

STRATEGIES AND THE ROLE OF TEACHERS IN CLASSROOM MANAGEMENT TO IMPROVING THE EFFECTIVENESS OF LEARNING AT THAUTHIATUT THULAB SECONDARY SCHOOL

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ABSTRACT

This study aims to provide an in-depth description of the role of teachers in classroom management at Thauthiatut Thulab Junior High School. Classroom management is a crucial factor in creating a conducive and effective learning environment that supports the achievement of learning objectives. At lower secondary school (SMP) level, the implementation of good classroom management becomes increasingly important as pupils are in a transitional phase towards adolescence, characterised by emotional, social and behavioural changes. Therefore, teachers are required to have the ability to manage the classroom so that the learning process can take place in an orderly and productive manner. This study employed a descriptive qualitative method, with data collected through observation and interviews with teachers and relevant stakeholders. The findings indicate that teachers act as managers, facilitators and mediators of learning, capable of integrating the values of student discipline into classroom activities. These roles contribute to creating a learning environment that is orderly, comfortable and supportive of students' character development and academic achievement.

Keywords: *Teacher Strategies, Classroom Management, Learning Effectiveness*

INTRODUCTION

Education is one of the key factors in improving the quality of human resources. The success of the educational process is largely determined by the quality of learning that takes place in the classroom (Al Anshari, Radhiah, and Mahsa 2022; 51). In this regard, teachers play a vital role, not only as conveyors of subject matter but also as classroom managers capable of creating a conducive, effective and enjoyable learning environment (Arisana and Ismani 2012; 78).

Classroom management is one of the essential competencies a teacher must possess. Effective classroom management helps to create an optimal learning environment, enabling pupils to engage in the learning process with greater focus and active participation (Yoenanto 2021; 67). Conversely, ineffective classroom management can lead to an unfavourable learning atmosphere, reduce pupils' interest in learning, and result in poor learning outcomes. In practice, many teachers still face various challenges in managing their classes (Hendri and Purba 2022; 56), such as a lack of pupil discipline, low levels of participation in learning, and a lack of variety in teaching methods. This indicates that classroom management strategies need to be carefully designed and implemented in order to enhance the effectiveness of learning (Akbar, Kamal, and Badaru 2024; 67).

Teachers' strategies and roles in classroom management play a vital part in



enhancing the effectiveness of learning at Thauthiatut Thulab Junior High School (Rahmah 2023; 98) . Teachers do not merely act as conveyors of subject matter, but also as classroom managers responsible for creating a conducive, orderly and enjoyable learning environment for pupils. In practice, teachers need to apply various classroom management strategies, such as establishing clear rules and regulations (Muid et al. 2025; 90) , building effective communication with pupils, managing learning time optimally, and creating a learning atmosphere that encourages active pupil participation. These strategies aim to minimise disruptions during the learning process so that educational objectives can be achieved to the fullest extent possible.

At Thauthiatut Thulab Junior High School, classroom management can be strengthened through an approach that emphasises the values of discipline, responsibility and moral character, in line with the principles of Islamic education (and Nurwahidah 2025; 51) . Teachers act as role models (uswah hasanah), demonstrating discipline, patience and fairness in their interactions with pupils. This exemplary behaviour is a key factor in shaping pupils' positive behaviour both inside and outside the classroom (Rambe et al. 2025; 90) . Furthermore, teachers need to employ a variety of teaching approaches, such as group discussions, project-based learning and interactive question-and-answer sessions, to ensure pupils do not become bored and remain motivated to learn. Variation in teaching methods can also help to accommodate differences in pupils' characteristics and learning abilities (Nawawi 2020; 64) .

The teacher's role as a motivator is also crucial to the success of classroom management. Teachers need to provide encouragement, appreciation and constructive feedback to pupils so that they maintain a high level of enthusiasm for learning (Asmarani, Sukarno, and El Widdah 2021; 90) . Recognising pupils' achievements and positive behaviour can boost their self-confidence and encourage them to continue developing. On the other hand, teachers must also be able to handle issues that arise in the classroom wisely through persuasive and educational approaches, thereby fostering a harmonious relationship between teachers and pupils (Ansori et al. 2024; 19) .

