



## Teacher's ability in class management phase A at Sragen state elementary school 12

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### ABSTRACT

Problems were found in the phase A classroom regarding the condition of classroom management during the teaching and learning process at 12 Sragen Elementary School. The core of this study is centered on the teacher's ability to manage the A phase class at Sragen Elementary School 12. The purpose of this study is to describe the ability of teachers to manage learning and students of phase A class at 12 Sragen Elementary School. This research uses a type of qualitative research. This research was conducted on three phase A teachers (grade I, grade II) at Sragen Elementary School. The data collection techniques used by researchers are in the form of observation, interviews and documentation. The instruments used in this study are observation sheets and interview sheets. Data analysis is carried out in several ways such as data display, data reduction and conclusion drawn. Based on the results of research and discussions related to the ability of teachers to manage learning and students in phase A at 12 Sragen Elementary School, it can be concluded that phase A teachers at 12 Sragen Elementary School have the main task in the first activity classroom management skills, namely creating an ideal learning environment. Teachers have followed six principles of classroom management: warmth and enthusiasm, challenge, variety, flexibility and emphasis on good things and the cultivation of self-discipline. The second activity is in arranging the room, the teacher is good at arranging the room in the classroom such as the format of the students' seating and the placement of educational media, such as whiteboards, pictures, and posters, the teacher must ensure that the media is easy for students to see and easy to reach by the teacher. Then in the third activity, the teacher of class A was quite good at managing teaching and learning interaction.



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## INTRODUCTION

One of the real challenges in the world of education is that education should be able to produce human resources who have complete competence (Wijaya et al., 2016). Human resources (HR) are teachers as learning implementers who have a role in achieving educational goals and school quality. In addition to the managerial abilities of school principals, the role of teachers also greatly affects the effective learning process (Hasan Agus et al., 2023). Education is considered successful and quality if learning is carried out directly in an exciting, challenging, and stimulating way, and students can learn as much as possible in a safe and comfortable environment and the successful implementation of education is supported by teacher competence (Prameisti & Achmad, 2022).

Learning is a process of behavior change expressed in the form of mastery, use, and assessment of attitudes and values, basic knowledge and skills contained in various fields of study or more broadly in various aspects of life or organized experiences (Syahdan, 2021). The important role of teachers in learning is to be able to educate, guide, train, teach, direct, and assess students (Anugraheni, 2021). The success of learning in the classroom is determined by the very large role of the teacher by carrying out two main activities, namely teaching and managing the classroom. Not only that, the success or failure to achieve educational goals is seen based on the success of students is seen as coming from classroom management (Mahmudah, 2018).

Teachers' skills in managing the classroom are very important in determining the success of teaching and learning activities, if classroom management is done well by the teacher, then learning will take place effectively and enjoyably, so that it is able to generate students' desire or motivation to learn. On the other hand, if classroom management or arrangements in learning are not carried out properly by teachers, it will cause disruption to the teaching and learning process, so that learning does not take place as expected (Wildayanti et al., 2022). As an effort by teachers to minimize problems that occur in the classroom, teachers can use classroom management principles (Kadri, 2018).

Based on the initial observations that the researcher has made in one of the classes, the problems that occurred in SD Negeri Sragen 12 such as uncondusive learning, low student capabilities, lack of interaction between teachers and students, low interest in learning, and various character of students. Even though this will affect the learning outcomes of students. So that skilled and competent teachers are needed to improve the quality of the teaching and learning process in the classroom. A teacher or educator who has expertise in teaching will ensure that learning activities are successful. Therefore, teachers at SD Negeri Sragen 12 do not only have the task of mastering, directing, and controlling students. They must also manage the classroom well and direct students in learning. Thus, lower grade students can actively participate in the teaching and learning process.

Teacher activities in the classroom include two main things, namely teaching and managing the classroom (Minsih & Aninda, 2018). So that teachers or educators are a very important element of learning. The learning process is successful if teachers and students interact well. Interactions that are not smooth cause students to misunderstand what the teacher is teaching. Uncomfortable and unsmooth learning activities reduce the

quality of education because they can reduce interest and motivation to learn, which in turn results in a decrease in student achievement (Utami, 2019).

