



## Classroom Management Strategies in Elementary Schools

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**Abstract:** This research aims to describe effective classroom management strategies in Elementary Schools (SD) and analyze the urgency of Implementation, benefits, and challenges. The research approach uses a quasi-qualitative design with a Simple Research Design (SRD) and involves 13 elementary school teachers in West Java as respondents. Data were collected through interviews and analyzed using NVivo 12 software-assisted thematic techniques. The study results show that classroom management is essential in character building, creating a conducive learning environment, and supporting students' social-emotional development. Teachers implement strategies that include drafting clear classroom rules, building positive student relationships, attractively arranging classrooms, providing positive reinforcement, and conducting evaluations and reflections. Effective classroom management has been shown to provide various benefits, such as improving student focus, motivation, discipline, and learning outcomes, and strengthening social relationships. Despite this, teachers face multiple challenges, such as the diversity of students' characters, limited resources, and a lack of parental support.

## INTRODUCTION

Education at the elementary level is the primary foundation in shaping students' character, knowledge, and skills (Mulianti & Sulisworo, 2023). The success of learning at this level is influenced not only by the quality of the instructional materials and teaching methods, but also by the teachers' ability to manage the classroom

effectively (Aldrup et al., 2024). Classroom management plays a crucial role in creating a conducive, safe, comfortable, and engaging learning environment for students (Abidin, 2024; Gokalp & Can, 2022; Seufert et al., 2022). A well-organized classroom environment enables students to maintain focus and actively participate in learning activities without being



distracted by factors that could reduce their focus (Abidin, 2023). Effective classroom management has been shown to enhance students' active participation, minimizes disruptive behavior, and support the achievement of learning goals (Lauermann & Butler, 2021; Shank & Santiago, 2021). These findings emphasize that classroom management strategies are an integral component of the education process, particularly at the elementary school level.

Furthermore, the diverse cognitive, social, and emotional developmental characteristics of elementary school students present a considerable challenge for teachers in managing classroom dynamics (Lievore & Triventi, 2023; Walker & Graham, 2021). Children at elementary school tend to be highly curious, get bored easily, and prefer concrete and fun activities (Suardi et al., 2021). The effectiveness of classroom management is influenced by the teacher's ability to create classroom rules, build positive relationships with students, and manage time, space, and learning resources effectively (Burić & Kim, 2020; Hettinger et al., 2021; Hunter et al., 2023). Without good management,

the learning process will run less than optimally and even have the potential to cause disruptions that impact the achievement of student learning outcomes (Gunersel et al., 2023).

The paradigm shift in the 21st-century education, which emphasizes reinforcement of character, critical thinking, collaboration, and communication, has significantly influenced the way how classroom management strategies are conceptualized and implemented (Azahary & Ratmanida, 2021; Martinez, 2022). Teachers are not the only source of information, but act as facilitators in directing, guiding, and supporting students to be actively involved in the learning process (Hadar & Brody, 2021; Lambirth et al., 2021). In this case, classroom management not only focuses on the physical arrangement of the classroom, but also includes the arrangement of social and psychological interactions among students (Kumari & Biswas, 2024). Adaptive and innovative classroom management strategies will encourage the creation of a favorable classroom climate, which ultimately impacts increased student motivation, creativity, and learning outcomes

(Wang et al., 2020). The right classroom management strategy can foster a healthy and productive school learning culture (Adams et al., 2022).

This research aims to describe and examine effective classroom management strategies in elementary schools that align with the times' demands. It is hoped that the results of this research can benefit both theory and practice and add insight into the scientific field.

## METHOD

### Research Design

The method in this study uses a quasi-qualitative approach with an SRD research design. The Simple Research Design (SRD) is a design used in quasi-qualitative research that enables researchers to describe social situations in depth while still using a theoretical framework as a reference. This approach was chosen because it aims to describe the phenomenon in depth according to the reality on the ground. The steps in SRD include five stages, namely: (1) determining the social context and research questions, (2) conducting a literature review to strengthen the conceptual framework, (3) designing methods and data

collection, (4) analyzing data thematically, and (5) compiling a report on the results of the research (Creswell, 2012).

### Participants

The study's participants were 13 elementary school teachers in West Java. The teachers who became informants were spread across various cities and district regions. Demographic characteristics such as age, gender, educational background, and length of teaching were also part of the data collected to strengthen the research context.

