

Classroom Management Strategies in Fulfilling Learning Effectiveness (Case study in grade 2 MI Daarul Ilmi Balaraja-Kab.Tangerang and MI Ihsaniyah Bandung-Kab.Serang)

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ABSTRACT

Education plays an important role in human resource development, where effective classroom management is the key to cleanliness. This study analyzes classroom management strategies at MI Ilmi located in urban areas and MI Ihsaniyah in rural areas, focusing on the challenges of declining student focus, heterogeneity and discipline issues. The goal is to identify the strategies applied, define the fulfillment of learning effectiveness, and examine the contribution of these strategies. The qualitative method was used by collecting data through observation and interviews with 2 teachers, 4 students and 2 principals. The results showed that (1) MI Daarul Ilmi implemented time *blocking*, while MI Ihsaniyah used short sessions, both schools developed collaborative strategies; (2) The effectiveness of learning is achieved through a *student-centered* approach and holistic assessment; (3) This strategy improves learning outcomes with the majority of students achieving academic grades and increases student engagement and student discipline.

INTRODUCTION

Education is the most important element in the development of the quality of human resources, in general there are several main aspects that are the subject of discussion in learning, namely cognitive processes, assimilation and accommodation, experience, social interaction, motivation and emotions and contextualization (Azmi et al., 2017). Learning has a different meaning from learning, learning is a process guided by teachers to help the development of students' cognitive aspects, which can improve thinking skills and skills in managing new knowledge. Learning serves as an effort to deepen a deeper understanding of the subject matter (Saifulloh & Darwis, 2020). One of the aspects that affect the success of education is classroom management applied by educators or teachers (Yestiani & Zahwa, 2020). Teachers are responsible educators and have an important role in the learning process, especially in the classroom.

The learning process can run effectively if a teacher has good planning, besides that the teacher is able to analyze or recognize the conditions of the classroom so that it is easier to estimate every problem that will occur in accordance with the handling or approach used by the teacher in the classroom (Purnomo, 2022). According to Sudarwan Danim, who was quoted by Suryana, classroom management is a work of practice or praxis (practice and strategy), namely teachers work individually with or through people (peers or students themselves) to optimize classroom resources for the creation of an effective and efficient learning process (Suryana, 2012). An effective classroom management strategy can create an environment that supports a productive and efficient learning process. A well-managed classroom will support student motivation and maximize students' engagement in learning. Education at the elementary level has a very crucial role in the formation of students' character and intellectual quality. At this level, students begin to form a basic understanding of knowledge and skills that will be the foundation for their future development. Therefore, it is important for educators to create an effective learning environment and support the learning process optimally. One of the main factors that affect the success of learning is classroom management. Good classroom management can create a conducive learning atmosphere. Allows students to be more focused, active and involved in the learning process. On the other hand, less effective classroom management can cause problems such as disturbances in the classroom, student indiscipline and low levels of student involvement and motivation to learn.

Based on the results of observations that have been carried out at MI Daarul Ilmi and MI Ihsaniyah have different characteristics in terms of location, resources and student composition. MI Daarul Ilmi, which is located in Tangerang district, is a school located in a more urban area with easier access to various educational and technological resources. On the other hand, MI Ihsaniyah, which is located in Serang district, has the characteristics of a more rural area, with different responsibilities in terms of classroom management and student involvement. These two schools have different classroom management

strategies and it is important to see how these differences affect the effectiveness of the learning achieved.

This research is driven by several phenomena that occur in the school environment. One of them is the level of student concentration that tends to be low, especially due to the influence of gadgets and social media, so a classroom management strategy is needed that is able to maintain students' focus during learning. The phenomenon of declining student learning focus in the digital era is multidimensional. Disruptive behavior such as making noise in class or not doing assignments is a serious problem at MI Daarul Ilmi, especially due to the large number of students in limited spaces. To overcome this, a comprehensive approach is needed that includes the implementation of positive classroom management with a clear structure and routine, the use of interactive learning methods to increase student engagement, and the arrangement of a more effective classroom physical environment.

