

# Teacher Strategies In Managing The Classroom To Create A Conducive Classroom Atmosphere

## Author

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## Abstract:

This study aims to describe teacher strategies for classroom management to create a conducive learning environment in an Islamic Elementary School (MI). The research approach used was descriptive qualitative, with data collection techniques through observation, interviews, and documentation. The research subjects consisted of the principal, teachers, and several students. The results showed that teacher strategies for creating a conducive classroom atmosphere were implemented in several ways, namely: (1) creating positive habits such as encouraging applause, icebreakers, and pre-learning activities; (2) using engaging learning media such as videos and visual displays on classroom TV; (3) implementing rewards and praise to increase student motivation; (4) arranging seating according to student characteristics to better control interactions; and (5) implementing different approaches for lower and upper classes according to student characteristics.

The principal played a role in providing supervision, teacher training, and coaching on classroom management strategies. Meanwhile, students showed a positive response to interactive and enjoyable learning. Thus, varied, humanistic, and contextual classroom management strategies are able to increase focus, discipline, and active participation of students in MI.

**Keywords:** teacher strategy, classroom management, conducive learning environment, madrasah ibtidaiyah, active learning

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## Introduction

Education at the elementary level, especially in Madrasah Ibtidaiyah (MI), plays an important role in shaping students' personalities, characters, and academic abilities. Teachers, as the spearhead of the learning process, are required not only to deliver material, but also to create a conducive classroom atmosphere so that the teaching and learning process runs effectively. An unconducive classroom atmosphere, such as noisy students, lack of focus, or mutual disruption, can hinder the achievement of learning objectives. Therefore, teachers' ability to manage the classroom is a major factor in successful learning.

According to Suwardi and Aliyyah (2023), teachers' strategies in classroom management should be directed at creating a learning environment that is enjoyable, participatory, and disciplined. Teachers need to understand student characteristics, choose appropriate learning methods, and use interesting media so that students can focus and be motivated. In line with this, Mulyasa (2020) emphasizes that professional teachers are required to have high creativity in designing learning activities that are in accordance with the development of students so that learning becomes effective and meaningful.

The principal, as the educational leader in madrasahs, also plays an important role in providing guidance and supervision to teachers so that classroom management strategies can be

implemented effectively (Wulandari and Hanifah, 2023). This shows that teacher leadership and collaboration with the school greatly influence student behavior and discipline in the classroom.

This study was conducted to describe in depth how teachers strategize in managing classrooms in MI, including how to deal with unruly students, create a pleasant atmosphere, and utilize learning media. In addition, this study also examines the role of the principal and student responses to teacher strategies in creating a conducive learning atmosphere.

Based on this background, the purpose of this study is to describe teachers' strategies in managing classrooms to create a conducive learning atmosphere in Madrasah Ibtidaiyyah (MI). In addition, this study also aims to identify the role of the madrasah principal in supporting teachers in the classroom management process. Furthermore, this study analyzes students' responses to the strategies applied by teachers in creating a pleasant learning atmosphere.

The results of this study are expected to serve as a reference for MI teachers in implementing effective classroom management strategies and contribute to improving the quality of learning in madrasahs.

## Theoretical Study

### A. Teacher Strategies in Classroom Management

Teacher strategies in classroom management are planned steps taken to create a conducive and effective learning atmosphere. According to Suwardi and Aliyyah (2023), classroom management strategies are aimed at creating a fun, participatory, and disciplined learning environment so that students can play an active role in the learning process.

Teachers must understand student characteristics and be able to adjust their teaching approach to the individual needs of the class (Khotimah and Sukartono, 2022). This opinion is reinforced by Lestari and Puspitasari (2024), who state that teachers' skills in creating a pleasant learning atmosphere require creativity, empathy, and good communication skills.

Meanwhile, Djamarah and Zain (2020) emphasize that teaching strategies include the art of managing the learning process so that learning objectives are optimally achieved through a variety of methods, the use of media, and proper time management.

In line with the research by Sari and Nurhidayati (2024), effective classroom management strategies are not only oriented towards controlling student behavior but also towards strengthening character values such as responsibility, discipline, and empathy in order to create more meaningful learning engagement.

### B. The Role of Teachers in Creating a Conducive Learning Environment

Teachers play a central role in fostering a positive classroom climate. According to Fitriani and Rahmadhani (2024), a positive classroom atmosphere can increase students' comfort, engagement, and motivation in learning. Mulyasa (2020) adds that professional teachers are required to create creative and enjoyable learning experiences so that students are active and do not get bored easily.

