



Effective Class Management Strategies to Improve Quality of Student Learning Discipline

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Abstract

This research aims to describe effective classroom management strategies in improving the quality of student learning discipline. The background to this research is based on the important role of teachers in creating a conducive learning environment to foster students' disciplined attitudes during the learning process. The research method used is a qualitative approach with descriptive research type. Data collection techniques were carried out through observation, in-depth interviews and documentation. The research subjects were teachers and students at one junior high school. The data analysis technique uses the Miles and Huberman model which includes data reduction, data presentation and conclusion drawing. The research results show that effective classroom management strategies include planning class rules, consistent application of rewards and punishments, and good communication between teachers and students. The application of this strategy has been proven to be able to improve the quality of students' discipline in following the learning process. Thus, effective classroom management is an important factor in shaping students' disciplined character and creating a conducive learning atmosphere.

INTRODUCTION

Student discipline is an important factor in determining the success of the learning process at school. Discipline not only reflects the character of students, but is also a reflection of the effectiveness of classroom management by the teacher (Ritzer & Goodman, 2010). In reality, various student disciplinary problems are still often encountered in the school environment, such as being late for class, not doing assignments, often chatting when the teacher explains, and behavior that disrupts learning. This condition is a big challenge for teachers in creating a conducive learning atmosphere (Simba et al., 2016).

Observation results in several schools show that some teachers find it difficult to manage heterogeneous classes and foster a culture of discipline in students. If this problem continues, it will have an impact on decreasing the quality of learning, decreasing academic achievement, and losing character values that should be formed in the education process (Prihatin, 2011).

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Seeing these conditions, it is necessary to have an effective classroom management strategy to improve the quality of student discipline in learning (Adisusilo, 2014). Classroom management is not just about arranging sitting positions or giving sanctions for violations, but more than that, teachers are required to be able to build good communication, create a comfortable learning atmosphere, and instill disciplinary values on an ongoing basis (Annisa, 2019). The strategies implemented must also be adaptive, humanistic and in accordance with current developments, including utilizing digital technology in the learning process (Akmaluddin, 2019).

Several previous studies have shown that effective classroom management strategies have a big influence on student discipline. (Akmaluddin, 2019) in his work *Classroom Management for Middle and High School Teachers* emphasizes the importance of clear class structures and regulations to support student learning success (Sunarsih, 2016). (Shofwatul, 2016) also emphasizes that the quality of the relationship between teachers and students is the main factor in creating an orderly and disciplined class (Amazona, 2008). (Juliandy et al., 2019) through the Positive Behavioral Interventions and Supports (PBIS) approach proves that strategies based on positive reinforcement are more effective in increasing student discipline. Meanwhile, Kellough and Kellough (2007) argue that classroom management strategies must be able to accommodate students' individual needs, so that each student feels valued and motivated.

In Indonesia, Suryosubroto stated that good classroom planning and management is the key to the success of the teaching and learning process (Suryanti & Arafat, 2018). Brophy (2006) added that student discipline will be formed if the classroom management system is implemented consistently. Agustina's research (2019) shows that positive reinforcement strategies can improve student discipline in elementary schools, while (Imas Kumiasih, 2017) emphasizes the importance of teacher training in digital-based classroom management to answer the challenges of the modern era (Shofwatul, 2016).

In contrast to previous research which generally only focuses on one approach, this paper offers novelty in integrating various classroom management strategies comprehensively. This research also highlights the challenges of classroom management in the post-pandemic era, where students' learning habits have changed greatly due to online learning. By combining a humanist approach, the use of technology, and a systematic disciplinary habituation program, this research is expected to be able to make a real contribution to the world of education. Apart from that, this research also offers a classroom management model that is applicable and relevant to current conditions to improve the quality of student discipline in learning. The aim of this research is to describe and analyze effective classroom management strategies in an effort to improve the quality of student discipline during the learning process. This research aims to find out how teachers implement strategies in creating a conducive learning environment and forming students' disciplinary attitudes, as well as identifying factors that support and hinder the success of these strategies in improving student discipline in the classroom.

METHODS

This research uses a qualitative approach with descriptive methods. The qualitative approach was chosen because it is able to provide an in-depth description of the classroom management strategies implemented by teachers in an effort to improve the quality of student discipline during the learning process (Asmani, 2010). A descriptive approach is used to systematically describe the facts and characteristics of phenomena that occur in the field without manipulating existing variables (Djamarah, 2013).