The phenomenon of student heterogeneity at MI Ihsaniyah creates complex challenges in classroom management, where differences in academic and cultural ability backgrounds require a special approach that is inclusive and adaptive. In one class, teachers must face students with varying levels of understanding of the material, ranging from those who understand concepts to those who need intensive assistance, so differentiated instruction strategies are needed to ensure that all students can participate optimally. In addition, the diversity of cultures and values brought by students from different family environments requires teachers to apply culturally responsive teaching that is sensitive to various norms and customs. This challenge becomes more evident when these differences affect the dynamics of social interaction in the classroom, learning styles, and students' responses to conventional pursuit methods. To address this, collaborative learning approaches such as heterogeneous group models and project-based learning can be an effective solution, where students complement each other based on their respective strengths. Teachers also need to develop flexible and diverse assessment systems to accommodate different learning styles, while creating a classroom environment that values differences as a shared strength. Thus, heterogeneity that was initially a challenge can actually be transformed into an important capital to create a rich and meaningful learning experience for all students.

This study aims to (1) Identify and analyze classroom management applied by teachers at MI Daarul Ilmi and MI Ihsaniyah; (2) Describe the fulfillment of learning effectiveness at MI Daarul Ilmi and MI Ihsaniyah; (3) Examining the classroom management strategies that are applied can contribute to increasing the fulfillment of learning effectiveness at MI Daarul Ilmi and MI Ihsaniyah.

THEORETICAL REVIEW

Classroom Management Strategy

According to Purnomo quoted by Baiq and Sri, a classroom is a learning room in the sense of a physical environment and a learning group or referred to as an emotional environment (Rohiyatun & Mulyani, 2017). According to Emmer

and Sabornie in Thomson, classroom management includes time management, space management, clear interaction and the arrangement of relationships between teachers and students that create a conducive climate for learning (Thomson, 2020).

According to Emmer and Sabornie, Dendoli quoted by Dendoli includes various techniques applied by teachers to manage the classroom and facilitate the learning process properly. Some common strategies that can be applied are: (Dendodi, 2024)

1. Time management strategy, this effectively manages learning time to ensure all material can be delivered
2. Student interaction management strategy, which creates positive interactions between students and teachers with teachers.
3. Learning environment management strategy, this strategy makes the classroom atmosphere comfortable and conducive to learning

A classroom management strategy is a way that teachers use to manage various resources in the classroom, such as students, time, space and materials so that the learning process runs effectively and efficiently (Nugraha, 2018). This strategy includes managing the relationship between students and teachers, regulating student behavior, and creating a learning environment that can support learning success.

Fulfillment of Learning Effectiveness

The word fulfillment in this context is not a binary concept (fulfilled or unfulfilled), but a spectrum of achievement that continues to move dynamically (Rohmawati, 2015). In this case, fulfillment is an active process of creating conditions where each component of learning strengthens each other to create the real goal of education, namely the development of a whole, knowledgeable and personality human being.

Effective in the great dictionary of the Indonesian language can be mentioned as a consequence, influence or bring results. So effectiveness is the compatibility between the person carrying out the task and the intended goal. Effectiveness is related to the implementation of all main tasks, the achievement of goals, timeliness, and the active participation of members.

Indicators that can be used to measure learning effectiveness include: (Mardiah & Akbar, 2018)

1. Learning outcomes

The effectiveness of learning can be seen from the extent to which students are able to master the material taught and achieve the competencies that have been set (Agustin, 2020). This can be measured through test results, assignment assessments, and observation of students' ability to apply their acquired knowledge.

2. Student engagement

Effective learning involves students effectively in the learning process, students who are actively involved will find it easier to understand the material and remember it longer (Dharmayan et al., 2012) This involvement includes

participation in discussions, group work, and interaction with teachers and friends.

