obstacles in the implementation of classroom management include low student awareness of learning responsibilities and the existence of disruptive extracurricular activities. In conclusion, good classroom management plays an important role in creating a conducive learning atmosphere and increasing student motivation. It is recommended that teachers maximize classroom management strategies and involve students in the learning process. Students are also expected to be able to increase awareness of the importance of active participation in teaching and learning activities.

Keywords:

Effective, Classroom Management, Quick solution, Student Participation, Motivation, Learning process.



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INTRODUCTION

Every country should prioritize and make a significant investment in education, but developing nations with rapid national development, like Indonesia, should pay particular attention to this subject. Only those persons who have received adequate education are capable of carrying out development. The effectiveness of teachers in directing the learning process has a significant impact on the caliber of education (Tunggal et al., 2023). In light of this, educational activities are a means of transforming people's attitudes from one state to another. In other words, via education, change will be witnessed in the process of transforming human thinking, from not understanding to understanding, from not knowing to knowing. The Dictionary of Education book defines education as: a) the process through which an individual develops skills, attitudes, and other behavioral patterns in the society in which he lives; and b) a social process where individuals are exposed to specific and regulated environmental influences, particularly those that originate from schools, to achieve or undergo the best possible development of social and individual abilities.

Since education is inherently linked to human development initiatives, the human factor plays

a critical role in the success of education. The teacher, who is the one who puts education into practice, is the human factor that most influences the outcome of education. Teachers are the driving force behind education because they actively work to shape, support, and enhance students' potential to become highly moral, intelligent, and skillful individuals. According to Rasidi & Citriadin, teachers are the engine that propels all other learning components to meet predefined objectives (Rasidi & Citriadin, 2022).

The goal of the learning process is to guide pupils in the right direction (Rosadi & Mun'amah, 2023). Enhancing the caliber of education is largely contingent upon a number of factors, both inside and outside the school. Good interpersonal ties between students and teachers, as well as between students, are the foundation of a successful teaching and learning process. These relationships also play a significant role in the development of socioemotional conditions. Research indicates that the primary psychological factor influencing academic learning is the social environment or classroom climate. One of a teacher's responsibilities during the teaching and learning process is to manage the class, which includes setting up the best possible learning environment and resolving any disruptive behavior. For instance, educators need to put an end to student activity that takes away from class focus, award incentives to students who finish projects or can respond to inquiries from the teacher, and establish positive group norms and guidelines. In order to improve the standard of instruction for students in the classroom, a teacher's primary concerns upon entering the classroom are those related to teaching and class management.

The simplest task in educational initiatives is classroom management, which serves as the "core kitchen" for all other forms of educational administration. Both instructional and managerial meanings of the phrase "classroom management" are present in this context. In the process of teaching and learning, a teacher must be able to effectively manage each student's general condition in addition to imparting knowledge to them. Undoubtedly, directing students to participate actively through a variety of techniques is how managing (managing) student conditions is accomplished. According to Van Hai, a teacher must use a strategy that encourages pupils to take an active part and discover their own potential (Van Hai, 2022). The guiding principles of student management are as follows (Daher, 2022) 1) Students should be viewed as subjects, not objects, and should be encouraged to participate in all planning and decision-making about their activities; 2) there is a wide range of student conditions, including physical and intellectual, in terms of abilities, interests, social and economic backgrounds, and so forth. Consequently, a range of activity spaces is required to ensure that every student has the means to grow to their full potential; 3) If students find the material enjoyable, they will be more driven to learn; and 4) fostering student motivation involves not just the cognitive but also the affective and psychomotor domains.