The research design was designed to obtain complete and comprehensive information regarding classroom management strategies implemented by teachers at SD Negeri 36 Banyuasin III. This research relies on data collection techniques through interviews, direct observation and documentation to explore data in depth from teachers

and students as research subjects. This strategy is used to ensure that the data obtained is able to answer the problem formulation and research objectives comprehensively (Ismail et al., 2018).

The research instruments used were interview guides, observation sheets, and documentation. Interview guidelines were prepared to gather in-depth information from teachers regarding the classroom management strategies they implemented, the obstacles they faced, and the impact of these strategies on student discipline (Elly, 2017). Observation sheets are used to directly observe the implementation of the learning process in the classroom, especially regarding the implementation of classroom management strategies and students' disciplinary behavior during learning. In addition, relevant school documents such as school rules, student attendance lists, and records of disciplinary violations were also collected to enrich research data (Esti, 2016). Data validity is maintained by triangulating sources and techniques, namely comparing data from interviews, observations and documentation (Suryosubroto, 2002).

Data collection techniques were carried out through in-depth interviews with teachers and students, direct observation in the classroom during the learning process, as well as documentation studies of various archives and data related to student discipline at SD Negeri 36 Banyuasin III. Interviews were conducted in a semi-structured manner so that informants could convey their experiences and views broadly (Farisi, 2012). Observations were carried out directly and repeatedly to ensure the data obtained reflected actual conditions in the field. Apart from that, relevant documents are used as supporting material and to strengthen the data obtained from interviews and observations (Hartati, 2017).

The collected data was analyzed using thematic analysis techniques (Syaikhudin, 2013). The analysis process is carried out by reviewing each data obtained, then grouping it into main themes related to classroom management strategies and the quality of student discipline (Imah & Purwoko, 2017). Data from interviews, observations and documentation are coded and categorized to make it easier for researchers to draw conclusions. This analysis is carried out continuously from the data collection process to the final stage of writing the research results. With this method, the research is expected to be able to provide a complete picture of effective classroom management strategies implemented at SD Negeri 36 Banyuasin III in improving the quality of student learning discipline.

RESULT AND DISCUSSION

1. Research result

Effective Class Management Strategy at SD Negeri 36 Banyuasin III

This research uses a qualitative approach with data collection techniques in the form of in-depth interviews, direct observation in class, and documentation. The data obtained was then categorized into several main themes related to classroom management strategies and their impact on student discipline (Sunarsih, 2016).

From the results of interviews with teachers at schools, it was found that there are three main strategies that are often applied to improve student discipline, namely the application of rewards and punishment, consistent enforcement of rules, and an effective and persuasive communication approach to students. One teacher said, *"We make it a habit at the beginning of every lesson to remind them of the rules that have been mutually agreed upon. If someone breaks them, we give them a warning, but if they obey and behave well, we give them praise or a small reward."*

In addition, the results of observations carried out in several classes show that teachers who consistently apply the rules and reward disciplined students succeed in creating a more orderly and conducive classroom atmosphere. On the other hand, in classes where management is less focused and does not apply strategies consistently, it can be seen that some students often do not pay attention to the teacher when explaining, are late for class,

and some even play alone during the teaching and learning process. Data also shows that communication between teachers and students is an important factor in building discipline. Teachers who frequently dialogue and provide students with an understanding of the importance of discipline in learning tend to have classes with lower levels of violations. Students feel appreciated and are more motivated to comply with the rules that have been mutually agreed upon (Pamuji, 2018).

Based on the results of observations, this research found that effective classroom management strategies greatly influence improving the quality of student discipline in learning. The implementation of measurable and fair rewards and punishment can increase students' motivation to be disciplined. Rewards in the form of praise, additional marks, or other simple awards can encourage students to pay more attention to class rules. On the other hand, punishment given wisely can deter students and prevent them from repeating the same offense. Teachers' firmness in enforcing the rules is also an important finding in this research. Teachers who are able to act fairly and consistently in applying the rules can create a more orderly and orderly classroom atmosphere. Apart from that, a good communication approach between teachers and students has also proven effective in building discipline. Students who feel appreciated tend to be more easily directed to obey the rules that apply in class (Muhyi & Hakim, 2016).