3. Quality of teacher-student interaction

Good interaction between teachers and students will create a positive and conducive learning atmosphere (Setyaning & Alsa, 2019). Effective teachers are able to motivate students, provide clear explanations and establish open communication with students.

4. Use of appropriate learning methods

The effectiveness of learning is also influenced by the methods used by teachers, methods that are in accordance with the characteristics of students and learning objectives will improve students' understanding and make them more interested in learning (Nasution, 2017).

METHODOLOGY

The approach used in this study uses a qualitative approach, an approach that provides a tool to understand in depth the meaning of complex phenomena and the processes that take place in social life practically (Sahir, 2021). This research aims to understand the phenomenon that occurs in depth and comprehensively in the context of classroom management and learning effectiveness, to understand in depth the meaning of complex phenomena and the processes that take place in social harmony in a practical way.

Primary data was obtained directly from research sources either verbally through interviews or inferred from observations of sources. Meanwhile, secondary data comes from documentation relevant to the research cap, such as student score data tables, teacher notes, photos of learning activities and others. The research uses data analysis techniques used in this qualitative research using the Milles and Huberman model cited by Hardani consisting of virgin reduction, data presentation and drawing conclusions and then verification.

RESULTS

MI Daarul Ilmi is located in an urban area with relatively better access to resources and technology, grade 2 at MI Daarul Ilmi has a fairly large number of students consisting of 97 students with the study space divided into 3, so that each class consists of 30 students on average. The main challenges faced are the low concentration of students due to the influence of gadgets, disruptive behavior in the classroom and the demands of a dense curriculum with a fairly high administrative burden on teachers. Meanwhile, at MI Ihsaniyah, which is located in rural areas with heterogeneous student characteristics, both in terms of academic, social, and economic backgrounds that are diverse in one class, thus creating diverse group dynamics.

MI Daarul Ilmi and MI Ihsaniyah Class Management Strategy

1. Time Management

Time management is an important aspect of effective management, as the learning time available in schools is limited and must be used optimally. As a teacher, of course, you apply various strategies to ensure that every minute in

class is used effectively. One of the main strategies is the determination of daily priorities and the planning of learning activities in a structured manner, in addition to the right time management can ensure that each learning session has clear and measurable goals. Thus, time is not wasted on activities that are not relevant to the learning objectives.

The results of the study show the time management strategies carried out by the 2nd grade teachers of MI Daarul Ilmi, namely: (1) Planning learning materials the day before learning, preparing lesson plans or teaching modules in detail by allocating time (10 minutes opening, 30 minutes core activities and 10 minutes closing) so that learning goals are achieved; (2) Using *time blocking*, MI Daarul ilmi grade 2 teachers divide the learning session into specific time blocks according to the teaching module which is made the first 10 minutes of introduction to the material and questions and answers, the next 30 minutes of learning activities, and the last 10 minutes are used to conduct a brief evaluation and provide feedback. In addition, the 2nd grade teacher of MI Daarul Ilmi checks the time whether it is as planned or there are obstacles, so that incomplete learning can usually be adjusted to the next meeting; (3) The use of *the chunking* method is an effective strategy to overcome the limitations of working memory capacity by breaking down the material into small parts that are easy to manage.

MI Ihsaniyah 2nd grade teachers have similarities in managing time, but MI Ihsaniyah teachers emphasize more on the characteristics of students, this is because MI Ihsaniyah is located in a rural and heterogeneous district area allowing this to be a very necessary strategy in managing time well and conditioning students to remain in concentration. The elaboration in managing his time includes: (1) preparing a clear daily schedule in accordance with the characteristics of grade 2 students; (2) dividing the learning time into several short sessions as per the concentration of grade 2 students; (3) carry out the initial, core and closing activities; (4) monitor the time during learning so that learning objectives can be achieved.