Classroom management is a selection process of actions taken by teachers in their function as class leaders and the selection of the use of appropriate learning tools according to the existing problems and the characteristics of the class faced (Maryanto, 2023). The types of activities undertaken by classroom management include quickly conveying information, improving relationships between teachers and students, and collaborating with presentation requirements in groups. This situation is in line with the idea (Karwati & Juni, 2015), that classroom management is the initial effort to prepare, form, indicate, and carry out observations of events and activities in the classroom. This allows the learning system to run in a structured, effective, and practical manner, and maximizes the potential of learners.

Classroom management or management is present as a foundation to create a conducive learning environment, including the ability to handle student conditions that are difficult to manage and respond to various student problems during the classroom (Maylitha et al., 2023). It is very important for elementary school students to have good and creative classroom management. Piaget's cognitive theory for elementary school age children is 7 to 8 years old and 9 to 14 years old in the concrete operational phase, so educators are required not to be focused on being able to distribute material only, but the model of delivering material carried out by teachers also needs to be observed, teachers are asked to be creative and good at creating exciting teaching and learning situations so that the substance of learning is easy to understand by students and that way students do not feel bored because teachers use constant learning methods.

The purpose of classroom management is so that every child in the classroom can learn in an orderly manner so that teaching goals are achieved effectively and efficiently (Bunayar, 2021). Through the use of classroom management and increasing the closeness of teachers with students, classroom management must make the school environment enjoyable. To realize an effective classroom, teachers who have the skills to manage learning in the classroom are needed so that they are always well maintained (Ulfah et al., 2020). During learning, teachers need to create a supportive situation and students are asked to play an active and enthusiastic role in explaining students' creativity regarding asking questions, asking questions that arise during the teaching and learning process, and presenting their opinions. So that during learning, teachers need to use various learning designs and models. Based on this phenomenon, this study aims to determine the ability of teachers in managing phase A classes at State Elementary School 12 Sragen.

## **METHOD**

This study uses a type of qualitative research as a research system where descriptive data is formed which is presented in written words from the behavior studied (Moleong, 2018). This research was conducted on three teachers of phase A class (grade I and grade II) at SD Negeri 12 Sragen in May 2023. Through this assessment, the researcher uses two types of data, namely primary data and secondary data. The primary data used by the researcher was in the form of observation results (containing instruments to measure teachers' abilities in classroom management) and interviews in the form of writings containing descriptions of phase A class management (grades I, II) SD Negeri 12 Sragen. Meanwhile, the secondary data in this study in the form of school documents including Learning Implementation Plans, pictures, voice recordings and other supporting materials are linked to the research.

This study uses data in the form of words or terms that describe the teacher's ability to manage the phase A class. The data analysis in this study is the management of learning carried out by teachers. Data analysis is carried out in several ways such as data collection, data display, data reduction and drawing conclusions.

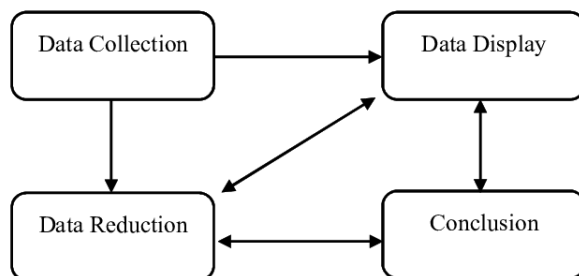


Figure 1. Data analysis procedures (Sugiyono, 2019)

## RESULT AND DISCUSSION

### Result

Classroom management as an effort carried out by educators, begins with the design, preparation, and improvement of various sources, subject materials, and learning facilities that function to realize effective and quality learning activities for students in the classroom (Djamarah, 2015) in (Widiasworo, 2018). As the main forum in learning, a teacher must be able to manage the classroom as well as possible. The following are the results of observations made by the researcher, the main activities of implementing classroom management in phase A class of 12 Sragen elementary school are located into two important things, the first is student management and the second is classroom management.