*Table 1 Respondent Profile*

Respondent Profile	Frequency	Percentage (%)
<b>Gender</b>		
Woman	11	84,6%
Man	2	15,4%
<b>Years of Working as a Teacher</b>		
1-10 years	10	76,9%
10-20 years	3	23,1%
<b>Education Level</b>		
Bachelor	11	84,6%
Magister	1	7,7%
Doctor	1	7,75%
<b>Age</b>		
20-30 years	10	76,9%
31-40 years old	2	15,4%
41-50 years old	0	0%
51-60 years old	1	7,75%
61-70 years old	0	0%

### Data Collection

Data collection was carried out using questionnaires given to 13 teachers. The interview explores various

aspects such as urgency, strategies, benefits, and obstacles in implementing classroom management in elementary schools. The data collection process took place in stages for seven days, from June 10 to 16, 2025. After collecting all the data, the researcher transcribed the respondents' answers and analyzed the data.

### Data Analysis

The information obtained from the interviews was analyzed using a thematic method with a deductive approach as the basis for the analysis. The analysis is carried out by following the steps of (Braun & Clarke, 2019), from coding the data, grouping it into categories, to identifying the central theme. Data processing was assisted by NVivo 12 software, which made it easier for researchers to map the relationships between themes and create thematic map visualizations. To maintain the validity of the data, the researcher conducted a member check of the respondents and triangulated the theory. Researchers also actively reflect on the data and minimize personal biases while interpreting the results.

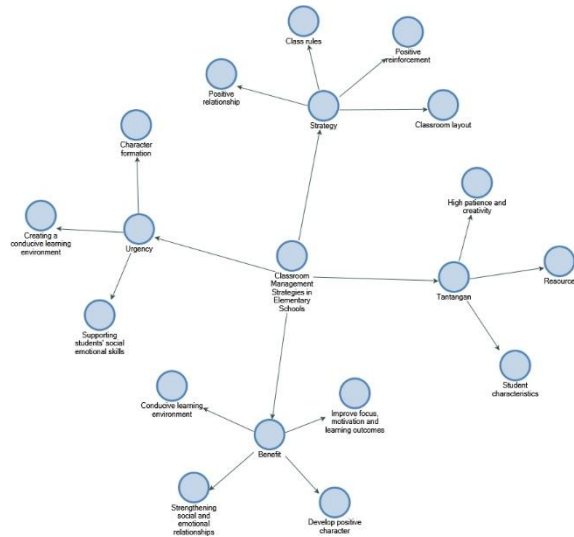


Figure 1 Classroom Management Strategies in Elementary Schools

## RESULT & DISCUSSION

### Result

#### Urgency

Based on the interviews' results, there are three urgencies: character building, creating a conducive learning environment, and supporting students' social-emotional development. The following image maps the urgency of classroom management in elementary school.

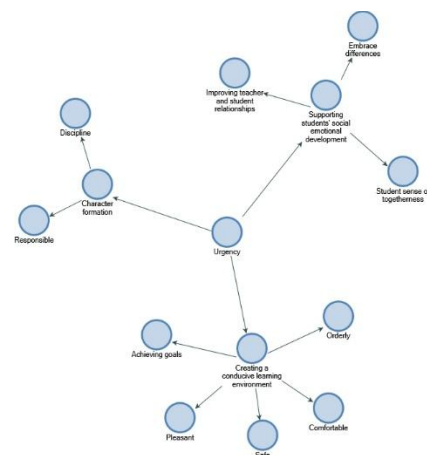


Figure 2 The Urgency of Classroom Management

Classroom management is important to implement because of the character formation in students. Some teachers 1 stated:

*Class management is important because it is the initial foundation of character formation. (Teacher 1)*

The formation of character in students can make them disciplined and responsible. Some teachers stated:

*Effective classroom management is essential in elementary school because. It can improve student discipline and responsibility. (Teacher 11)*

*Class Management is Important in Elementary School because it teaches discipline. (Teacher 13)*

Classroom management is important to implement in elementary schools because it can create a conducive learning environment. This environment allows students to focus on being actively involved in the learning process and allows the learning process to run smoothly without many interruptions.