2. Student Interaction Management

Student interaction management is one of the classroom management strategies that needs to be considered by a teacher, student interaction management is the main focus in creating a conducive, democratic and inclusive learning atmosphere. As a teacher, you must consciously build a personal relationship and positive bonding with students. One of the strategies implemented is to create a clear climate that is full of empathy, mutual respect and free from pressure. Teachers play the role of facilitators and motivators, not just sources of knowledge. The results of the research conducted were that the 2nd grade teacher of MI Daarul Ilmi created student interaction by doing (1) Group work, by discussing in pairs and alternate seating arrangements every one time, this was done so that students interacted with each other; (2) Make class rules and provide ratings for groups that can work well together. If there is a conflict, usually the 2nd grade teacher of MI Daarul Ilmi conducts delving and character learning. In managing the interaction of grade 2 students, of course, there are several challenges such as unbalanced group dynamics with a percentage of 15% of students dominating, 80% of interactions, the rest passive

students tend to only follow. In addition, there are male students who are reluctant to group with female students and there are verbal conflicts such as mockery between friends, which is carried out by grade 2 teachers usually giving a limit of 5 minutes to solve problems; (3) Using fun learning methods through educational games, role plays and the use of interesting learning media so that it can help increase students' enthusiasm and involvement in the learning process. Meanwhile, the interaction management carried out at MI Ihsaniyah has an interaction strategy that is divided into four zones, namely discussion in pairs, creating groups consisting of 5-6 students, individual activities and discussions or consultations with teachers. The 2nd grade teacher in his learning makes an explanation first, then gives the opportunity to students to work together with their peers or peer tutors, then the teacher asks the students to explain the results of the assignment that has been given. The challenge faced by the 2nd grade teacher of MI Ihsaniyah lies in students who are easily involved in conversations outside the material and lack patience when working together. The solution offered by the 2nd grade teacher of MI Ihsaniyah is more of a character development approach, supervision and continuous guidance.

3. Learning Environment Management

The management of the learning environment in schools focuses not only on the physical aspects of the classroom, but also on the creation of a psychological atmosphere that supports the learning process. The results of the study show that the 2nd grade teachers of MI Daarul ilmi have a learning environment management strategy by (1) Implementing dynamic zones, a flexible classroom system designed for active learning for 2nd grade students, with this system transforming the space such as the layout of U-shaped tables and chairs (adjusted to individual or group learning needs); (2) Consistent learning rituals (prayers, greetings, ice breaking); (3) Conducting active student communication by involving students who are smart and actively become mentors for students who need assistance; (3) Doing weekly bonding through P5 activities.

A conducive learning environment management strategy will of course, be inseparable from the challenges faced by 2nd grade teachers of MI Daarul Ilmi, the challenges they face include: (1) The limitations of 2nd grade classrooms for students with varied activities; (2) Visual distractions, too many displays cause some students to have difficulty focusing; (3) Class noise. Despite the challenges faced, of course, the solutions carried out by grade 2 teachers to overcome the challenges of the learning environment by involving all grade 2 residents, carrying out fun learning activities and making continuous improvements. This challenge is an opportunity for grade 2 teachers to develop creativity.

The management of the learning environment at MI Ihsaniyah emphasizes more on interaction with fellow classmates, this is considering that most of MI Ihsaniyah students have heterogeneity in terms of intelligence or understanding of the material, and build a deep interaction regarding students' complaints in learning, teachers as good listeners for students. In his research, the 2nd grade teacher of MI Ihsaniyah arranged tables and chairs neatly in a parade so as to encourage students to act with teachers and friends. The classroom is made

spacious enough for teachers and students to move freely so that learning in the classroom runs well, the seating arrangement at MI Ihsaniyah implements a seat rolling system. In addition, the cleanliness of the classroom environment plays an important role in creating a comfortable learning atmosphere.

The challenges faced in managing the learning environment of 2nd grade teachers of MI Ihsaniyah are more in the aspect of limited learning facilities, lack of student discipline in maintaining cleanliness. Of course, the 2nd grade teacher of MI Ihsaniyah in facing the challenges he does is to organize the classroom as efficiently as possible, use simple learning media, and always instruct students in maintaining the cleanliness of the classroom through the class picket task schedule.