Table 1. The results of the research observation based on indicators of teachers' abilities in classroom management

Indicators	Sub Indicators	Result	Good	Bad
Creating the right learning climate	enthusiastic	There is warmth and enthusiasm of the teacher from the way the teacher speaks and gives advice to students.	√	
		Phase A students of Sragen Primary School 12 are very enthusiastic about learning	√	
		Teachers communicate in class by paying attention to the language level used by teachers has been adjusted to the children of class A	√	
		Challenge	The teacher's face or face when communicating with students looks friendly and smiling	√
	Variations	Learning outside the classroom was not carried out when the researcher made observations The teacher of phase A of Elementary School 12 Sragen gives questions or quizzes in class to challenge and foster students' enthusiasm for learning	-	√
		When teaching in the classroom, teachers are able to use learning media	√	

Indicators	Sub Indicators	Result	Good	Bad
Set up a study room		Teachers are good at delivering material by utilizing learning media that have been prepared by themselves such as smart books, using concrete objects, and printing pictures	√	
	Flexibility and emphasis on positive things	When there is a commotion in grade II, the teacher will count one to three	√	
		The teacher will give reprimands and questions related to the material presented	√	
		The teacher invites students to play games to relieve boredom	√	
	Cultivation of self-discipline	Students have arrived at class on time before the entrance bell rings	√	
		Every morning before entering class, the class teacher always checks the cleanliness of the classroom	√	
	Seating arrangement	The teacher checks the neatness of the students	√	
		Teachers apply a generic student seating format in the form of a "letter U"	√	
	Educational media arrangement	The seating arrangement is in accordance with Permendiknas No. 24 of 2007	√	
		The arrangement of the educational media for class A teachers of phase A of Sragen Elementary School 12 is quite good	√	
Opening and closing skills	Teachers open learning by praying and checking student attendance	√		
	The teacher of phase A of Elementary School 12 Sragen began learning with ice breaking to create a precondition for students so that their attention was focused on what they would learn	√		
	Teachers of phase A of Elementary School 12 Sragen check the readiness of rooms, tools and learning media	√		
Manage teaching and learning interactions	Explaining skills	The teacher of phase A of Elementary School 12 Sragen explained the material in official, polite language	√	
		Questioning skills	The teacher gives questions related to the material to the students by randomly pointing	√
	Strengthening skills	Teachers give appreciation in the form of applause and non-verbal reinforcement such as giving star symbols as a sign of activity in class	√	
	Skills of guiding small group discussions	Grade II teachers are always in class to help their students in group discussion activities	√	

Based on Table 1 and the results of interviews with teachers, the researcher can describe the results as follows: Creating the right learning climate Creating the right learning climate is directed to create a conducive and fun classroom atmosphere in order to motivate students to be able to learn well according to their development and abilities. The teachers of class A at Primary School 12 Sragen have mastered the principles of

classroom management and teachers have provided a safe and orderly learning atmosphere.

#### **a. Friendly and enthusiastic**

Based on the results of the observations that the researcher has made, the researcher sees that there is warmth and enthusiasm of the teacher from the way the teacher speaks and gives advice to students. Researchers used observation methods to collect information about how teachers spoke and advised students. The results of the investigation showed that the students of phase A of Sragen Elementary School 12 were very enthusiastic about learning. To prevent students from feeling afraid when talking directly to the teacher, the teacher of class A of Elementary School 12 Sragen communicates in class by paying attention to the level of language used by the teacher has been adjusted to the children of class A in phase, then with a low intonation, as well as the teacher's face or face when communicating with students looks friendly and smiling. Teachers also know how students respond to their advice. Students seem relaxed and not tense during the learning process in class. Students also seemed very enthusiastic when answering the teacher's questions without fear.

#### **b. Challenge**

The challenge in this case is the teacher's action in increasing enthusiasm and attracting students' attention in the learning process. Based on the results of the interview, the teacher stated that 1 to 2 times a month, the teacher usually invites students to study outside the classroom if there are supporting materials or subject matter that requires learning outside the classroom or outside of school. This is done to foster students' enthusiasm for learning. However, learning outside the classroom was not carried out when the researcher made observations. However, learning in the classroom is not always boring. The teacher of class A PHASE OF ELEMENTARY SCHOOL 12 Sragen provides questions or quizzes in class to challenge and foster students' enthusiasm for learning. Quizzes given by teachers are usually related to math problems and triggering questions for students such as "What caught your attention regarding the topic we discussed earlier?", "How does this topic fit into our daily lives?", and "Is there a part of this topic that makes you feel uncomfortable or challenged?".

