Effective Classroom Management to Create a Positive Learning Environment

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ABSTRACT

Effective classroom management is essential for creating a positive learning environment that fosters student engagement and academic success. Learning is a conscious and planned effort to create a learning atmosphere and educational process so that students actively improve their abilities, so that the educational process should be able to produce a classroom atmosphere that is conducive to supporting the creation of a quality educational process. The purpose of this research is to describe the implementation of classroom management, creating a positive environment for learning, being a good communicator, dealing with student problem behavior. The methodology used to create this article is to use literature review procedures. Researchers use this method because researchers want to understand and master classroom management in producing positive educational areas using a literature research approach. Based on the results of the literature study, it can be concluded that education is a planned effort to realize the learning process so that students can actively develop their potential, and teachers have an obligation to realize educational ideals and goals. Students need a positive environment for learning, so there needs to be a class management strategy, so that goals can be achieved easily, so the learning process should be able to create a classroom atmosphere or classroom climate that is conducive to supporting the creation of quality learning processes. It is hoped that in the next research the researchers will be able to find new things that can increase students' enthusiasm for learning

Keywords: *Classroom Management; Teaching Strategies; Positive Discipline; Teacher Student Interaction; Increasing Learning Motivation*

INTRODUCTION

Education "is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state" (Daria, 2022). The role of teachers in realizing the ideals and goals of education is an obligation. A conducive learning process causes students to be more active, motivated and at ease in learning. So that psychologically students do not feel forced to learn, so that learning objectives can be achieved easily, the learning process should be able to create a classroom atmosphere

or classroom climate that is conducive to supporting the creation of quality learning processes.

One of the keys to successful classroom management is a good relationship between teachers and students (Mudarris, 2024). The tension that positive interactions can increase student motivation and engagement in learning. When students feel valued and cared for, they tend to be more active in participating in teaching and learning activities. Therefore, it is important for teachers to build strong relationships with students as part of an effective classroom management strategy. According to Harjali (2019), management or classroom management is the act of teaching in the classroom with learning planning provided by the teacher for students, supervision of student actions, and assessment of whether or not students have achieved learning based on the objectives that have been implemented. So without learning management which includes programmed and well-planned, efficient and orderly classroom management.

Classroom management is various types of teaching and learning environment activities that are never abandoned by teachers to create conducive learning for students so that teaching objectives are achieved effectively and efficiently (Zahroh, 2015). So that learning is not only limited to activities carried out by teachers with their learning concepts but also in other ways. Like efforts to arrange seating optimally to achieve comfort, a teacher must be able to influence and control student behavior so that discipline management and student management are counterproductive.

Effective classroom management is a key factor in creating a positive learning environment, where students can develop optimally in both academic and social aspects. In the educational context, the classroom is not only a place to transfer knowledge, but also a space for interaction between teachers and students and between students themselves. Therefore, good classroom management is very important to create an atmosphere that supports the development of character, social skills, and students' desire to learn. However, in practice, educators face many challenges in creating effective classroom management. Some problems that are often encountered include a lack of teacher skills in managing the classroom, a lack of balance between discipline and approaches that support student creativity, and a lack of student involvement in the learning process. Apart from that, problems with uncontrolled student behavior, lack of motivation to learn, and differences in learning styles in the classroom are also factors that hinder the creation of a positive learning environment.

One important aspect of classroom management is how teachers create an inclusive, safe and comfortable atmosphere for all students, so that each student feels valued and motivated to learn. In this case, effective classroom management includes classroom arrangement, efficient time management, varied teaching techniques, and positive interactions between teachers and students. On the other hand, the rapid development of educational technology also presents its own challenges for classroom management. The application of technology in learning must be done wisely so as not to distract students' attention, but rather to enrich their learning experience. Therefore,

adequate skills and knowledge are needed for teachers to manage classes by utilizing educational technology effectively. Given the important role of classroom management in creating a positive learning environment, further research and development of effective strategies and approaches is needed. This will not only improve the quality of teaching and learning, but also contribute to the formation of students' character and social abilities, which are very necessary for their future lives.

Based on the statement above, the question arises about how to manage the class to create effective learning? Before answering this question, it is necessary to know that the learning process is the core of the formal education process with the teacher as the main role. Teachers really determine the learning atmosphere in the classroom. Effective learning makes it easier for students to learn something useful, such as facts, skills, values, concepts, how to live in harmony with others, or a desired learning outcome so that student learning outcomes are at an optimal level.