Classroom management is one of the abilities that instructors need to have, according to Amalia & Brata, to comprehend, diagnose, make decisions, and be able to act in order to improve a dynamic classroom culture (Amalia & Brata, 2019). As a result, a teacher's position is crucial and affects how well students learn in classrooms. Instructors are crucial in assisting students in reaching their full potential and achieving their life goals. Teaching activities and classroom management are the two fundamental responsibilities of teachers. In essence, teaching activities involve controlling

and arranging the surroundings that surround students (Goldberg et al., 2021). However, routines, physical spaces, and class arrangements are not the only ways that class management activities take place. The goal of class management activities is to establish and uphold the environment and rules of the classroom. in order for the learning process to go successfully and efficiently. Because of this, classroom management is crucial because students' conduct varies daily and occasionally. Students can learn well and quietly today, but they might not be able to tomorrow. While there was good competition in the group yesterday, there could be unhealthy competition in the future. The way that students behave, act, think, and feel in the classroom will always be dynamic. The history of the aforementioned issue points to a strong correlation between teacher effectiveness and classroom management and the outcomes of student learning in schools. The author is interested in studying classroom management implementation in order to enhance the learning process at MI Darul Akhlak, Sabak District, East Tanjung Jabung Regency.

METHOD

This study employs a descriptive research design and a qualitative methodology. It is completed by gathering information or categorization data, analyzing and interpreting the data, drawing conclusions, and producing reports (Creswell, 2021). The primary goal of doing this is to describe a scenario objectively and paint a picture of it. The primary instrument in this study is the researcher, who also serves as an observer, implementer, and data collector. The data analysis technique used in this study is the content analysis method. This analysis is used to obtain valid inferences and can be re-examined based on its context (Morris & Cahill, 2017). In this analysis, the process of selecting, comparing, combining, and sorting various definitions will be carried out until the relevant ones are found. This study was carried out at Tanjung Jabung Timur Regency's MI Darul Akhlak in the Sabak District. The author of this study used two different types of data: secondary data, which came from journals, reference books, and other pertinent sources, and primary data, which came from actually seeing and documenting occurrences or incidents through observation, interviews, and documentation.

RESULT AND DISCUSSION

Result

Based on the data collected through interviews, classroom observations, and document analysis, several key findings emerged regarding classroom management and instructional practices.

1. Strategies for Classroom Management

Teachers employed various strategies to maintain an effective and conducive learning environment. These strategies included structured routines, clear rules and expectations, positive reinforcement, and adaptive approaches to manage diverse student behaviors. Observations revealed that consistent application of these strategies fostered student engagement and minimized disruptions.

2. Functions of Classroom Management

Classroom management served multiple functions, including:

- a) Organizational Function: Coordinating learning activities and resources efficiently.
- b) Instructional Function: Facilitating effective teaching and learning interactions.
- c) Social Function: Promoting a supportive and collaborative classroom culture.

Interviews with teachers highlighted that classroom management is not only about discipline but also about creating a learning environment that supports students' cognitive, social, and emotional development.

3. Fundamentals of Classroom Administration

Document analysis indicated that successful classroom administration relies on planning, clear communication, and systematic use of resources. Teachers emphasized the importance of preparedness, monitoring student progress, and adjusting instructional strategies according to classroom dynamics.

4. Factors Affecting Classroom Management

Field data identified both internal and external factors influencing classroom management:

- a) Encouraging Factors: Teacher experience, student motivation, availability of learning resources, and supportive school policies.
- b) Disabling Factors: Large class sizes, lack of infrastructure, varying student readiness, and limited parental involvement.
- c) These factors directly impacted the effectiveness of management strategies and the overall classroom climate.

5. Learning Process and Goals

Observations revealed that the learning process is an interactive endeavor, involving both teachers and students actively participating. Teachers align classroom activities with learning objectives that target cognitive, affective, and psychomotor competencies. Interviews confirmed that well-defined learning goals guide both instruction and assessment.

6. Instructional Elements and Planning

Teachers employed systematic planning, including the development of course outlines, lesson plans, and curriculum frameworks. Documentation indicated that planning encompassed the selection of appropriate instructional materials, learning methods, and assessment techniques, aiming to optimize student outcomes.

7. Implementation of Classroom Management

Classroom management was implemented through coordinated routines, consistent enforcement of rules, interactive teaching methods, and the use of media and learning aids. Observational data showed that teachers who actively involved students in the learning process were more successful in maintaining classroom order and motivation.

8. Methods to Enhance Learning

Teachers utilized a variety of methods to enhance learning, including collaborative activities, group discussions, problem-based learning, and differentiated instruction. Interviews highlighted that these methods increased student participation, critical thinking, and overall engagement.