In addition, Rohmah and Maulana (2023) emphasize that student motivation to learn can be fostered through value-based learning strategies and appreciation that encourages enthusiasm for learning. This strategy is in line with the humanistic approach, which prioritizes the emotional comfort of students during the learning process (Azizah and Fathurrahman, 2023).

### C. Factors Affecting Classroom Management

Factors affecting classroom management include teacher ability, student character, facilities and infrastructure, and support from the principal. According to Wulandari and Hanifah (2023), teacher leadership and collaboration with the school have a significant effect on student discipline.

In addition, Uno (2021) states that successful classroom management depends on the

teacher's ability to choose an appropriate, flexible, and creative learning model in accordance with the classroom situation. Sudjana (2022) adds that a conducive learning atmosphere is created through active student participation, order, and a positive emotional climate in the classroom.

#### D. Teachers' Efforts in Overcoming Classroom Management Obstacles

Teachers often face challenges such as differences in student character, lack of interest in learning, or behavioral disturbances in the classroom. Therefore, an adaptive and communicative approach is needed. Alfiah and Balqis (2024) explain that teachers need to develop flexible strategies in order to deal with student diversity wisely.

Meanwhile, Apriliani et al. (2023) emphasize that teachers' professionalism in active and enjoyable classroom management greatly influences student learning outcomes. Suyono and Hariyanto (2019) also explain that effective learning can facilitate meaningful learning experiences through activities that engage students mentally and physically.

Although teachers have implemented various strategies, several obstacles remain, such as differences in student character, lack of focus, and limited learning support facilities. Even in the context of PAI, Sufiani, Putra, & Ilham (2022) found that teachers must establish good relationships with students and understand their backgrounds as part of an effective classroom management strategy.

#### E. Framework

Based on the above theory, it can be concluded that teachers' strategies in managing classrooms greatly determine the success of the learning process. Teachers need to understand student characteristics, use a humanistic approach, and create a conducive and enjoyable learning environment. Support from the principal is also needed to ensure that learning is carried out in accordance with the principles of effective education (Suwardi and Aliyyah, 2023; Wulandari and Hanifah, 2023).

### Method

#### A. Type of Research

This research uses a descriptive qualitative approach, as it aims to describe teachers' strategies in managing classrooms in depth based on the results of observations and interviews. According to Sugianto (2022), qualitative methods are used to understand phenomena naturally by emphasizing meaning and process, not just results.

#### B. Research Location and Time

The research was conducted at Madrasah Ibtidaiyyah (MI) Ta'mirul Islam Surakarta, located at Jln Dr. Wahidin No. 36, Bumi, Kec. Laweyan, Surakarta City, Central Java. The research was conducted in the odd semester of the 2025/2026 academic year.

#### C. Research Subjects

The research subjects consisted of the principal, classroom teachers, and MI students. Informants were selected purposively, based on those who were considered to understand and be directly involved in classroom management.

#### D. Data Collection Techniques

Data was obtained through observation, in-depth interviews, and documentation. These techniques were used so that the researcher could obtain a complete picture of the teachers' strategies in managing the classroom (Sugiyono, 2022).

#### E. Data Analysis

The data were analyzed using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing. The analysis was conducted interactively and continuously until data saturation was achieved.

## F. Data Validity Test

Data validity was tested using source triangulation, which is comparing information from the principal, teachers, and students to ensure data accuracy (Sugiyono, 2022).

## Results and discussions

The community service activity was conducted as planned, through survey, consolidation, counseling, and field practice stages. The results showed increased understanding and skills among the community in addressing problems, both in agriculture and public health.

### A. Overview of the Research Location

The teaching staff at this madrasah is dominated by professional teachers with bachelor's and master's degrees who actively participate in training and competency development activities. The number of students at this madrasah is quite diverse, both in terms of socioeconomic background and academic ability.

According to Suwardi and Aliyyah (2023), successful classroom management in Islamic elementary schools greatly depends on the teacher's ability to create a conducive, participatory learning environment that is oriented towards the needs of the students. Therefore, this research location was chosen because it was considered to represent the actual practice of teachers' strategies in managing classrooms effectively in character-based madrasahs.