The Effectiveness of Learning Fulfillment at MI Daarul Ilmi and MI Ihsaniyah

1. Learning Outcomes

Learning outcomes are the main indicators to measure learning effectiveness. Learning outcomes reflect the extent to which students have achieved learning objectives that have achieved the learning objectives that have been set, both in the cognitive, affective and psychomotor domains. In this study, learning outcomes are not only seen from exam or assessment scores but also from the value of changes in students' attitudes and skills.

The indicators of learning effectiveness assessed by the 2nd grade teacher of MI Daarul Ilmi consist of cognitive indicators, namely students are able to reinterpret the material using their own words according to their abilities, then affective indicators, namely having the courage to answer questions from the teacher, being able to work together with groups, following class rules, and finally psychomotor indicators, both fine and rough motor. In addition, with well-planned time management, student learning outcomes both from academic grades and student discipline scores achieve good grades. In the teaching-learning process, of course, 2nd grade teachers of MI Daarul Ilmi have many challenges such as factors that hinder the achievement of less-than-optimal learning outcomes that can occur because students are low-grade, have short concentrations and each student has a different learning style.

Grade 2 teacher MI Ihsaniyah has indicators that are not much different from those of MI Daarul Ilmi teachers, only a few differentiators, namely in indicators (1) Ability to understand the material by students based on the results of tests or assignments; (2) active participation of students during the learning process; (3) The ability of students to apply the material in daily activities or practical tasks; (4) Students' attitude and discipline during learning. Student learning outcomes can be seen in the average ability of students to be able to do assignments on time. Meanwhile, the factor that makes the 2nd grade MI Ihsaniyah lackluster is more of a factor in students or student motivation.

2. Student Engagement

Student engagement is another important indicator in measuring learning effectiveness. This engagement covers the behavioral, emotional and cognitive

aspects of students during hands-on learning. High engagement indicates that students are actively participating and have strong motivation to learn.

MI Daarul Ilmi's 2nd grade teacher actively invites students to be involved by asking questions based on the attendance list and appointing students one by one, as well as giving praise to students who dare to answer or are active in class as a form of positive reinforcement. This makes the learning atmosphere fun and students are motivated to be more active in participating in learning and encourage optimal student involvement.

Meanwhile, MI Ihsaniyah grade 2 teachers carry out strategies to build student involvement in learning by conducting interactive and of course varied activities to build student involvement by forming group discussions, questions and answers, and games, as well as providing challenging tasks according to the ability of students who are more motivated to actively participate in learning.

The findings of the research of grade 2 teachers design learning activities in a practical, planned, relaxed and interactive manner to create student involvement in learning, in practice teachers do ice breaking or warming the brain before carrying out core learning activities, this is done so that students are ready to take part in learning.

3. Teacher-Student Interaction

The quality of teacher-student interaction is a crucial aspect in the effectiveness of the defense, quality interaction creates positive communication, supports and motivates students to learn. These interactions are usually verbal and non-verbal, providing feedback as well as emotional support from the teacher. The findings in the field of 2nd grade teachers of MI Daarul Ilmi build positive interactions with students through a friendly approach, listening, and paying attention to every student's needs, besides that teachers must always give praise and create a comfortable and fun classroom atmosphere, so that there is a positive interaction between teachers and students. The challenges faced by 2nd grade teachers of MI Daarul Ilmi in conducting quality interactions are differences in the character and learning ability of students, there are students who are very active, and there are students who tend to be quiet and difficult to focus, this can hinder the quality of student-teacher interaction. Meanwhile, MI Ihsaniyah's 2nd grade teachers in the teaching process usually reprimand students who are not orderly in the learning process, violating the rules both in the classroom and in the school environment. The form of reprimand carried out by teachers is more individual, as a form of teacher concern by not reprimanding in front of other students, so that the interaction between teachers and students runs well, so that classroom conditions remain comfortable and conducive.