Furthermore, the effectiveness of learning will be further enhanced if teachers are able to create an inclusive and participatory classroom environment (Fajrianti 2018; 52) . Teachers need to provide equal opportunities for all pupils to express their opinions, ask questions and engage in various learning activities (KH Rasyidin 2024; 81) . In this way, pupils are not merely recipients of information, but also play an active role in the learning process. A safe, comfortable classroom environment that respects diversity will foster the development of students' creativity, critical thinking skills and social skills (Susilawati et al. 2024; 24) .

Therefore, the strategies and roles of teachers in classroom management at Thauthiatut Thulab Junior High School must continue to be developed by enhancing teachers' pedagogical, professional, social and personal competencies. Effective classroom management will create a well-organised learning environment, increase

student engagement, reduce behaviour that disrupts the learning process, and have a positive impact on improving learning outcomes. Consequently, the educational objective of producing students who are knowledgeable, of noble character, and possess outstanding abilities can be optimally achieved.

Thauthiatut Thullab Junior High School, as a lower secondary educational institution, also faces challenges in creating effective learning. Based on the results of initial observations, it was found that the effectiveness of learning is greatly influenced by teachers' ability to organise the classroom, manage pupil interactions, and select learning strategies appropriate to the characteristics of the pupils. Therefore, this study is important to examine in greater depth the strategies and role of teachers in classroom management with a view to enhancing the effectiveness of learning. It is hoped that this study will contribute to teachers' ability to improve the quality of classroom management and create more effective and meaningful learning experiences for pupils.

METHODS

The type of research employed in this study is descriptive research using a qualitative approach (Musanna 2022; 76). Qualitative descriptive research aims to provide a systematic, factual and accurate description of teachers' strategies and roles in classroom management to enhance the effectiveness of learning at Thauthiatut Thulab Junior High School. A qualitative approach was adopted as this study emphasises an in-depth understanding of phenomena occurring in the field through direct observation, interviews and documentation. This study does not involve numerical calculations but focuses instead on data in the form of words, behaviour and actions undertaken by teachers in managing the classroom. Through this study, the researcher sought to obtain clear information regarding teachers' strategies, their roles, the constraints they face, and solutions for creating effective learning. This research was conducted at Thauthiatut Thulab Junior High School. The choice of research location was based on the consideration that this school is one of the educational institutions that implements active learning processes and where teachers play a significant role in classroom management. Furthermore, several issues were still observed in the learning process at this school, such as student discipline levels, engagement in learning, and variations in classroom management practices among teachers. These conditions warrant investigation to identify the strategies and roles of teachers in enhancing the effectiveness of learning. The research was carried out in classrooms, the school environment, and during teaching and learning activities taking place at Thauthiatut Thulab Junior High School. Consequently, the researcher was able to obtain accurate data reflecting the actual conditions on the ground.



RESULTS AND DISCUSSION

1. Teachers' Strategies for Classroom Management at Thauthiatut Thulab Junior High School

Teachers' strategies for classroom management at Thauthiatut Thulab Junior High School are implemented through various initiatives aimed at creating an orderly, comfortable and effective learning environment. Teachers begin the learning process by establishing class rules agreed upon with the pupils, thereby fostering discipline and a sense of responsibility in participating in learning activities. Furthermore, teachers strive to build good communication with pupils through a humanistic and caring approach, so that pupils feel valued and are more easily guided. During lessons, teachers employ a variety of methods and strategies, such as group discussions, question-and-answer sessions, presentations and task-based learning, to enhance pupils' active participation and reduce boredom during the learning process.