This success is influenced by many factors, especially those who are taught (teachers) and those who are taught (students), who act as actors and subjects in the process (Sutikno, 2021). Therefore, school management must create a pleasant atmosphere in the school environment through classroom management. By establishing a close relationship between teachers and students, teachers can more easily direct students to encourage and motivate enthusiasm for learning. Apart from that, learning effectiveness can also be improved through various efforts. One way that can be done to achieve learning effectiveness is to make learning fun. This means that the interaction between teachers and students, the physical environment, and the atmosphere provide opportunities for creating conditions that are conducive to learning (CP, n.d.).

In connection with this, a teacher needs to think about how to create a positive environment for learning, becoming a good communicator in dealing with student problem behavior. The learning process occurs because of the interaction between students and their environment. Therefore, the environment needs to be arranged in such a way that students react towards the desired behavior change. The purpose of this article is to be able to describe how classroom management is implemented in creating a comfortable and good environment for students.

METHOD

The methodology used to create this article is to use the literature review method. Literature reviews are methodological theories on certain topics, observing or investigating knowledge, ideas or discoveries contained in library literature (Danandjaja, 2014). Researchers conduct literature reviews of journals, researchers to answer the objectives of the research carried out. This research did not involve respondents, because the method used was a qualitative literature review approach. In mastering and understanding classroom management in creating a positive learning environment, this research uses qualitative research procedures through literature study. Researchers use this procedure because researchers want to master and understand classroom management in creating a positive learning environment using

a literature study approach. Literary study procedures are a series of activities relating to procedures for collecting library information, reading and taking notes, and managing research sourced from various journals, after which the author analyzes the information and then draws conclusions.

Table 1
Description of data regarding classroom management in creating a positive learning environment

No	Data Text	Data Code	Data Code Description
1.	Understanding classroom management	DT/AZMN/2019	Text Data, Journal of Work: (Azman, 2020), with the title Classroom Management in Learning
2.	Example implementation of classroom management create	DT/HNDR/2019	Data text, Karya Journal: (Hendri, 2017), with the title Productive and Conducive Learning
3.	positive environment for learning	DT/HNDR/2019	Data text, Journal of Work:(Hendri, 2017), with the title Productive and Conducive Learning Environment
4.	Become a Good Communicator	DT/HNDR/2019	Data text, Journal of: (Hendri, 2017), with the title Productive and Conducive Learning Environment
5.	Face Problematic Student Behavior	DT/ALH &PTW&AGT/2022	Data text, Journal of: (Habsy et al., 2024) with the title Class Management
6.	Discussion, methods and conclusions	DT/HBY&ERN/2024	Data text, Journal of:(Habsy et al., 2024), with the title Classroom Management in Creating a Positive Learning Environment

FINDINGS AND DISCUSSION

Class management consists of two words, namely management and class. "Management itself has the root of the word "manage", plus the prefix "pe" and the suffix "an". Another term for management is "management". Management is a word originally from English, namely management which means management, leadership, management." (Djamarah & Zain, 2010). Management is "the process that provides oversight of all matters involved in implementing policies and achieving goals."

Management in a general sense according to Arikunto (2021) is "administrating the arrangements or setting up of an activity". According to Hamalik, quoted by Erwin Widiasworo (2018), a class is "a group of people who carry out learning activities together and receive instruction from the teacher" looks at class from two angles, namely: "class in the narrow sense and class in the broad sense".

A classroom in the narrow sense is a room limited by four walls, where a certain number of students gather to take part in the teaching and learning process. Classes in the traditional sense are static, namely grouping students according to their development, which is based, among other things, on their respective chronological boundaries. A class in a broad sense is a small community which is part of a school community which is organized into work units that dynamically carry out creative teaching and learning activities for a purpose.

Classroom management is a teacher's skill in creating a conducive learning climate and controlling it if disruptions occur in learning. Meanwhile, according to Sudirman, quoted by Djamarah, he said that "class management is an effort to utilize class potential." Added by Nana Suryana et al., (n.d.), Classroom management can be interpreted as the teacher's ability to utilize the potential of the class in the form of providing the widest possible opportunities for each individual to carry out creative and directed activities." According to Arikunto, quoted by Djam, class management is "an effort carried out by the person responsible for teaching and learning activities or who helps with the aim of achieving optimal conditions so that learning activities can be carried out as expected." According to Prof. Dr. H. Syaiful Sagala (2018), management is the process of planning, organizing, leading and controlling the efforts of organizational members by using all organizational resources to achieve predetermined goals.