### B. Results of observations and interviews

Based on the results of observations and interviews with several students and teachers at MI Ta'mirul Islam Surakarta, it was found that teachers had implemented various effective and innovative classroom management strategies. These strategies were carried out by adjusting to the characteristics of the students and the classroom situation. The following are the findings of the study based on the categories of teacher strategies:

#### 1. Creating a pleasant atmosphere at the beginning of the lesson

Teachers begin the lesson with light activities such as greetings, praying together, ice breaking, or telling short stories relevant to the lesson material to attract attention. students. Example from interview data: "Teachers usually tell us something first, then we write it down. So, at first, it's not really serious." (Interview with Faiza, sixth grade student). This strategy has been proven to help students focus and be ready to receive lessons. This is in line with the opinion of Lestari and Puspitasari (2024), who state that learning that begins with positive and enjoyable activities can increase students' mental readiness and build good emotional relationships between teachers and students.

#### 2. Use of interesting learning media

Teachers use various visual learning media such as animated videos, pictures, and educational shows from YouTube to make learning more interesting and easier for students to understand. An example from the interview data: "I like it when the teacher uses videos from YouTube or pictures of Arabic vocabulary." (Rasya, sixth-grade student). The use of digital media makes students more enthusiastic and active during the learning process. In line with Uno's theory (2021) and the findings of Fitriani & Rahmadani (2024), learning media that is relevant to students' interests and characters can increase the attractiveness and effectiveness of learning in the classroom.

#### 3. Providing opportunities to ask questions and express opinions

Teachers always give students space to ask questions and express their opinions after explaining the material. Examples from interview data: "Every teacher gives time to ask questions about

things that are not understood.” (Faiza). “If we don't understand, we are usually given the opportunity to ask questions.” (Faza). Providing opportunities like this shows that there is healthy and democratic interaction in the classroom. This is in line with Mulyasa's (2020) view that teachers who give students the freedom to ask questions can foster confidence, curiosity, and responsibility in learning.

#### 4. Application of fairness and discipline in the classroom

Teachers strive to treat all students fairly and reprimand students who disrupt the learning atmosphere in a wise manner. Examples from interview data: “The teacher is fair and equal, only reprimanding those who are noisy.” (Faiza). “The teacher is always fair, even though sometimes some feel they are not.” (Faza). According to Rohmah and Maulana (2023), fair classroom management must balance discipline and empathy. Teachers who are firm but not authoritarian are able to build respect and responsibility among students without creating tension in the classroom.

#### 5. Strategies for active student engagement in learning

Teachers often encourage students to engage directly in learning activities such as discussions, practical exercises, concept mapping, or role-playing. An example from the interview data: “I want teachers to teach while moving around, for example by doing mapping or practical exercises.” (Faiza). This active student involvement demonstrates the application of an active learning approach, in which students not only receive information but also build their own knowledge through meaningful activities. This is in line with the theory of Suyono & Hariyanto (2019), which emphasizes the importance of learning activities based on direct student participation.

### C. Analysis and Discussion

The results of the study indicate that teachers at MI Ta'mirul Islam Surakarta have implemented classroom management strategies that are oriented towards active and enjoyable learning. These strategies include: (1) creating a positive learning atmosphere at the beginning of the lesson, (2) using interesting learning media, (3) providing opportunities to ask questions, (4) the application of fairness and discipline, and (5) active student involvement in the learning process.

According to Suwardi & Aliyyah (2023), successful classroom management depends on the teacher's ability to create a participatory and enjoyable learning environment.

Meanwhile, Fitriani & Rahmadani (2024) add that a positive atmosphere can increase student motivation to learn and reduce negative behavior in the classroom.

The findings of this study also reinforce Mulyasa's (2020) theory, which states that fairness, positive discipline, and open communication between teachers and students are the main foundations for creating a conducive learning atmosphere.

In addition, the use of interactive media, as stated by Uno (2021), is one of the key factors for successful learning in the digital era, where teachers are required to be creative in integrating technology to support successful learning in madrasahs. Based on these findings and analysis, it can be concluded that the teachers' strategies in managing classes at MI Ta'mirul Islam Surakarta have been effective in creating a conducive, collaborative, and enjoyable learning atmosphere. However, continuous strengthening in the use of digital media and the application of positive discipline is needed to achieve more optimal learning outcomes.