#### **c. Variations**

Teachers must take advantage of innovative and creative learning media to deliver learning materials to students. The right learning media can increase interaction in the learning process and prevent boredom in students (Rohima, 2023). The observation results show that when teaching in the classroom, teachers are able to use learning media. Media in the form of pictures, for example, is the 1st grade teacher showing a set of pictures of numbers up to 20, then pictures that show good and bad habits at night (according to the learning theme in class). Then media in the form of tools, or objects, for example, teachers use LCD and play material when teaching in grade II, then teaching aids, learning modules, simple miniatures, and others. If students use learning media, they will certainly become more interested and more involved in learning activities. As a result of observations made by researchers in the Phase A class of Elementary School 12 Sragen, teachers have been good at delivering material by utilizing learning media that have been prepared by themselves such as smart books, using concrete objects, and printing pictures.

Here are some photo evidence of learning media used during learning, namely:



Figure 2. Photo of learning media 2



Figure 3. Photo of learning media 3

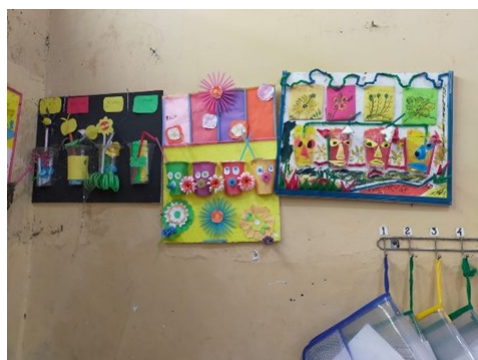


Figure 4. Photos of learning media 4



Figure 5. Photo of learning media 5

#### d. Flexibility and emphasis on positive things

Teachers' behavior to change teaching strategies will be able to create a conducive learning climate, as well as emphasis on positive things, teachers carry out positive reinforcement and teacher awareness to avoid mistakes (Djamarah, 2015). When making observations, researchers found that if there was a commotion in grade II, the teacher would count one to three. If students continue to make noise by talking or going around the classroom, the teacher will give reprimands and questions related to the material delivered by the teacher. The teacher invites students to play games to relieve boredom so that they can refocus after the noise. If the class remains crowded, students who make noise will be called to the front of the class to be punished by singing or other things. Then on the emphasis on positive things, the teacher is seen giving praise to students who are able to answer the quizzes or challenges given. Compliments spoken by teachers such as "Good, son!", "Yes, very smart.", "The answer is very accurate, smart.", and so on sentences in the form of other compliments.

#### e. Cultivation of self-discipline

In cultivating self-discipline, teachers encourage students to carry out responsibilities and control themselves (Djamarah, 2015). Self-discipline is very important to be instilled in students. By the time the researcher made observations in grade II, the students had arrived at class on time before the entrance bell rang. Every morning before entering class, the class teacher always checks the cleanliness of the class, and ensures that the picket on that day has carried out his duties well. Not forgetting that the teacher also checks the neatness of the students, such as neatness in dressing according to complete attributes.

In managing the classroom, teachers must be able to create an ideal learning climate. Classroom management activities aim to create a conducive and fun classroom

atmosphere that motivates students to learn in a way that suits their development and abilities. A safe and orderly learning climate will make the teaching and learning process can take place comfortably (Wibowo, 2013)

The results of the study show that when the teaching and learning process takes place in the phase A class, teachers and students look familiar. Teachers who are friendly and familiar with their students always show enthusiasm for their assignments or activities will succeed in implementing effective classroom management. When there are students who make noise in the classroom, teachers can overcome students to stay focused and prevent distractions such as student commotion, lack of student attention, students not completing assignments, and so on. If there is a commotion, the teacher of class A in Primary 12 Sragen will count one to three, and if the students continue to be rowdy, they are asked to sing in front of the class. To distract the children after the commotion, the teacher gives them games for a short time so that they can refocus.

If the class is too crowded, too many students will be told to sing in front of the class. In order for students not to get bored while learning, teachers often use supporting media such as pictures and concrete objects. This variety is important for managing classes and avoiding burnout. The results of the study show that the teachers of class A at Elementary School 12 Sragen have fulfilled the principles of classroom management put forward by (Djamarah, 2015), namely warmth and enthusiasm, challenge, variety, flexibility, emphasis on positive things, and the cultivation of self-discipline.

### 1. Set up a study room

To facilitate the learning process, it is necessary to arrange the classroom. This means that the teacher as the teacher in charge of the class must take care of and arrange all the learning facilities in the classroom. Various learning facilities available in the classroom include desks and chairs, whiteboards, markers, erasers, rulers, classroom administration boards, bookshelves, and so on.