9. Role of Management Skills

Analysis of interviews and observations confirmed that effective classroom management requires specific skills and competencies. Teachers must be capable of organizing, planning, directing, and supervising classroom activities while coordinating resources efficiently. These skills ensure that organizational and instructional goals are achieved productively and effectively.

Discussion

Result funding in this study is Strategies for Classroom Management, Functions of Classroom Management, Fundamentals of Classroom Administration, Classroom Management Affecting Factors, Process of Learning, Learning Goals, Instructional Elements, Planning for Class Management, creating a Course Outline, developing a Curriculum, Class Management Implementation, Factors Encouraging and Disabling Class Management, Methods Used by Teachers to Enhance the Learning Process. So, the management coordinates and uses all resources to accomplish organizational goals in a productive, effective, and efficient manner, either alone, with others, or via others, in accordance with the language (Sulastri, 2014). In Siahaan & Zen, management is the skill of using the assistance of others to accomplish a task or reach a goal. On the

other side, management is the process of organizing, planning, directing, and monitoring to accomplish predefined goals (Siahaan & Zen, 2022).

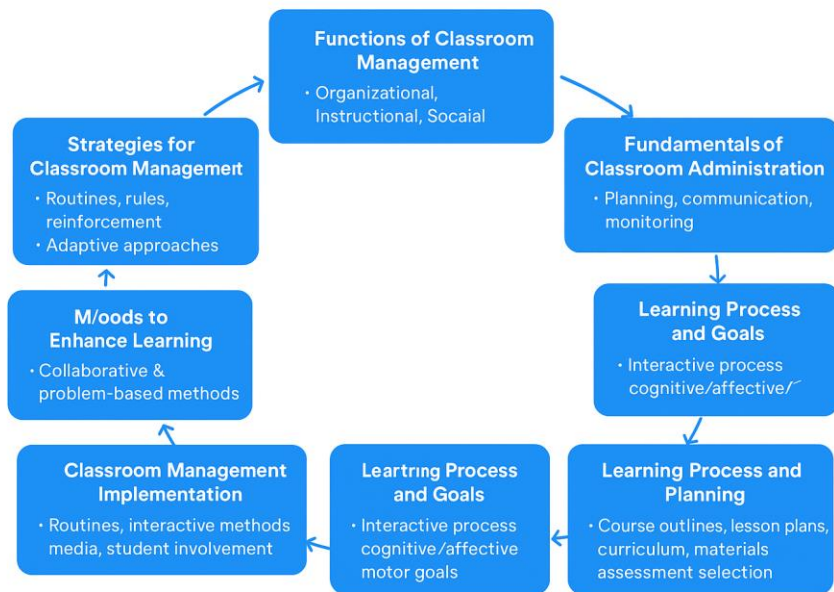


Figure 1. *Effective Classroom Management as a Quick Solution to Improve Student Participation and Motivation in the Learning Process*

In terms of language, however, management is an ongoing process that requires specific aptitudes and competencies for an individual to perform an activity, either alone, in collaboration with others, or through others, to coordinate and utilize all available resources to effectively, efficiently, and productively accomplish organizational goals (Sulastri, 2014). Management is a skill or knack in accomplishing a task or goal with the assistance of others. In order to accomplish the objectives that have been specified, management is a process that involves organizing, planning, directing, and supervising. The term "class management" is derived from the phrases "management" and "class" (Daher, 2022)

The process of employing resources wisely to accomplish objectives is known as management, which is derived from the word management (Van Hai, 2022). The widespread consensus is that there are two perspectives on classes: the view from the physical location and the view from the perspective of the students. According to (Sprick et al., 2021) There are two perspectives on the class: 1) The class in the strict sense, which is a room with four walls around it where several students congregate to participate in the teaching and learning process. In the conventional meaning, a class consists of fixed attributes. 2) The term "class" in the broad sense refers to a small community that is a part of the school community, which is organized into a work unit that dynamically carries out activities. It is used to describe how students are grouped based on various factors, including their chronological age limit. innovative instruction and learning to accomplish a goal

According to Goldberg, "classroom management is an effort to maximize the potential of the class to create a conducive atmosphere for students to learn and teachers feel comfortable in

teaching." (Goldberg et al., 2001). Classroom management, on the other hand, is defined by Tulyakul as a collection of instructor actions and behaviors intended to encourage reasonable, proper, and appropriate student behavior, as well as measures to reduce disruptions (Tulyakul, 2019). According to the aforementioned opinions, it can be said that classroom management is an endeavor to control the behavior of the students in the classroom to establish and preserve a classroom environment that facilitates the learning program by inspiring and motivating the students to constantly engage in and contribute to the educational process at school.