Based on the opinions of the experts above, it is concluded that classroom management is an effort to systematically organize teaching process activities and what leads to the preparation of teaching facilities and materials, arrangement of learning rooms, situations or conditions in which the teaching and learning process runs well and program objectives are achieved.

1. **Example of implementing classroom management**

Good classroom management greatly determines the quality of teaching and learning activities. If the quality of learning and teaching is good, then students will also gain a good level of understanding. One of them is by arranging the classroom. Here are some standard classroom setup styles. The following will explain the audiotorium class arrangement style, face-to-face style, off-set style, seminar style, and cluster style.

a. Style Auditorium

In traditional auditorium style, all students sit facing the teacher. This arrangement limits students' face-to-face contact and teachers are free to move anywhere. Auditorium style is often used when a teacher is teaching or someone is giving a class presentation.
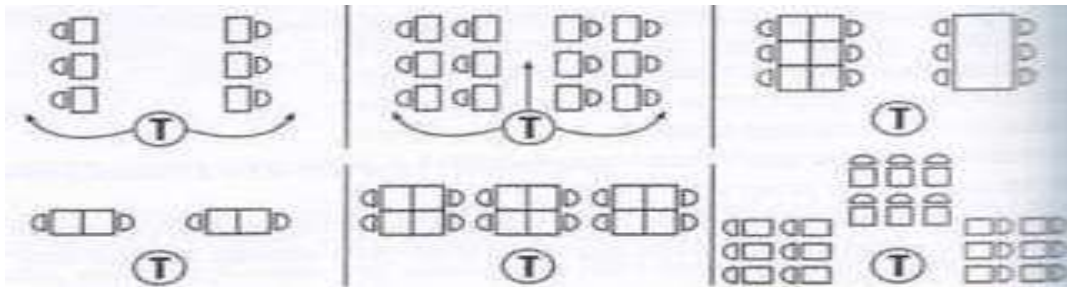
Source :
https://images.app.goo.gl/BqcURLHynUV9d6UYA
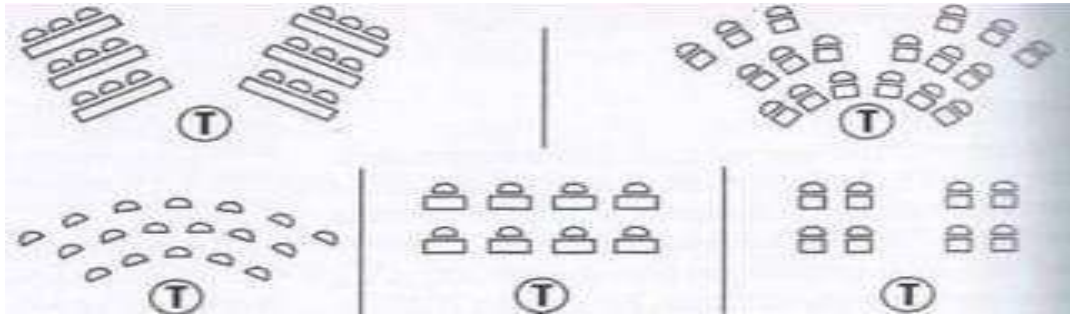
Figure 1. Style Auditorium

b. Face to Face Style

In face-to-face style, students face each other. Disturbances from other students will be greater in this arrangement than in the auditory arrangement.
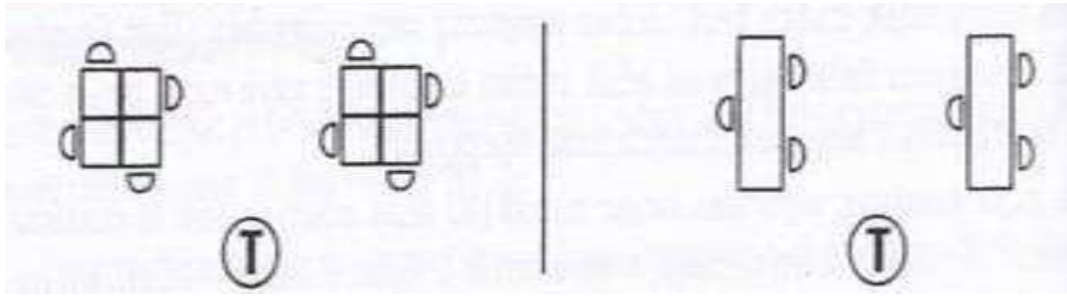