Based on the results of this research, which states that effective classroom management strategies can improve the quality of student learning discipline is declared acceptable. The data obtained consistently shows that the application of these strategies has a positive impact on students' disciplinary behavior in the classroom. The results of this research clearly answer the research questions that have been formulated, namely how classroom management strategies can improve the quality of student learning discipline (Mursalin et al., 2017). From findings in the field, strategies that include the application of rewards and punishment, consistent enforcement of rules, and effective communication have been proven to be able to increase student discipline during the learning process. This research also succeeded in achieving its objectives, namely to identify and describe effective classroom management strategies in improving student discipline. By implementing these strategies, teachers can create a learning environment that is more conducive, orderly and focused, thus supporting the maximum achievement of learning goals (Nugroho et al., 2019). Overall, the results of this research show that effective classroom management not only has an impact on a better learning atmosphere, but also shapes the character of students who are more disciplined and responsible in participating in the learning process at SD N 36 Banyuasin III.

2. Discussion Results

The research results show that the classroom management strategies implemented by teachers at SD Negeri 36 Banyuasin III have a positive impact in improving the quality of student discipline during the learning process. Implementing rules made with students, positive reinforcement through praise and appreciation, and providing educational sanctions make students understand more about the importance of discipline and responsibility in learning. These results are in accordance with initial expectations that effective classroom management strategies will shape students' disciplinary attitudes (Pramana, 2013). A conducive situation is created because the teacher does not only enforce the rules unilaterally, but also involves students in the process. The causal factor for this success is the teacher's humanistic and consistent approach in applying rules and rewards fairly, so that students feel appreciated and heard.

The results of this research are in line with previous research that class management based on

mutual agreement and positive reinforcement is able to create an orderly learning atmosphere and improve student discipline in elementary schools. Other research by Wijaya (2021) also shows that teachers who are consistent in implementing rewards and punishment are able to reduce the number of disciplinary violations in the classroom (Nuriyatun, 2016).

However, differences were found in the challenges faced by teachers. In previous research, several teachers experienced obstacles due to limited school facilities and lack of parental support. Meanwhile, at SD Negeri 36 Banyuasin III, support from the school is quite good, and teachers have creativity in creating simple, effective reward strategies. This difference may be influenced by school environmental conditions, students' social backgrounds, and different communication styles between teachers and students in each school

The results of this research provide an important contribution to the field of classroom management studies, especially at the elementary school level. The strategy implemented at SD Negeri 36 Banyuasin III can be an example that effective classroom management does not only depend on strict rules, but also on student involvement and giving appropriate rewards. Overall, this research can be a reference for other teachers in implementing similar strategies in their classes. For schools, these findings can encourage the formulation of policies that support student discipline development programs through a more humane and participatory approach (Rachman & Agustian, 2016).

The advantage of this research is that it is able to describe in detail the classroom management strategies implemented by teachers and their impact on increasing student discipline (Kriyantono, 2012). Researchers also directly carried out observations and interviews in real environments, so that the data obtained was quite accurate and described conditions in the field. However, this research has limitations in its scope which was only carried out in one school, namely SD Negeri 36 Banyuasin III. Therefore, the results of this research cannot necessarily be fully generalized to other schools that have different student and environmental characteristics. This research is also limited to the discipline aspect of learning, so it has not explored further its impact on improving students' academic achievement directly (Rahmat, 2017). For further research, it is recommended that the scope be expanded to several schools with different conditions, and examine the relationship between classroom management strategies and student learning achievement in more depth (Rahimi & Karkami, 2015)

CONCLUSIONS

The conclusion of this research shows that effective classroom management strategies have an important role in improving the quality of student learning discipline at SD Negeri 36 Banyuasin III. The application of clear and consistent rules, giving rewards and punishments, as well as a personal approach by teachers has been proven to be able to shape students' disciplinary behavior during the learning process. Teachers not only act as teachers, but also as guides and motivators who create a conducive and enjoyable classroom atmosphere so that students feel motivated to behave in a disciplined manner. This research makes a real contribution to the development of educational science, especially in terms of classroom management strategies at the elementary school level. The results of this research emphasize the importance of the teacher's role in managing the classroom effectively to create a learning environment that encourages the formation of disciplined character in students. It is hoped that these findings will become a reference for teachers and schools in developing more structured classroom management programs as an effort to improve the quality of student discipline in elementary schools.

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