Strategies for Classroom Management.

The following are some of the approaches to classroom management that have been identified by (Montaño Calderon, 2019): 1) power approach; 2) threat approach; 3) freedom approach; 4) prescription approach; 5) teaching approach; 6) behavioral change approach; 7) socio-emotional approach; 8) group work approach; 9) eclectic or pluralistic approach; and 10) technology and information approach. Below is an explanation of more specifics. One way to conceptualize the power approach to classroom management is as a method of reining in student conduct. In this case, the teacher's job is to keep the classroom environment disciplined. One way to regulate student behavior in the classroom is through the threat technique.

Prohibition boards, prohibitions during class, and coercion of students who protest are some ways that the threat technique in the classroom can be used to get pupils to follow the teacher's instructions. The goal of the freedom approach to classroom management is to provide pupils with the sense that they can act in accordance with their understanding and desires without being constrained by location or time. The prescription method of classroom management is put into practice by giving instructors a list of appropriate and inappropriate responses to any issue or circumstance that arises in the classroom.

The teaching strategy for classroom management is predicated on the idea that effective instruction may stop issues brought on by students from developing in the first place (Rubinstein, 2014). The process of altering students' conduct in the classroom is the interpretation of the behavioral change approach to classroom management. The best results from the socio-emotional approach to classroom management will come from the development of positive interpersonal interactions in the classroom. These relationships include those that exist between students and between teachers. According to the group work approach to classroom management, teachers have a primary responsibility in forming learning groups inside the classroom.

The pluralistic or eclectic approach to classroom management highlights homeroom teachers' ability, initiative, and creativity in selecting different, suitable strategies for different classroom scenarios (Rubinstein, 2014). The pluralistic method, also known as the eclectic approach, is a classroom management strategy that employs a variety of approaches to establish and uphold productive and successful learning environments. The technology and information approach to classroom management, on the other hand, makes the assumption that modern learning requires the use of technology and information in the classroom and that learning is not sufficient with simply lectures and knowledge transfer activities.

Functions of Classroom Management

The practical use of management functions in the classroom by teachers to facilitate the successful accomplishment of learning objectives is known as classroom management functions. list the following as classroom management functions (Sholihah et al., 2021a): 1) planning and organizing; 2) leadership and control; and 3) leadership and control. The four managerial functions will be covered in more detail below. Setting goals is the process of determining what you hope to accomplish now or in the future.

Teachers should prioritize classroom planning because it serves the following purposes (Ali et al., 2022): 1) Clearly states and outlines the objectives that must be met in the classroom. 2) Establish the guidelines that must be adhered to in order to successfully accomplish the objectives of the class. 3) Assign personal accountability to each student in the class. Functions of Classroom Management The practical use of management functions in the classroom by teachers to facilitate the successful accomplishment of learning objectives is known as classroom management functions. (Sholihah et al., 2021a) list the following as classroom management functions: 1) planning and organizing; 2) leadership and control; and 3) leadership and control. The four managerial functions will be covered in more detail below. Setting goals is the process of determining what you hope to accomplish now or in the future. Teachers should prioritize classroom planning because it serves the following purposes: 1) Clearly states and outlines the objectives that must be met in the classroom. 2) Establish the guidelines that must be adhered to to accomplish the objectives of the class. 3) Assign personal accountability to each student in the class. 4) Ensure that all of the activities taking place in the classroom are upholding the established objectives by keeping an eye on them. Furthermore, teachers make organizational efforts so that the plan can function successfully.