Source:
https://images.app.goo.gl/us7jVTaoPSExoMZk9

Figure 2. Face-to-face style

c. Off-set Style

In off-set style, a number of students (usually three or four children) sit on benches but sit directly opposite each other. There are fewer distractions in this style compared to face-to-face style and can be effective for cooperative learning activities.

Source: https://www.slideshare.net/slideshow/display-kelas/27991874#34

Figure 3. Off-set force

d. Style Seminar

In seminar style, a large number of students (10 or more) sit in a circle, or square, or U-shaped arrangement. This is especially effective when you want students to talk to each other or communicate with you.

Source : https://www.slideshare.net/slideshow/display-kelas/27991874#34
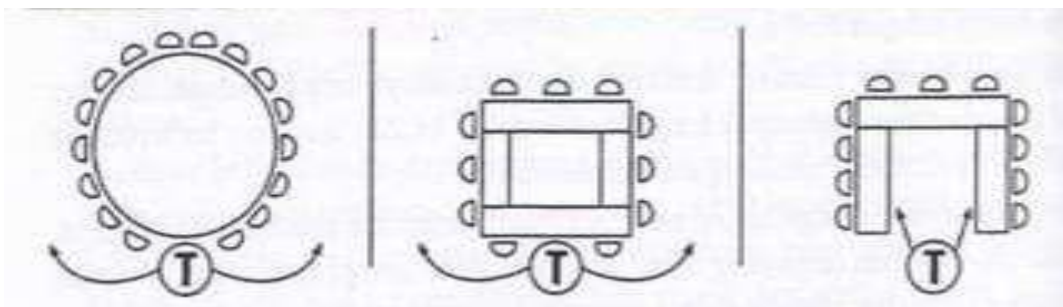
Figure 4. Style Seminar

2. Creating Positive Learning for Learning

Students need a positive environment for learning. We'll discuss some general classroom management strategies for providing this environment, effective ways to create and maintain rules, and positive strategies for getting students to cooperate.

a. Using an authoritative/authoritarian style
b. Manage class activities effectively
c. Shows how far they "follow"
d. Maintain the smoothness and continuity of lessons
e. Engage students in a variety of challenging activities

3. Be a Good Communicator

Managing a class and resolving conflicts constructively requires good communication skills. The three main aspects of communication are speaking, listening and verbal communication skills. Regarding speaking skills, including:

a. Speaking in front of the class and students
b. Be assertive (firm), an assertive style is one way of winning conflict where people express their feelings, ask for what they want, say no to what they don't want, and act in their best interests.
c. Barriers to effective verbal communication.
d. Give an effective lecture
e. Listening skills.
f. Communicate nonverbally.
g. Facial expressions and eye communication
h. Touch
i. Room

1. Behavior in Facing Student Problems

The behavior of students varies as we know that humans have different characteristics. Variations in children's behavior are a problem for teachers in classroom management efforts. Problems with children's behavior in the classroom can result in a non-optimal learning process. Class management problems focus on the problems of students in the class, namely:

a. Lack of unity, for example by the existence of cliques, cliques and conflict between the sexes. This causes divisions within a class. With this group conflict, of course, when teachers want to implement a discussion or group work system with heterogeneous students, it will be difficult to do so. The reason cooperation will not be formed is because they do not want to unite. Not only that, this problem also affects students' affectivity in working together and loving each other because of the existence of these groups. There are no standards of behavior in group work, for example making noise, chatting, going here and there and refusing to cooperate with the teacher. This creates frustration for the teacher and can change the classroom climate for the worse. Repeated violations of behavioral guidelines such as the example above cause the management and learning system to become damaged and disrupt class activities. This is also called the spreading problem expressed by (Warsono, 2016).
b. The class tolerates friends' mistakes, accepts and encourages students' wrong behavior. Having a mistake tolerated by the class will give it the green light to make that mistake again. When other students see a mistake happening, there is a possibility that they will imitate it. Then more and more students will make mistakes.

c. Low morale, hostility, aggressiveness, for example in studying there are students who lack learning tools, lack of money. This low morale is bad behavior that must be corrected. This is because low morale will make students who have a lack of ability feel inferior or isolated. And worse, it will make the student not want to go to school again. Of course, this will result in hampered learning.