Here are some photos taken by the researcher while making observations in the phase A class of Sragen Elementary School 12:



Figure 6. Classroom administration information board



Figure 7. Attendance board of primary school 12 Sragen



Figure 8. Bookshelf

## 2. Seating arrangement

Researchers found that the arrangement of student seats, grade I teachers of Elementary School 12 Sragen applied a generic student seating format in the form of a "U" letter with a change of seats once a week so that it could allow students to move freely and freely in class. Through the arrangement of this class, it can be meaningful, such as the creation of a learning environment. With the seating format as mentioned above, it is clearly visible to students to the very back, of course, by paying attention to the size of the letters written on the board. The size of the seat itself is standard and comfortable to use. So that this is in accordance with Permendiknas No. 24 of 2007, the standard of student seats at the elementary school level is described as strong, stable, safe, and easy to move by students. Seating arrangements are very influential for students, interactions between them, and interactions with teachers.

The following is an overview of the seating format in phase A class in the shape of a U letter:



Figure 9. Seating format in class a phase (letter U)

### 3. Educational media arrangement

The term educational media is often equated with educational tools, both of which are means used to help teaching and learning activities, especially those related to the five senses of hearing and vision (Ardy, 2013). When making observations, the researcher found that the arrangement of educational media for class A teachers of Phase A of Elementary School 12 Sragen was quite good, as shown by the way teachers placed educational media such as whiteboards, pictures, and posters, as well as other supporting media. When conducting observations in the phase A class of Sragen Elementary School 12, researchers found that the blackboard was placed in general, namely in front of the children next to the teacher's desk. Furthermore, educational media, such as pictures and posters, are pasted on the walls and back of the classroom so that all students can see them.

Here are some photos taken by the researcher while making observations in the phase A class of Sragen Elementary School 12:



Figure 10. Educational media 1

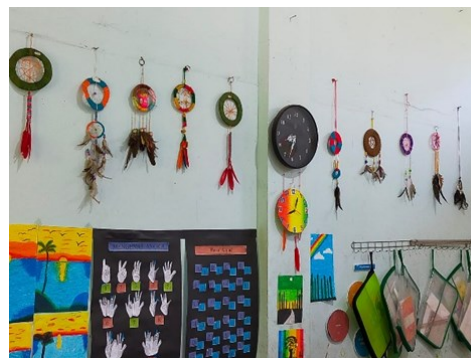


Figure 11. Educational media 2



Gambar 12. Educational media 3



Figure 13. Educational media 4

Classrooms must be designed and designed in such a way that they create a fun classroom atmosphere and foster enthusiasm and desire to learn (Aprilia & Trihantoyo, 2020). Classroom setting can be defined as the management and layout of all learning tools by teachers. When conducting research, the researcher found that for the seating arrangement of grade I teachers of Elementary School 12 Sragen, they applied a generic student seating format in the shape of a "U" letter with a change of seats once a week so that it could allow students to move freely and freely in class.

In terms of the placement of educational media, such as whiteboards, pictures, and posters, teachers must ensure that the media is easy for students to see and easy for teachers to reach. This ensures that teachers will not have any difficulties while moving them. The teacher of class A of Elementary School 12 Sragen placed a blackboard in front of the classroom next to the teacher's desk, and educational media such as pictures and posters were pasted on the side of the classroom wall so that all students could see it.

#### **4. Manage teaching and learning interactions**

In the relationship between teaching and learning, teachers and students must be active. Active in the sense of attitude, mentality, and deeds. In order to realize an effective teaching and learning relationship, at least teachers must master and practice a variety of basic teaching skills. Teachers' skills in the teaching and learning process include: skills to access and close lessons, explaining skills, questioning skills, skills to provide reinforcement, skills to guide small group discussions (Karwati & Juni, 2015).

##### **a. Opening and closing skills**

Researchers found that the teacher of phase A of Elementary School 12 Sragen did not immediately start learning activities but there were several things that had to be done first, one of which was to provide ice breaking to create a precondition for students so that their attention was focused on what they would learn. At the beginning of the activity before starting learning, the teacher of phase A class of Elementary School 12 Sragen checked the readiness of the room, tools and learning media. After that, the teacher conditioned the students when they were going to open the lesson, namely for students who came early, they served as prayer leaders. Next, the teacher checks the attendance of students and the readiness of students in learning, and to end the learning, the teacher gives enrichment and homework questions and then closes with a prayer.