4. Use of Appropriate Defense Methods

The use of the right learning method plays a very important role in the success of the teaching and learning process. The selection of this method cannot be done arbitrarily, but must consider several factors so that the learning goals can be achieved optimally.

Grade 2 teachers of MI Daarul Ilmi choose the learning method by considering the age, characteristics and needs of grade 2 students who are still in

the developmental stage. The methods used can help students be active in learning, namely the method of playing while learning, telling stories, being swayed and the use of interesting props. This can help students in understanding the subject matter and help students to concentrate. While MI Ihsaniyah 2nd grade teachers use a learning method that pays more attention to the condition of students and the school environment, because MI Ihsaniyah 2nd grade students mostly like to move and interact, MI Ihsaniyah 2nd grade teachers use a cooperative learning method by forming small groups, emphasizing religious values in daily activities such as memorizing short prayers and Islamic singing.

DISCUSSION

Based on the results of research conducted at MI Daarul Ilmi and MI Ihsaniyah, it can be seen that the classroom management strategies applied by grade 2 teachers at both MI Daarul Ilmi and MI Ihsaniyah have significant differences, mainly due to differences in the context of location, student characteristics, and the amount of power available. Classroom Management Theory according to Emmer Sarboni emphasizes the importance of managing time, interaction and learning environment to create a conducive learning climate. This is in line with the findings at MI Daarul Ilmi located in urban areas, where teachers apply *time blocking* and *chunking* strategies to optimize limited learning time. Meanwhile, at MI Ihsaniyah, which is located in a rural area with a high heterogeneity of students, teachers emphasize a differentiated approach and culturally responsive teaching to accommodate the diversity of students' backgrounds. Both approaches suggest that classroom management strategies must be adapted to real-world conditions in the field in order to support learning effectiveness.

More in-depth, the implementation of student interaction management strategies at MI Daarul Ilmi and MI Ihsaniyah shows a contextual approach. At MI Daarul Ilmi, teachers use a structural approach through regular seating and group work arrangements, in accordance with the classroom management theory of Evertson and Weinstein which emphasizes the importance of organizational structure in building learning interactions (Poole, I.R., Evertson, C.M. & Emmer, 2022). Meanwhile, at MI Ihsaniyah, a more personalized approach with the division of interaction zones and intensive attention to group dynamics reflects the principle of responsive classroom that emphasizes social-emotional relationships as the basis for learning. This difference confirms Vygotsky's theory regarding the zone of proximal development, where proper social interaction can facilitate the achievement of students' learning potential (Bustomi et al., 2024).

In terms of fulfilling learning effectiveness, the results of the study revealed that both schools have tried to meet the effectiveness indicators, albeit with different challenges. The theory of learning effectiveness emphasizes that the success of the learning process is not only measured by academic outcomes, but also by student involvement, the quality of teacher-student interaction, and the suitability of learning methods (Fathurrahman et al., 2019). At MI Daarul Ilmi, teachers have succeeded in increasing student engagement through interactive learning methods such as educational play and role play, which is in line with

Vygotsky's theory of the importance of social interaction in the learning process. Meanwhile, at MI Ihsaniyah, a collaborative approach and emphasis on religious values have proven to be effective in building an inclusive and meaningful learning climate. These findings are in line with research (Azmi et al., 2017) which states that contextualization in learning plays a key role in achieving educational goals.

The management aspect of the learning environment also shows interesting implementation differences. At MI Daarul Ilmi, the creation of dynamic zones and consistent learning rituals reflects the application of Bronfenbrenner's theory of educational ecology that emphasizes the influence of the environment on learning development. Meanwhile, at MI Ihsaniyah, the emphasis on classroom cleanliness and neat seating arrangements shows the implementation of Fraser's theory of classroom environment which states that an organized physical environment can improve the focus of learning. These two approaches, although different, have succeeded in creating a supportive learning environment in the context of each school.