Variations in student behavior are not without cause. The causal factors are:

1. Grouping (smart, medium, less clever), the less clever group will be a source of negativity, rejection or apathy.
2. Individual characteristics, such as lack of ability, dissatisfaction or from a low economic background that hinder ability.
3. The smart group feels hindered by friends who are not like them.

This group often rejects the standards given by teachers. Often this group also forms its own norms that are not in accordance with school expectations. In a learning process, it is expected that all students will be calm and work throughout class hours, if there are interruptions or interactions they may feel tense or anxious. Because deviant behavior from one or two students can still be tolerated as long as it does not damage class unity.

Discussion

Effective classroom management is one of the crucial aspects in creating a positive learning environment. In the educational context, teachers act as the main managers who are responsible for creating a conducive learning atmosphere and supporting student development. Research shows that the success of classroom management is greatly influenced by the teacher's ability to carry out it as a learning manager, which includes organizing the classroom, managing activities, and handling problematic student behavior (Asri & Manik, 2023a; Subchi et al., 2022; Widiyono, 2020).

One strategy that teachers can implement to create a positive learning environment is through managing classroom activities effectively (Nurmalasari, 2019) emphasizes the importance of appropriate techniques and strategies in creating a conducive classroom climate. This includes managing interactions between students, managing time, and using varied learning methods. In this way, teachers can create an atmosphere that is not only fun but also challenging, so that students are motivated to participate actively in the learning process (Faruqi, 2018).

Furthermore, research by Purnomo & Aulia (2018) suggests that good classroom management focuses not only on the physical arrangement of the classroom, but also on developing positive relationships between teachers and students. Teachers who are able to build good communication and create a sense of mutual trust will be more successful in managing the class. Apart from that, the

teacher's ability to deal with inappropriate student behavior is also an important factor in maintaining a conducive classroom atmosphere (Rejeki & Suwardi, 2021).

In this context, effective classroom management is also closely related to student learning outcomes. Research shows that good classroom management can increase student motivation and engagement, which ultimately has a positive impact on their learning achievement. Therefore, it is important for teachers to continue to develop their competence in classroom management through training and practical experience (Rokhmaniyah et al., 2023). Next, setting clear rules and expectations is an important step in creating structure in the classroom. Mutually agreed upon rules help students understand what is expected of them and the consequences of their actions. This not only reduces the chances of conflict but also builds a sense of responsibility among students. With clear guidelines, students tend to be more obedient and feel safe in undergoing the learning process.

Implementing a daily routine also plays an important role in classroom management. Routines provide structure and help students feel comfortable with the flow of activities in class. By having a regular schedule for various activities, students can manage their time better. Additionally, routines help reduce anxiety and increase students' focus while studying, because they know what will happen next. Conflict in the classroom is inevitable. Therefore, the teacher's ability to manage conflict is very important to maintain a positive learning environment. Teachers must be able to listen to all parties involved fairly and find constructive solutions. In this way, conflicts can be resolved without creating tension between students or between teachers and students.

Finally, continuous evaluation of the implementation of classroom management is necessary to ensure the effectiveness of the strategies implemented. Teachers need to integrate class developments and make adjustments if necessary to meet student needs. By conducting regular evaluations, teachers can improve the quality of the learning environment and ensure that all students get the support they need to succeed. Effective classroom management is key to creating a rewarding and sustainable learning experience for all students. Overall, effective classroom management is a combination of various strategies implemented by teachers to create a positive learning environment. By understanding their role as learning managers, teachers can create an atmosphere that supports students' intellectual, emotional and social development, as well as achieving the expected educational goals.

CONCLUSION

Based on the results of the literature study, it can be concluded that education is a planned effort to realize the learning process so that students can actively develop their potential, and teachers have an obligation to realize educational ideals and goals. Students need a positive environment for learning, so there needs to be a class management strategy, so that goals can be achieved easily, so the learning process should be able to create a classroom atmosphere or classroom climate that is conducive to supporting the creation of quality learning processes. It is hoped that in

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