##### **b. Explaining skills**

Before entering the core of learning, the teacher gives questions about the learning material that has been studied previously and conveys the learning objectives using language that is easy for students to understand. For the core activities of the phase A class teacher of Sragen Elementary School 12 explained the material in an official and polite language, considering that the students of class I are Sragen residents, the teacher also uses the regional language, namely Javanese and sometimes also uses Indonesian as needed. The goal is to make it easier for students to understand and better know the subject matter delivered by the teacher.

##### **c. Questioning skills**

During the learning process, teachers give questions related to the material to students by randomly pointing especially for children who are crowded during the teaching and learning process with different questions between children. At the time of observation, the teacher asked "There are 12 girls in the class. The number of boys in the class was five more people. How many boys are there?" but the designated student was unable to answer with the right answer. Then the teacher gave another example of a

question, namely "There are 10 girls in the class. The number of boys in the class was less than five. How many boys are there?", and students are able to answer the question correctly.

d. Strengthening skills

After giving questions to students, and the students can answer correctly, the teacher gives appreciation in the form of applause and non-verbal reinforcement such as giving star symbols as a sign of activity in class.

e. Skills of guiding small group discussions

As part of the classroom management skills activities, researchers found that second-grade teachers were always in the classroom to help their students in group discussion activities, ranging from group division to collecting group assignment results. Here, the role of teachers in guiding discussion activities is very important to achieve learning goals. Therefore, teachers must be able to organize and manage classroom activities well so that discussion methods can be applied with effective classroom management.

## DISCUSSION

Based on the results of research and discussions related to the ability of teachers to manage learning and students of phase A class at 12 Sragen Elementary School, it can be said that phase A class teachers at 12 Sragen Elementary School have good classroom management skills. Teachers have fulfilled the principles of classroom management proposed by Rugaiyah, et al (2022) which include teachers being able to create the right learning climate, organize good learning spaces, and manage the interaction of active teaching and learning activities. In the world of education, the learning process will be effective, if communication and interaction between teachers and students occur intensively (Inah, 2015). Teachers and students must be active in teaching and learning interactions. Active in the sense of attitude, mentality, and deeds (Bariah, 2020). At the very least, teachers must understand and practice sharing basic teaching skills to produce effective teaching and learning interactions. In the teaching and learning process, teachers have the ability to open and close lessons, explain lessons, ask questions, provide support, and guide small group discussions.

The fundamental center in the educational institution is learning, the fundamental center is not spared from the teacher's ability in classroom management, especially in phase A class. Teachers' ability in managing phase A classrooms (grades I and II) is requested in a targeted manner when implementing the teaching and learning activity system, because educators are not just preparing learning implementation plans or commonly referred to as lesson plans, presenting material and distributing rankings or grades to students, but teachers need to establish effective relationships with all components of learning in the classroom. Data from observations, interviews, and documentation show that before carrying out teaching and learning activities, a teacher first prepares what the learning model to be applied will be and what design or strategy to be applied, where these points have been recorded in the learning implementation plan. The purpose of designing lesson plans before learning is so that teachers are able to sort and elaborate patterns or models, methods, and learning strategies that are in harmony with the character of students, because students have different characteristics or characters as well as learning techniques. In addition, a teacher not only plays a role in designing lesson plans, distributing learning materials and providing values to students, but teachers need to develop values for their students.

The teachers of class A at 12 Sragen Elementary School have mastered the principles of classroom management and teachers have provided a safe and orderly learning atmosphere. The researcher also saw that there was warmth and enthusiasm of teachers from the way teachers spoke and gave advice to students. Phase A students of Sragen Elementary School 12 are very enthusiastic about learning. The teacher of phase A class of Elementary School 12 Sragen provides questions or quizzes in class to challenge and foster students' enthusiasm for learning. In delivering the material, teachers have used learning media that have been prepared by themselves such as smart books, using concrete objects, and printing pictures. If there is a commotion, the teacher of phase A class at Primary School 12 Sragen will count one to three, and if the students continue to be rowdy, they are asked to sing in front of the class.