Organizing in the context of the class entails(Santosa et al., 2022) 1) Identifying the materials and exercises required to meet the objectives. 2) Creating and implementing study groups with students of different skill levels. 3) Assigning tasks and obligations to study groups or pupils. 4) Giving pupils control over classroom administration. It is the duty of the teacher to provide effective leadership in the classroom. In this instance, the teacher guides, inspires, leads, and directs the class so that they can carry out efficient teaching and learning procedures in line with the goals and functions of learning. In order to identify areas for improvement and identify areas for deficiency, classroom activities are observed, documented, and evaluated. The process of control involves making sure that planned and actual operations align(Rajput et al., 2022) 1) A control process that may be included is the setting of performance standards for classes. 2) Supplying uniform assessment instruments for classroom performance. 3) Evaluating performance in relation to the class's established standards. 4) Implementing remedial measures if deviations from the objectives of the class are noticed.

Fundamentals of Classroom Administration

The foundation of effective learning management must be instructional concepts. It must take learning strategies and elements into account, be methodically designed, conceptual yet realistic and flexible, and address concerns with classroom administration, learning interaction, the use of

instructional materials, and learning evaluation. Effective teaching, therefore requires effective classroom management (Sholihah et al., 2021b).

Classroom Management Affecting Factors

According to Montaña Calderon, "factors inherent in the physical condition of the classroom and its supporters, and influenced by non-physical factors (socio-emotional) inherent in the teacher," are among the many factors that have a significant impact on the effectiveness of classroom management in supporting the achievement of student learning process goals (Montaña Calderon, 2019).

Process of Learning

In order to accomplish learning objectives, teachers and students engage in interactive activities and reciprocal communication in educational settings. This process is known as the learning process (Romadhon et al., 2024). Teachers and students are two elements that are inextricably linked to the learning process. In order to maximize student learning results, there needs to be a mutually beneficial connection between the two components. "All efforts or teaching and learning processes to create an effective and efficient teaching and learning process" is how (Sholihah et al., 2021a) defines learning. Accordingly, (Herawati & As' ari, 2023) contends that learning is a process in which an activity begins or changes as a response to a circumstance encountered, and the features of the activity's transformation cannot be attributed to the initial reaction's tendencies, maturity, or transient changes. The statement "the learning process is a psychic or mental activity that takes place in active interaction in the environment, which results in changes in knowledge, understanding, skills, and attitude values" was made by (Cavus & Alhih, 2014), who expressed almost the same viewpoint.

Based on a variety of perspectives, it can be said that the learning process involves teachers and students working together to share and process information in the hopes that the knowledge acquired will benefit the students and serve as the foundation for lifelong learning. It is also hoped that better changes will be made to achieve a positive increase that will be evident in changes in each student's behavior in order to create an effective and efficient teaching and learning process. A quality educational process will mold a person's critical thinking skills, inventiveness, and behavioral or personality changes depending on specific experiences or practices.

Learning Goals

The true goal of learning is to acquire information in a way that will help pupils develop their intellectual faculties, pique their curiosity, and inspire their aptitude (Cavus & Zabadi, 2014). Learning objectives are broken down into three categories: emotional (moral development), psychomotor (skills), and cognitive (intellectual abilities). Bloom's classification of learning objectives into three categories, cognitive, affective, and psychomotor, reinforces this (Kreimeier et al., 2014). Cognitive goals are those that have to do with a person's awareness of their surroundings, which includes intellectual growth.

The development of attitudes, feelings, and values, also referred to as moral development, is a component of affective aims. Psychomotor aims pertain to the enhancement of motor-related skills in order to facilitate students' progress and good development. Learning objectives are statements of behavior and skills that learners, or students, must acquire and possess upon completion of learning activities during the teaching process. In order to attain these goals as effectively as possible, the teacher's learning objectives must be advantageous to the pupils and consistent with their qualities. The learning objectives are an attempt to give pupils experiential, moral understanding, and skills so that they can have positive growth. It can be concluded from the explanation of the objectives given above.