The classroom management strategies implemented also include managing the physical classroom environment to support learning activities. Teachers arrange seating according to learning needs, maintain the cleanliness and tidiness of the classroom, and create an atmosphere conducive to learning. In addition, teachers continuously monitor pupils' behaviour by providing guidance, reprimands or rewards in a proportionate manner. Providing motivation and positive reinforcement is one of the key strategies used to encourage pupils to be more disciplined, confident and enthusiastic about their learning.

As an educational institution characterised by Islamic values, Thauthiatut Thulab Secondary School also implements classroom management strategies based on character building and noble moral values. Teachers do not merely focus on academic achievement, but also instil the values of discipline, responsibility, cooperation and mutual respect amongst pupils. Teachers' exemplary conduct and behaviour form a vital part of the classroom management strategy, as pupils tend to emulate the behaviour demonstrated by their teachers. Through the implementation of this well-planned and consistent strategy, the learning process at SMP Thauthiatut Thulab can proceed effectively, thereby supporting the achievement of educational objectives and enhancing the quality of pupils' learning outcomes.

Teaching strategies are the methods or steps used by teachers in carrying out the learning process to achieve educational objectives effectively and efficiently (Fajrianti 2018; 51). Teachers play the roles of instructor, mentor, motivator, facilitator and assessor. Teachers are educators who play a vital role in the success of learning. Classroom management is a teacher's ability to plan, organise and control the classroom atmosphere to create orderly, comfortable and conducive learning conditions. Classroom management aims to ensure that the learning process runs smoothly and that pupils can learn to their full potential. Learning effectiveness refers to the degree to which the teaching and learning process succeeds in achieving its set objectives. Learning is considered effective when pupils are active, understand the

material, and their learning outcomes improve (Rahmah 2023b;24) .

Research findings indicate that teachers' classroom management strategies have a significant impact on the effectiveness of learning. Effective seating arrangements can help pupils focus better and facilitate interaction during the learning process. Clear classroom rules can also foster discipline amongst pupils. Motivation provided by teachers prior to lessons has been shown to boost pupils' enthusiasm for learning. The use of varied teaching methods makes pupils more active and less likely to become bored. This is consistent with the theory that engaging learning can increase pupil participation. In practice, teachers implement several classroom management strategies, including(Interview with a teacher at Thauthiatut Thulab Secondary School on 16 January 2026, at 14:00 WIB)

1. Arranging Pupils' Seating The teacher arranges the pupils' seating according to the needs of the lesson—such as in groups or in neat rows—to help pupils focus better on their learning.
2. Establishing Class Rules The teacher sets class rules, such as arriving on time, keeping the classroom tidy, and not making a noise whilst lessons are in progress.
3. Motivating Students to Learn Before starting the lesson, the teacher provides guidance and encouragement to motivate students to learn.
4. Using Varied Teaching Methods: Teachers use lectures, discussions, question-and-answer sessions and group work to ensure pupils do not become bored. Giving Reprimands and Rewards: Teachers reprimand pupils who break the rules and reward those who are active and disciplined.

2. The Role of the Teacher in Enhancing the Effectiveness of Learning

The role of the teacher as a classroom manager, motivator, facilitator and assessor is crucial to the success of learning. Teachers do not merely deliver the subject matter, but also maintain classroom discipline and guide pupils throughout the learning process. Research findings indicate that teachers' classroom management strategies have a significant impact on the effectiveness of learning. Effective seating arrangements can help pupils focus better and facilitate interaction during the learning process. Clear classroom rules can also foster discipline amongst pupils. Motivation provided by teachers prior to lessons has been shown to boost pupils' enthusiasm for learning. The use of varied teaching methods makes pupils more active and less likely to become bored. This is consistent with the theory that engaging learning can increase pupil participation(Interview with a teacher at Thauthiatut Thulab Secondary School on 16 January 2026, at 14:00 WIB) .