In its role of arranging the study room, arranging the seating of students, the teacher of grade I of Elementary School 12 Sragen applies a generic student seating format in the form of a "U" letter with a change of seats once a week so that it can allow students to move freely and freely in class. Through the seating format as mentioned above, it is clearly visible to the students to the very back, of course, by paying attention to the size of the letters written on the board. So that this is in accordance with Permendiknas No. 24 of 2007, the standard of student seats at the elementary school level is described as strong, stable, safe, and easy to move by students. The education media arrangement for class A teachers of Elementary School 12 Sragen is also quite good. The teacher of class A of Elementary School 12 Sragen placed a blackboard in front of the classroom next to the teacher's desk, and educational media such as pictures and posters were pasted on the side of the classroom wall so that all students could see it.

When conducting research, the researcher also found that the teacher of the phase A class teacher of Elementary School 12 Sragen did not immediately start learning activities but there were several things that had to be done first, one of which was to provide ice breaking to create preconditions for students, check the readiness of the room, tools, and learning media, then lead prayers. The teacher of phase A of Elementary School 12 Sragen in explaining the material in the official language of Indonesian, polite, and sometimes using the regional language (Javanese). During the learning process, teachers give questions related to the material to students by pointing randomly, especially for children who are crowded during the teaching and learning process with questions that vary from child to child. Teachers give appreciation in the form of applause and stars as a sign of activity in the classroom. The teacher of class A in Phase A at Elementary School 12 Sragen organizes and manages class activities well so that the discussion method can be applied with effective classroom management.

The results of this study are in line with research that has been conducted by (Widiyono, 2020) which shows that the management of teacher classes at Elementary School 02 Banjaran Jepara is going well, such as in the application of classroom management principles including warmth and enthusiasm, challenges, variation, flexibility, emphasis on positive things, and the cultivation of self-discipline. Meanwhile, at the stage of designing the physical environment of the classroom, teachers have different teaching styles in each class, and teachers have been able to create a positive climate in effective learning. As stated by Rejek and Suwardi (2019) in their research, the ability of teachers to manage the classroom is to create and maintain pleasant learning conditions, prepare facilities and infrastructure, arrange learning spaces and manage time to achieve the expected learning goals. The results of the study show that there is a positive relationship between teachers' ability to manage the classroom and effective

learning in kindergarten. Then research by (Andriani et al., 2018) obtained the results that the ability of classroom teachers to manage classes, especially in management related to students at State Elementary School 5 Banda Aceh, there are some teachers (two teachers) who have not fully applied classroom management skills in the teaching and learning process while other teachers (four teachers) have applied classroom management skills, especially in management related to the warmth and enthusiasm aspect, challenges, varies, flexibility, emphasis on the positive, and selfdiscipline. So teachers at State Elementary School 5 Banda Aceh have been able to use classroom management skills well and have an average score of 86%. Classroom management is the foundation that drives the structure of the learning process in the classroom by balancing the needs of instructors, increasing student involvement and meeting the needs of students to be active and supported in the learning process (Jerome Freiberg et al., 2020). So it is expected that every school will always improve the ability of teachers to manage the classroom.

## CONCLUSION

Based on the results of research and discussions related to the teacher's ability to manage learning and students in phase A class at 12 Sragen Elementary School, it can be concluded that the phase A class teacher at 12 Sragen Elementary School The phase A class teacher at 12 Sragen Elementary School has mastered the principles of classroom management and the teacher has provided a safe and orderly learning atmosphere, namely warm and enthusiastic, the teacher of class A phase of Elementary School 12 Sragen gives questions or quizzes in class to challenge and foster the spirit of student learning, the teacher is good at delivering material by utilizing learning media that has been prepared by himself, on the emphasis on positive things, the teacher is seen giving praise to students who are able to answer the quizzes or challenges given, Every morning before entering class, the class teacher always checks the cleanliness of the classroom. The second activity is in arranging the room, for the placement of seats, the teacher applies a generic student seating format in the form of a "letter U" with a change of seats once a week. Then in the third activity, the phase A class teacher at Elementary School 12 Sragen was quite good at managing teaching and learning interactions. Basic teaching skills include skills in opening and closing lessons, explaining, asking questions, reinforcing and guiding small group discussions. This research is expected that teachers must be able to improve learning planning and implementation, especially in classroom management, so that they can maximize learning and produce quality students. Schools are expected to improve the learning facilities and infrastructure used by teachers in the classroom. This research is expected to be used by educators as a guide in managing classrooms in learning to create an appropriate and fun learning atmosphere. Thus, the learning process can run according to expectations.

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