*Good classroom management can create a conducive learning environment, so that students can focus and be actively involved in the*

*learning process, increase student involvement, and actively participate in the learning process. (Teacher 3)*

*Ensuring the Implementation of an Effective Learning Process. Good classroom management creates an orderly and conducive learning environment. (Teacher 5)*

*Classroom management in elementary schools is urgent because it is the foundation for creating a conducive learning environment. Without effective management, the learning process will be hampered by distractions, a lack of student focus, and indiscipline, ultimately negatively impacting students' academic achievement and overall character development. (Teacher 12)*

A conducive learning environment creates an orderly, comfortable, neat, and fun classroom, which assists teachers in achieving learning goals and increases student motivation.

*Let the Classroom Atmosphere Be Conducive. If the class is conducive, it makes the atmosphere comfortable, neat, and focused. (Teacher 13)*

*With conducive classes, the atmosphere becomes more orderly, comfortable, and supports a fun learning process. (Teacher 8)*

Finally, classroom management is important because it supports students' social-emotional development, encourages a sense of togetherness among all students, embraces differences in culture, ethnicity, background, and ability, and improves teacher-student relationships. Some teachers stated:

*Classroom management in elementary school is important to support students' social-emotional development. (Teacher 10)*

*Classroom Management fosters a sense of community among all students, embracing differences in cultures, ethnicities, backgrounds, and abilities. This supports the social-emotional development of students. (Teacher 2)*

*Effective classroom management is crucial in elementary schools because it can improve teacher-student relationships. (Teacher 11)*

### Strategy

Teachers' strategies for effective classroom management include clearly

and consistently enforcing classroom rules, building warm and positive relationships with students, arranging classrooms neatly and attractively, providing positive reinforcement, and conducting evaluations and reflections.

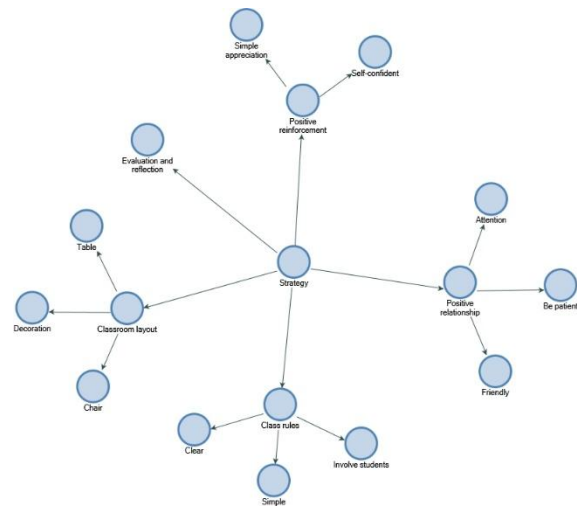


Figure 3 Classroom Management Strategy

*If it is related to how my strategy is in the Implementation of classroom management, then what I can do includes enforcing clear and consistent rules, building warm and positive relationships with students, arranging the classroom neatly and attractively, time management, providing positive reinforcement, and conducting evaluations and reflexes. (Teachers 1, 6, 7, 8, 10, 11, 13)*

Simple rules involving students can create clear rules. The rules' results are then made into posters and pasted in the

classroom so that students always see the rules that have been agreed upon.

*The classroom management strategy in elementary school is to make class rules together by involving students and to make clear and simple rules. (Teacher 13)*  
*The teacher and the students draw up simple rules posted in the classroom and are reminded of them regularly. (Teacher 1)*

Establishing a good/positive relationship with students is a strategy that teachers carry out, so students feel comfortable and motivated. Teachers are friendly, patient, attentive, and open to students. Some teachers stated:

*Teachers are friendly, patient, and attentive in establishing good relationships with students. (Teacher 1)*  
*Build warm, friendly, patient, and open relationships with students. (Teacher 13)*

The following strategy is to arrange the classroom neatly and attractively by arranging tables, chairs, and classroom decorations to make them neat and fun so that students feel at home and can easily concentrate. The arrangement of

neat seating needs to be adjusted to the needs and characteristics of students.