Teachers play a vital role in enhancing the effectiveness of learning, as they are the ones who interact directly with pupils in the teaching and learning process.¹ The success of learning is greatly influenced by teachers' ability to manage the classroom, deliver the curriculum and guide pupils. The roles of teachers in enhancing the

effectiveness of learning are as follows(Interview with a teacher at Thauthiatut Thulab Secondary School on 16 January 2026, at 14:00 WIB) :

1. As an Educator: Teachers are responsible for delivering lesson content clearly, systematically, and in a way that is easily understood by pupils so that learning objectives can be achieved.
2. As a Motivator: Teachers provide encouragement, support and attention to pupils to foster a keen interest in and high motivation for learning.
3. As a Facilitator: Teachers provide appropriate teaching aids, learning resources and teaching methods to help pupils understand the subject matter more easily.
4. As a Classroom Manager: Teachers create an orderly, comfortable, safe and conducive classroom atmosphere so that the learning process runs smoothly.
5. As a Mentor: Teachers mentor pupils who are experiencing learning difficulties and help them to develop their potential.
6. As assessors, teachers evaluate pupils' learning outcomes through assignments, tests and observation to determine the level of learning success.

Through this role, teachers can create effective learning experiences, encourage student engagement, and optimally achieve learning objectives at Thauthiatut Thulab Junior High School.

3. Challenges Faced by Teachers in Classroom Management

In addition to that, the research findings indicate that there are still several challenges in classroom management, namely a lack of discipline amongst pupils, some pupils who remain unengaged, and varying levels of learning ability amongst pupils. The challenges faced by teachers, such as a lack of discipline and differences in pupils' abilities, can be addressed through an individualised approach, the provision of special attention, and cooperation with pupils' parents. To overcome various challenges in the learning process, teachers at Thauthiatut Thulab Junior High School have implemented several solutions to ensure that classroom management continues to run smoothly and that learning remains effective. The solutions implemented by the teachers are as follows:

1. Enforcing Discipline Consistently: Teachers apply class rules firmly and fairly, such as issuing warnings to pupils who break the rules.
2. Motivating Students to Learn Teachers provide encouragement, recognition and support to students to help them become more active and enthusiastic about learning.
3. Using Engaging Teaching Methods Teachers use methods such as discussion, question-and-answer sessions, group work and teaching aids to ensure pupils do not become bored.
4. Taking an Individualised Approach Teachers give special attention to pupils who are struggling with their studies or lack discipline.

5. Creating a Conducive Classroom Atmosphere Teachers arrange seating, maintain order and create a comfortable learning environment.
6. Establishing Cooperation with Parents Teachers communicate with parents to support pupils with learning or behavioural difficulties.
7. Making the Most of Available Resources Teachers make the most of school facilities in a creative manner, even when resources are limited. Through these solutions, teachers are able to overcome the challenges they face, ensuring that the learning process runs more smoothly, orderly and effectively at Thauthiatut Thulab Junior High School.

CONCLUSION

Based on the research findings, it can be concluded that teachers' strategies and roles in classroom management have a significant influence on improving the effectiveness of learning at Thauthiatut Thullab Junior High School. Teachers employ various strategies, such as arranging pupils' seating, enforcing classroom discipline, motivating pupils to learn, using a variety of teaching methods, and adopting an individualised approach to pupils. These strategies help to create an orderly, comfortable and conducive classroom atmosphere. Furthermore, teachers act as instructors, motivators, facilitators, mentors, classroom managers and assessors. These roles greatly support the achievement of learning objectives, increase student engagement, and help students understand the subject matter effectively. Although there are still challenges such as a lack of student discipline, low motivation to learn, differences in student ability, and limited resources, teachers strive to overcome these through the enforcement of rules, the use of engaging teaching methods, individualised approaches, and collaboration with parents. Consequently, effective classroom management and the optimal fulfilment of the teacher's roles can enhance the effectiveness of learning, create a positive learning environment, and improve pupils' learning outcomes at Thauthiatut Thullab Junior High School.

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