Instructional Elements

Because the learning process and learning components are interdependent and necessary, the learning process will not function properly without their help. Learning components hold great significance since it is anticipated that learning will lead to beneficial behavioral changes in students as well as behavioral changes during the teaching and learning process (Amalia & Brata, 2019). The effectiveness of the learning process's implementation is a sign of the curriculum's implementation, which was developed by the tutoring center. As a result, teachers must foster a supportive learning environment during the learning process to enable and motivate students to fully express their creativity with their guidance. In order to ensure that learning proceeds smoothly, instructors play a crucial part in this process. In addition to creating lesson plans and other instructional materials, teachers also need to be aware of and comprehend the circumstances of their students. There are a number of interrelated learning components that affect how a learning process proceeds in teaching and learning activities. These components include (Ozkan et al., 2019) 1) teachers, 2) students, 3) learning materials, 4) learning methods, 5) learning media, and 6) learning evaluation.

Planning for Class Management

Setting goals to be met or accomplished in the future is called planning. Planning objectives and courses of action while examining different resources, approaches, and methodologies is crucial in an organization's operations (Seger, 2024). The following is the learning planning program that MI Al-Kutsar teachers must create based on the data the researcher collected: Creating a Calendar of Education, Prota, and Promes. A teacher must gather instructional resources before beginning the teaching and learning process in the classroom. The semester program, annual program, and education calendar are a few of these tools. The annual program is compiled to determine the number of effective and ineffective weeks in a school year. The education calendar can be examined to determine the week or meeting of teaching hours. The semester program is put together after the annual program. The semester schedule is set up to divide the time allotted for each meeting.

Creating a Course Outline

An educational program's lesson planning, classroom organization, and learning result evaluation are all outlined in the syllabus. This syllabus has been created with consideration for the requirements and peculiarities of the local community, while also adhering to the curriculum

(Moslimany et al., 2024). It is then modified in accordance with the traits, abilities, and requirements of the pupils. Each subject teacher creates this syllabus to assist other teachers in incorporating fundamental competencies into lesson plans and determining which competencies students will acquire. How may they be developed? What are the ways to determine whether pupils have mastered the competencies?

Developing a Curriculum

As part of the teaching and learning process, creating a learning implementation plan before instruction is crucial (Abdillah et al., 2023). An instructor can communicate with pupils in the classroom with greater assurance and authority when they have this RPP. because they follow rules or policies when they teach. This learning implementation plan has been prepared with consideration for the nature of the content, adhering to the curriculum and school policies. After that, it is also modified to take into account the student body and syllabus. In order to attain and meet the established learning objectives, this is done prior to adopting class management.

Class Management Implementation

Effective class management is implemented when it can make the classroom a place where students can develop their skills to the fullest, remove barriers that may impede student-teacher interactions, provide and arrange resources that help students learn in accordance with their intellectual, social, and emotional environments, and mentor students in accordance with their diverse social, economic, cultural, and personal backgrounds (Daher, 2022; Romadhon et al., 2024). As a result, understanding the circumstances and issues that arise in pupils throughout learning is essential for implementing learning.

To ensure that their role as an educator is carried out as effectively as possible, teachers attempt to find a solution if there is an issue about the attitudes of their students or other external issues (Abidin & Sulaiman, 2024). Class conflict will be implemented, which will lessen issues with learning (Abidin et al., 2023; Ahmed et al., 2023). Among the preventive measures taken to address issues are the following (Amalia & Brata, 2019; Montañó Calderon, 2019; Seger, 2024; Sholihah et al., 2021b; Tulyakul, 2019):

1. Encouraging pupils to focus throughout lessons
Depending on how the teacher conducts the class both physically and virtually, students can focus and concentrate well on the lessons being taught. Thus, a teacher needs to constantly remind their pupils to focus on their studies.
2. Preparing pupils to absorb knowledge in the classroom
Within the framework of education, students' learning activities are mostly determined by their readiness to learn. Underprepared students often exhibit disruptive behaviors that impede the learning process as a whole. Since mental preparation for learning is a necessary component of teaching and learning, teachers must give careful consideration to their students' mental preparedness for learning. In order to optimize the outcomes of the teaching and learning process, teachers always prepare their pupils to learn in the classroom, according to the researcher's findings. The ability to react or respond is

known as readiness. Being prepared is having the energy to act or react. Since pupils who are prepared to study will have higher learning outcomes, readiness is a critical factor to take into account during the educational process.