*Neatly arranging the classroom and pulling the arrangement of tables, chairs, and classroom decorations is neat and fun, so students feel at home and easily concentrate. (Teacher 1)*

*In addition, arrange neat and appropriate seating. (Teacher 8)*

Furthermore, positive reinforcement or simple praise and appreciation with stickers or words of encouragement will make students feel appreciated, encourage positive behavior, and increase student confidence.

*Give simple praise and rewards to encourage positive behavior and boost students' confidence. (Teacher 6)*

*Positive reinforcement, such as praise, stickers, or words of encouragement, is given to students who behave well or complete assignments. This makes students feel valued and want to continue doing good. (Teacher 1)*

Teachers need to evaluate and reflect to see whether the classroom management that has been carried out is

going well; when it is not, it is necessary to increase its effectiveness.

*Evaluate and reflect on the classroom management that has been carried out to increase its effectiveness. (Teacher 11)*

**Benefit**

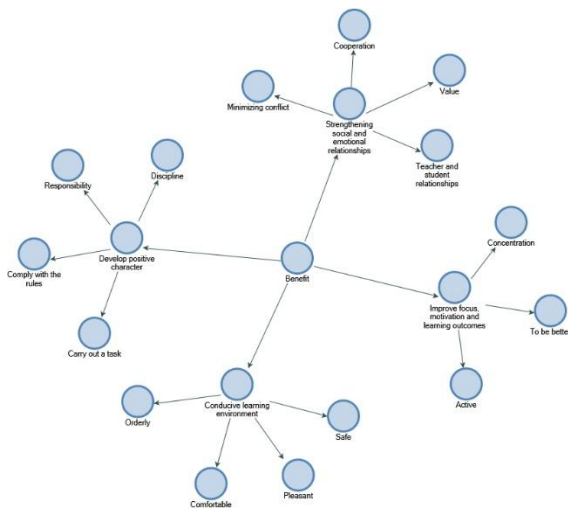


Figure 4. Benefits of Classroom Management

Good classroom management benefits students and teachers. It creates a conducive and comfortable learning environment, increases student discipline and responsibility, increases focus, motivation, and learning outcomes, and strengthens social and emotional relationships.

*Creating a comfortable learning atmosphere, classes become orderly and conducive. (Teacher1)*

*Create a conducive learning environment. (Teachers 3, 5, 10)*

*Cultivate discipline and responsibility. (Teacher 1,2,6,8,10,11,12,13)*

*Improve concentration and learning outcomes. (Guru 1,5,6)*

*Increase students' focus and motivation to learn. (Guru 10,12,13)*

*Supporting students' social and emotional development. (Guru 10,12)*

Classroom management will create an orderly, safe, comfortable, and fun learning atmosphere, supporting effectiveness.

*The classroom becomes more orderly, comfortable, and supports the learning process. (Teacher 5)*

*An orderly, comfortable, and fun learning atmosphere. (Teacher 13)*

The next benefit that can be felt from good management is to develop a positive character from an early age, so that students have a character of discipline and responsibility. That way, students learn to obey the rules, take responsibility for their tasks, and behave.

*Fostering discipline and responsibility, students learn to obey the rules and take responsibility for*

*their duties and behavior. (Teacher 1)*

*Good classroom management encourages students to be responsible for following established policies and processes. (Teacher 2)*

Good management can increase focus, motivation, and learning outcomes, resulting in more concentrated, active, and motivated students who learn better.

*Improving concentration and learning outcomes. A regular classroom environment helps students focus and understand lessons better. (Teacher 1)*

*The Implementation of good classroom management can increase student focus and participation. (Teacher 12)*

Finally, effective classroom management is achieved by building positive relationships between teachers and students, minimizing conflicts, and encouraging social skills such as cooperation and mutual respect.

*Classroom management creates warm and respectful interactions and builds a positive relationship between teachers and students. (Teacher 1)*

*If the classroom management is good, children become more disciplined, focused on learning, and their relationships with friends and teachers are also better. (Teacher 8)*

*The benefits of implementing classroom management in elementary schools include minimizing disturbances and conflicts between students. (Teacher 10)*

### Challenge

Teachers face several challenges in classroom management, including differences in student characteristics, a lack of resources, and a need for patience and creativity.