### D. Key Findings of the Study

Based on observations, interviews, and data analysis, it was found that teachers at MI Ta'mirul Islam Surakarta have implemented various strategies in classroom management that have a

positive impact on the learning atmosphere. These strategies cover not only technical aspects of learning but also character values, discipline, and interpersonal communication between teachers and students. The findings of this study can be summarized in the following table:

**Tabel 1.** Key Finding

NO	Key Findings	Learning Implications
1	The teacher begins the lesson with a fun atmosphere through ice breaking, cheering, and motivational stories.	Improving students' focus, enthusiasm, and readiness to learn.
2	The use of engaging learning media such as videos, animations, and educational shows.	Helping students understand the material visually and enjoyably.
3	The teacher gives students the opportunity to ask questions and express their opinions.	Fostering students' self-confidence and active involvement in learning.
4	Teachers consistently enforce discipline and fairness without physical punishment.	Creating an orderly, safe, and comfortable learning environment.
5	Teachers engage students in active activities such as practice, discussion, and concept mapping.	Encouraging students to think critically, collaboratively, and independently.

These findings are in line with Suwardi and Aliyyah (2023), who argue that effective classroom management includes creating a fun, participatory, and student-centered learning environment. This is also reinforced by Lestari and Puspitasari (2024), who emphasize that teachers who are able to use interactive learning media can improve learning focus and prevent boredom in the classroom. Furthermore, Rohmah and Maulana (2023) highlight the importance of motivational strategies in fostering student discipline and responsibility, especially in character-based madrasas. In this context, teachers at MI Ta'mirul Islam have implemented positive discipline

that emphasizes habit formation and role modeling, rather than punishment.

Meanwhile, Uno (2021) and Mulyasa (2020) explain that the success of teachers in managing classrooms does not only depend on teaching methods, but also on their ability to build emotional relationships with students. Field findings show that teachers at this madrasah often give praise and small rewards to maintain student motivation to learn.

Based on these results, the classroom management strategy at MI Ta'mirul Islam reflects a humanistic and participatory approach, where students are positioned as active subjects in learning, not just recipients of information.

### **E. Quotations and References**

In writing this scientific article, the researchers sought to integrate various theories and findings from previous studies relevant to the focus of this study, namely teachers' strategies in creating a conducive learning atmosphere in Islamic elementary schools. Each idea quoted is presented in paraphrase, rather than direct quotation, to adjust the context to the field data.

According to Aliyyah and Suwardi (2023), the success of classroom management strategies at the MI level is greatly influenced by the creativity of teachers in adapting their approach to the characteristics of their students. This can be seen in the practice at MI Ta'mirul Islam, where teachers always adjust their teaching style based on the level of focus and activity of their students.

The findings of Fitriani and Rahmadani (2024) confirm that a positive classroom atmosphere can increase student motivation and engagement in the learning process. The use of learning videos, as found in the field, is clear evidence of the effective use of interactive media in maintaining student enthusiasm.

Additionally, Rohmah and Maulana (2023) as well as Sari and Nurhidayati (2024) state that teacher strategies that emphasize character values and active student involvement can create a healthier classroom climate that supports children's social-emotional development.

From a leadership perspective, Wulandari and Hanifah (2023) add that teachers' success in managing classrooms is also inseparable from the role of the madrasah principal, who is able to provide guidance, supervision, and moral support to teachers. This is in line with the results of interviews with the principal of MI Ta'mirul Islam, who routinely conducts supervision and training to improve teacher professionalism.

From a theoretical perspective, Uno (2021), Mulyasa (2020), and Sudjana (2022) emphasize that good classroom management strategies must fulfill three principles: creating a positive learning atmosphere, enforcing educational discipline, and developing productive two-way interactions. These principles are fully reflected in the findings of this study.

Thus, the quotations and references used in this study not only serve to reinforce the theory but also confirm the empirical connection between the results of field observations and previous scientific findings. All references are compiled using the APA 7th Edition writing style and are listed in full in the References section.

### **Conclusion**

Based on the results of research conducted at MI Ta'mirul Islam Surakarta, it can be concluded that teachers play an important role in creating a conducive learning atmosphere through the application of various classroom management strategies. The strategies used include encouraging positive behavior, providing motivation, arranging seating, and using interesting and interactive learning media.

Teachers strive to maintain students' focus and enthusiasm for learning through fun activities such as ice breakers, educational stories, and light games that are relevant to the subject

matter. This shows that teachers understand the characteristics of their students and are able to adapt their strategies to the dynamic classroom situation.

Support from the principal also plays a major role in improving teacher professionalism through supervision, regular training, and coaching. Thus, effective classroom management is formed through collaboration between teachers, principals, and students in creating a disciplined, comfortable, and productive learning environment.

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