Overall, this study reinforces the view that effective classroom management depends not only on the implementation of an effective classroom management strategy but also on the ability of teachers to adapt to classroom dynamics and student characteristics. As expressed by (Suryana, 2012) Classroom management is an art and praxis that requires creativity and skills of teachers in optimizing existing resources. The findings of this study also support the contingency theory in education management which states that there is no single effective approach for all situations, but rather that strategic adjustments are required based on the specific characteristics of each learning environment, thus, these findings not only provide an overview of best practices in classroom management, but also confirm the importance of a contextual and responsive approach to students' needs to create meaningful and sustainable learning.

The research also confirms modern classroom management theories that emphasize the importance of a multidimensional approach, covering instructional, behavioral, and psychological aspects (Huda et al., 2023). The implementation of the differentiated instruction strategy at MI Ihsaniyah and the use of the chunking method at MI Daarul Ilmi show how a comprehensive classroom management approach can optimize students' learning potential. These findings further strengthen the paradigm that effective classroom management should be seen as a long-term investment in building a positive learning culture, not just an effort to control student behavior in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

1. Classroom management strategies at MI Daarul Ilmi and MI Ihsaniyah have proven to be effective with a structured approach through the division of learning time (perception, core and closing), time blocking and chunking to adjust students' concentration capacity. Teachers overcome barriers such as differences in ability, low motivation through the division of study groups, peer tutoring and reward systems. This success is supported by careful planning, proper classroom management strategies, and teachers' ability to

- adapt to student characteristics. This approach significantly improves the effectiveness of learning.
2. The effectiveness of learning at MI Daarul Ilmi and MI Ihsaniyah has been optimized through a student-centered approach. MI Daarul Ilmi measures learning outcomes holistically (cognitive, affective, psychomotor, social-emotional) with challenges of diverse learning styles and limited concentration. MI Ihsaniyah focuses on material understanding, active participation, and attitude formation, despite facing low motivation and limited home support. Both schools use interactive methods (discussions, games, awards) and positive teacher-student interaction to create a fun learning atmosphere. MI Daarul Ilmi implements learning while playing, while MI Ihsaniyah integrates cooperative learning with religious values. This strategy is not only the level of academic achievement but also the development of students' social-emotional skills, in accordance with the principles of modern education that are inclusive and adaptive.
 3. The classroom management strategies implemented at MI Daarul Ilmi and MI Ihsaniyah show a systematic approach to creating effective learning. At MI Daarul Ilmi, grade 2 teachers optimize time management through lesson plan/teaching modules, time blocking, and flexible evaluation, as well as improving student interaction with group work and holistic learning environment settings. As a result, the majority of students achieved grades above the KKM with increased participation and discipline. For MI Ihsaniyah, grade 2 teachers divide learning time into short sessions according to students' concentration ability, using varied methods such as discussion and role-playing, as well as creating a comfortable and regular learning environment, this strategy increases focus, active involvement and student learning outcomes with the average student completing assignments on time. Both schools emphasized the importance of time management, social interaction, a conducive learning environment, and adaptive learning methods that are in accordance with the characteristics of students. Structured and creative classroom management strategies can significantly improve learning effectiveness.

FURTHER STUDY

Based on the findings of this study, several recommendations for follow-up studies can be put forward. First, advanced research is needed to examine the impact of long-term classroom management strategies on students' academic development and character, with reference to Piaget and Vygotsky's theories of cognitive development. Second, research on the integration of technology in classroom management can be further developed by using the theoretical framework of TPACK (Technological Pedagogical Content Knowledge) to design effective strategies to overcome digital distractions while utilizing the potential of technology in learning. Third, a broader comparative study can be conducted to analyze the application of inclusive classroom management in various socio-cultural contexts by integrating the theories of Culturally Responsive Teaching and Differentiated Instruction. Fourth, research on the role of instructional

leadership in supporting the effectiveness of classroom management needs to be studied more deeply using instructional leadership theory. Fifth, an interdisciplinary approach that integrates educational science can be developed to understand the impact of classroom management strategies on students' cognition.

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