3. Encouraging students to participate in class

One of the challenges educators confront in planning their lessons is effectively inspiring or cultivating student motivation. The provision of motivation and encouragement has a significant impact on the effectiveness of instruction. According to the researchers' findings, a teacher always inspires their students. Teachers utilize motivational teaching to provide students with attention and encouragement when they are unable to motivate themselves. Motivation and learning activities are tightly linked; modifications in motivation will likewise alter the form, content, and results of the learning activity. In addition to motivating their students, teachers stimulate their minds by rewarding their participation in class with questions. Classroom Context

4. Classroom

The size of the classroom, which is 63 m², is quite adequate, according to the researcher's results. With 35 students in a class, it is larger than most standard facilities and infrastructure, allowing students to move around freely and avoid feeling crowded, which facilitates learning activities.

5. Arrangement of Seating

Teachers can more easily commit the names of every kid in the class to memory when there is a seating arrangement in place. A useful psychological tool for the learning process is knowing the name of every learner. The configuration of seats should be adaptable, allowing for changes based on demand. The study's findings indicate that seating arrangements are typically made by rolling, and they are held once a week or once a month, depending on the demands and conditions. The classroom's ability to effectively teach and learn will be impacted by seating arrangements.

6. Methods of Learning

Teachers employ a variety of strategies in their teaching and learning activities, depending on the objectives that need to be reached when the lesson is over. If a teacher does not understand the teaching approach, he will not be able to do his job. Thus, in order to select the appropriate approach, teacher competency is required here. by becoming proficient in a variety of techniques and having the ability to apply them in circumstances and settings that suit the needs of the learner. Several teachers have implemented an existing and appropriate theory, namely by selecting the appropriate method, which is applied to achieve comprehensive goals, namely from the cognitive, affective, and psychomotor domains, according to the findings of observations and interviews with researchers with teachers. for the predicted achievement of learning objectives to be realized.

7. Utilization of Media

The atmosphere, circumstances, and learning environment that teachers set up and produce are, in fact, influenced by the use of media. Learning media can spark new interests and wants, motivate students and enhance their learning activities, and even have a psychological impact on them when used in the teaching and learning process. In

order to prevent pupils from becoming disinterested and weary of studying, media should not be repetitive. Furthermore, in light of the study's findings, media usage needs to align with the information provided.

8. Patterns of Interaction

When instructors and students work well together to accomplish certain learning objectives, such as expanding students' knowledge and developing their abilities through activities that support and encourage learning, then learning is considered successful. When an interaction has an instructional aim in addition to its form, it is considered to have an educational aspect. Based on the teacher's goal of igniting pupils' interest in learning, the encounter appears to have occurred in an instructional fashion. But in practice, it takes place outside of the classroom as well as in the classroom.

Factors Encouraging and Disabling Class Management

When a teacher can influence students in a significant way and raise their awareness of learning, then the teaching is effective and successful. This is because the experience students get from participating in the teaching and learning process directly contributes to their personal growth. Program implementation is inextricably linked to the various circumstances that either facilitate or impede the program's execution. It will take work to get past these for the teaching traffic to flow smoothly, regularly, and avoid several roadblocks that lead to teaching stagnation, irregular teaching, and other possibilities, like student facilities, inappropriate method application, a lack of understanding of the material, and student alienation during a lesson. According to the findings of teacher interviews conducted at MI Darul Akhlak, a number of variables were found to be barriers to learning. Those that compromise class time include (Daher, 2022; Romadhon et al., 2024) 1) The existence of extracurricular activities at school. 2) Classes with the final hour of instruction. 3) Students' task completion discipline is declining. In class, students are not as engaged. 5) Students frequently use the need to use the restroom as an excuse to enter and exit class. Thus, in this instance, the students' lack of knowledge of their responsibilities and rights as classmates—which include taking their studies seriously—is what is impeding the situation. There are environmental influences in addition to student considerations.

Apart from impediments, there exist factors that can facilitate the process of teaching and learning. These include the presence of reasonably comprehensive facilities and infrastructure, like LCDs in classrooms, sufficient library books, parental support, effective teacher collaboration, and school support. The teachers who implement class management must make genuine efforts in addition to the supportive aspects in order to overcome these hindering obstacles. The following are actual tactics used to overcome these deterrents: setting up a schedule, attempting to stay busy in the final hours to keep students from getting bored, utilizing a variety of teaching and learning approaches, repeating engaging content, and offering feedback on the value of knowledge. Teachers use a variety of ways in addition to strategies, and they also work in tandem with the school and students' parents.