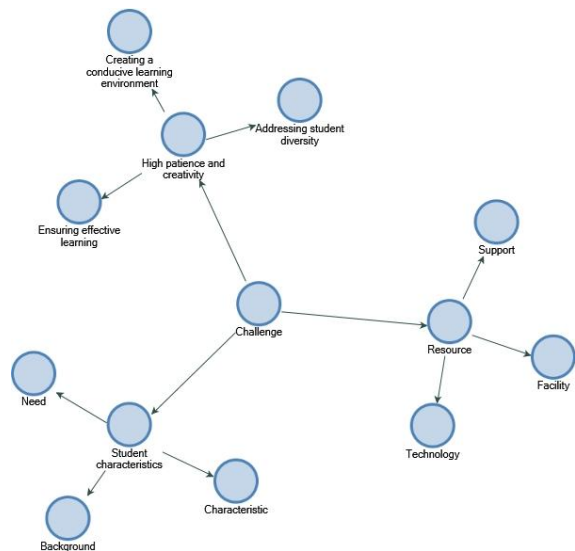


Figure 5 Classroom Management Challenges

*Implementing classroom management in elementary schools faces various challenges that require*

*creativity and perseverance. One of the main challenges is the diversity of character and needs of students, where each child brings a unique background that influences how they learn. (Teacher 6)*

*It takes a lot of patience and creativity to get it all done. (Teacher 9)*

*Challenges in implementing classroom management in elementary schools include resource limitations. (Teacher 11)*

Each student has different backgrounds, interests, abilities, and learning needs, so classroom management needs to be tailored to individual needs.

*Differences in student character and behavior, each student has different traits, backgrounds, and needs. Organizing classes with different types of children can be a challenge in itself. (Teacher 1)*

*Student Characteristics: Students have different characteristics and needs, so class management needs to be adjusted to individual needs. (Teacher 11)*

In addition, a challenge in classroom management is a lack of

resources, such as facilities, technology, and support.

*A lack of resources, such as facilities, technology, and support, can hinder classroom management. (Teacher 3)*

*Parental involvement in classroom management can be challenging without effective communication between teachers and parents. (Teacher 11)*

Finally, in classroom management, where teachers have students with various characteristics and resources who lack support from parents and other teachers, teachers must have great patience and creativity to still be able to create effective classroom management.

*Teachers must create a conducive learning environment, address student diversity, and ensure effective learning for all. (Teacher 7)*

*In addition, teachers must also be able to manage emotions, be patient, and be consistent in applying rules. (Teacher 13)*

## **DISCUSSION**

### **Urgency**

Classroom management in elementary schools is critical component that directly influences both

the quality of learning and student's overall development (Johler et al., 2022; Wilkins et al., 2023). One of the urgencies is as a means of character building, where, through good classroom management, students can be habituated to be disciplined, responsible, and follow the rules that apply from an early age (Hasanov & Brandišauskienė, 2025; Rino & Setiawan, 2025). Forming this character is important in building positive habits in students' daily lives (Pike et al., 2021; Tang et al., 2019; Weber & Harzer, 2022). Furthermore, classroom management also plays a role in creating a conducive learning environment, which allows students to feel comfortable, focused, and more active in participating in learning (Kwok, 2021). A well-structured and pleasant classroom atmosphere enhances the effectiveness and efficiency of learning activities (Aliyyah et al., 2020; Nasir et al., 2025). Also, structured classroom management supports students' social-emotional development by fostering a sense of togetherness, respecting diversity, and strengthening student and teacher relationships (Allen et al., 2023; Clark et al., 2023). Therefore,

classroom management extends beyond the physical arrangement of the learning space, it serves as a foundational element in shaping character, creating a supportive learning environment, and promoting holistic student development.

### **Strategy**

Classroom management strategies in elementary schools are implemented through a variety of complementary approaches aimed at fostering engaging and enjoyable learning environment (Aliyyah et al., 2024; Cassidy et al., 2024; Sebastian et al., 2019). One of the main strategies is to establish clear and consistent classroom rules, which are communicated to students, thereby promoting their sense of involvement and responsibility for maintaining appropriate behavior. These rules are often displayed as visual reminders in the form of posters placed on classroom walls (Kumari & Biswas, 2024). In addition, teachers cultivate warm and positive relationships with students through a friendly, patient, open, and caring attitude, this creating a safe emotional atmosphere and supporting learning motivation (Afriadi & Fitri, 2023; Pas et al., 2015). Another strategy

is to arrange the classroom neatly and attractively, including seating arrangements and decorations, tailored to students' needs and characteristics to enhance comfort and concentration (Cassidy et al., 2024; Gao et al., 2022; Olges & Cohen, 2025). Equally significant, teachers provide positive reinforcement phrase, rewards, or encouragement words to acknowledge desirable behavior and build students' confidence (Samodra & Faridi, 2021; Sutrapawan, 2024). Finally, teachers regularly conduct evaluations and reflections to assess the effectiveness of the strategies employed, ensuring that classroom management practices remain adaptive and responsive to students' needs and the evolving dynamics of the learning process (Holzberger & Prestele, 2021; Mubarok et al., 2025).

### **Benefit**

Effective classroom management in elementary school yields several significant benefits that directly impact both students and teachers in the learning process. The primary benefit lies in the establishment of a comfortable, orderly, and conducive learning atmosphere that allows

students to feel safe and focused, while enabling teachers to deliver instructional material more efficiently (Cayubit, 2022; Gregory et al., 2021). In addition, classroom management also fosters a character of discipline and responsibility in students, where they learn to obey rules, respect time, and take responsibility for their tasks and behaviors (Alasmari & Althaqafi, 2024; Cekaite & Bergnehr, 2023). Another benefit includes the enhancement of students' focus, motivation, and learning outcomes, as a well-organized environment and purposeful interaction promote greater concentration, engagement, and enthusiasm in learning activities (Daher, 2022; McGarr, 2021). Additionally, classroom management contributes to the development of students' social and emotional competencies by fostering positive relationships among peers and teachers, encouraging cooperation, and nurturing mutual respect and empathy (Cardenal et al., 2023; Chen & Lu, 2022; Wan et al., 2023).

### **Challenge**

The role of teachers in classroom management in elementary school level is crucial, as teachers serve as the central

agents in creating an orderly, comfortable learning environment that supports students' academic as well as social-emotional growth and development (Gangal & Yilmaz, 2023; Hång et al., 2022; Tatto, 2021). However, teachers often face challenges that hinder optimal classroom management. One of the most prominent challenges arises from the the diversity of student characteristics. Each child possesses unique background, abilities, interests, and behaviors, necessitating differentiated and adaptive management approaches (Yonas et al., 2023). In addition, teachers often face limited facilities and infrastructure, such as less supportive classrooms, a lack of learning aids, or overcrowded classroom conditions, which make management less effective (Bano et al., 2025). Another significant challenge is the lack of involvement and communication in supporting children's education at home, leading to inconsistencies in the application of rules and values between home and school (Rico et al., 2023). On the other hand, teachers also face emotional and psychological challenges, including heavy workloads, administrative

pressure, and mental fatigue, all of which can undermine their ability to maintain stable and affective classroom management.

## CONCLUSION

Classroom management is important in character building, creating a conducive learning environment, and supporting students' social-emotional development. Teachers implement strategies that include drafting clear classroom rules, building positive student relationships, attractively arranging classrooms, providing positive reinforcement, and conducting evaluations and reflections. Effective classroom management has been shown to provide various benefits, such as improving student focus, motivation, discipline, and learning outcomes, and strengthening social relationships. Despite this, teachers face various challenges, such as the diversity of students' character, limited resources, and a lack of parental support. Therefore, this research is expected to make a theoretical and practical contribution to developing classroom management at the elementary school level.

### Limitations And Future Research

This research has several limitations that should be considered when interpreting its results. First, the limited number of respondents, 13 elementary school teachers in West Java, limits the generalizability of the results. Second, the data collected through interviews and questionnaires are potentially influenced by respondents' subjectivity, making the findings more reflective of perceptions than actual practices. Third, this study did not thoroughly examine the influence of external factors such as school policies, principal support, and parental involvement on the effectiveness of classroom management strategies.

For further research, it is recommended that respondents be recruited from a wider range of geographic contexts to obtain a more comprehensive picture. Furthermore, future research could employ a mixed methods approach to combine qualitative and quantitative data for more robust and measurable results. Further studies could also focus on exploring technological innovations to support adaptive classroom management strategies in the digital age

and their impact on student motivation and learning outcomes.

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