Methods Used by Teachers to Enhance the Learning Process

One of the responsibilities of the instructor in teaching and learning activities is to enhance the learning process and constantly offer supervision, guidance, and direction to students through the use of diverse learning strategies in order for teaching and learning activities to function well and meet the intended objectives. The following are some of the tactics teachers employ, based on the researcher's findings (Gräßler et al., 2016; Herawati & As' ari, 2023; Tsianos et al., 2019): 1) Acquiring concentration skills, namely, motivating pupils to pay attention to the instruction. Someone who concentrates on a problem he is confronting will, psychologically, more readily stick in his memory. 2) Since this will have an impact on the outcomes, involving students in the teaching and learning process, specifically how teachers approach an issue and what theories are applied to solve a case. 3) Preparing students for learning in the classroom, which involves preparing their minds to take in the information that the instructor will be teaching. 4. Encouraging students to ask questions in class: patient teachers are essential to helping students learn more actively by allowing them to participate in any activities they find enjoyable during the teaching and learning process. Teachers do not expect a silent, peaceful classroom where students only listen to their explanations; nonetheless, it will be far more successful to explore each student's potential if all students participate in the class. 5) Employing appropriate and diversified strategies. In order to make teaching and learning activities engaging and dynamic in the classroom, a teacher must possess the capacity to select the most appropriate approach and integrate multiple pertinent ways. It should be kept in mind that factors other than learning style must be considered when selecting a teaching strategy. 6) Encouraging kids and maintaining order in the classroom. The goal of instilling positive attitudes in students is to enhance behavioral changes such that their behavior improves over time. As a result, this technique serves as a way to define and qualify the intended behavioral changes that arise from the actual teaching and learning. 7) Using a variety of methods when instructing and learning from students. The goal of this technique is to solve a problem and provide favorable conditions for the teaching and learning process. The approach used by the teachers at MI Darul Akhlak is a heart- and personal-centered, and it is included in the study of psychology, according to the data that has been collected.

CONCLUSION

The author draws the following conclusions from the research findings that have been presented: 1) MI Darul Akhlak implements classroom management in the learning process through: a) planning that consists of gathering educational resources (prota, promes, education calendar, syllabus, and RPP). b) Including classroom management into the process of teaching and learning: encouraging students to focus on the lesson; 2) preparing them to learn in class; 3) offering stimuli to encourage class participation; 4) the classroom is large enough; and 5) the seating is arranged in a creative and varied manner. 6) Learning Approaches: employing suitable and diverse approaches; 7) Learning Media: making use of the surroundings, instructor books, Student Worksheets (LKS), LCD projectors, and media that correspond with the content being delivered; 8) Interaction patterns: conversational and instructional exchanges. 9) The availability of sufficient infrastructure and amenities, such as LCD screens in the classroom, a sufficient number of library books, parental

support, effective teacher collaboration, and school assistance, is considered a supporting element. The lack of student awareness of how to motivate themselves to learn, the existence of extracurricular activities, the last hour of class, a lack of discipline in completing assignments, the presence of several less engaged students, and the presence of students who leave class early to use the restroom are the factors that impede the implementation of class management. 10) Teachers employ a variety of strategies to enhance the learning process, such as focusing on learning, involving students in the teaching and learning process, preparing students for class, encouraging active questioning from students, using appropriate and varied methods, setting a good example for students, maintaining classroom discipline, and adopting approaches to learning.

The author makes the following recommendations in light of the study's findings: First and foremost, teachers. Because class management will undoubtedly confront several challenges during implementation, the author suggests that future class management efforts be driven and further enhanced. Second, For the Learners. It is intended to raise each student's consciousness so they can study hard and conscientiously using the strategies their teacher has provided through instruction or supervision. As a responsible learner, you must participate fully in the educational process and accept responsibility for your actions for the teaching and learning processes to function as intended. Third, Regarding Additional Researchers. This study can help advance scientific understanding and serve as a resource for future researchers looking to investigate related topics related to class management and how it can enhance the learning process.

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