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STKIP PGRI SUMENEP**

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## Teacher Classroom Management Skills and Its Implementation in Primary School Learning

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**Abstract.** The teachers' skills to manage a class are an effort to attain students' competence in learning participation. This research aims at analyzing the teachers' skills to manage a classroom and describing their implementation in the learning process. It employs qualitative research method by using interview, observation, and questionnaire techniques to collect the data. The analyzed data analysis were collected, reduced, and concluded. The data validity was done by conducting source triangulation and technique triangulation. Source triangulation is used to trial the credibility of the data by checking it against data from various sources. In addition, technique triangulation is used to test the data's credibility by using different techniques on the same source. The findings showed that the classroom teachers could fairly manage their classes in accordance with classroom management principles. The teachers displayed a warm and enthusiastic attitude. They provided challenges and reinforcement, instilled discipline, concerned about the classroom environment, designed a positive learning environment, and were able to be a good communicator. Therefore, the teachers' skills to manage the class was classified in a good category (69.1%).

**Keywords:** Teacher Skills, Class Management, Classroom Implementation, Primary School Learning.

### 1. Introduction

As professional educators, teachers' responsibilities are demanding; they act as learning manager in a learning environment and organizers of school environment (Iskakova et al., 2021). As a learning manager, the teacher is responsible for maintaining the classroom conditions to create a conducive and a pleasant atmosphere to attain optimal learning. They are required to be neutral in every situation during the teaching and learning process. For example, the teacher must take an action to cease students who divert class attention, reward the students who complete assignments or participate in discussion, create game in group activities, and develop and maintain a good relationships between teachers and students (Aslan, 2022). Thus, the classroom management is the main problem that teacher face and it is one of activities in the educational effort, which is the core of the overall management of education.

#### 1.1. Problem Statement

Classroom management is one of the basic teaching skills that aim at creating and maintaining conditions to achieve efficient teaching and optimal learning atmosphere for students (Demir & Nihat, 2021; Tulyakul, 2019). It is an integral part of a teacher's professional skills. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood, formal, primary, and secondary education (St-Amand et al., 2022). They have rights to contribute in developing the students' goals.

The basic skills of teaching teachers are: (1) opening and closing lessons; (2) explaining; (3) asking; (4) providing reinforcement; (5) using learning media; (6) guiding small group discussions; (7) managing the class; (8) making variations; and (9) providing individual and group teaching (Latif et al., 2020). It is used to overcome the low quality of Indonesian education by creating learning conditions for students, namely classroom management that

are centered on what they are learning (Ismawati et al., 2021). It is perceived as one aspect of the primary learning implementation that based on the problems in classroom. Gao et al, (2020) agreed that classroom management is an endeavor to evolve teachers' skills in creating conducive learning conditions and controlling problems' emergence. Classroom management is used to provide facilities for students to build a pleasant learning activities that incorporate a social, emotional, and intellectual environment (Kwok et al., 2021). In managing the class, the teachers need to design an approach to take if there is an interference. The nine classroom management approaches are: (1) power; (2) threats; (3) freedom; (4) recipes; (5) teaching; (6) changes in behavior; (7) emotional atmosphere and social relations; (8) group work; (8) eclectic and (9) pluralistic (Petre, 2021).

Teachers must keep optimal learning condition, so the students comfortably have feeling of each other and during the learning in class. Creating learning conditions in the learning process can lead to good relationship between teachers and students in order to achieve learning objectives. Learning has a relationship with classroom management; the effective classroom management is a prerequisite for effective teaching and learning. There are various factors affecting the success of classroom management, such as personal (teachers) and school factors. Supposed the teacher has the skill and wants to take classroom management seriously, in that case, the results will be good as well. However, if the teachers only focus on teaching and pay less attention to classroom management, then learning activities will not run optimally. In addition, school factors also play a role in providing adequate educational facilities; it will be easier for teachers to implement classroom management more optimally.

### **1.2. Related Research**

In this context, previous relevant research have been conducted to evaluate the teachers' management skills. Çelik (2022) from Ondokuz Mayıs University, Turkey, with the title "Determining the Opinions of Classroom Teachers and Classroom Teacher Candidates Regarding the Education They Received before Service," concluded that the practices in classes and schools, extracurricular activities, studies for using instructional technologies, knowledge and skills about school-family cooperation, and school management are not sufficient in terms of popularizing and practicing the profession. Based on these results, suggestions were made to choose teachers from those who like the profession, to include more applied studies in terms of gaining skills, to use teaching technologies more in faculties, to increase the number and duration of school applications. Furthermore, the research conducted by Balli et al. (2020) from Department of Psychological Counseling and Guidance, Near East University, North Cyprus, Turkey entitled "The Relation between Classroom Management Skills and Empathic Tendencies of High School Teachers' Classroom Management Skills and Empathic Tendencies," as a result of the analysis, there was no significant difference between high school teachers' classroom management skills and empathic tendencies. Therefore, there is no supporting research for this result. Due to the small number of participants, the connection between variables such as gender, age, marital status, and the variables dealt with in this research could not be evaluated. Other research conducted by Balli et al. (2020) from Central-Asian Innovation University, Kazakhstan, is entitled "Research of Pedagogical Conditions for the Development of Students' Educational Independence. Their study discovered that primary school teachers determined their roles in students' independent learning skills into the role of providing independent learning skills, developing independent learning skills, approaching the right method, supporting independent learning with in-class activities, and implementing technology-supported activities They suggested that students can gain independent learning by creating a suitable school environment, creating a suitable classroom environment, teacher-parent cooperation, organizing in-service trainings for teachers, and organizing seminars for families.

Aforementioned previous research are relevant to this research. The similarities and differences in the research lie in the techniques, theories, problems, variable of teachers' skills, and classroom management. In managing the classroom, the teachers have to set clear goals to develop appropriate activity plans to accomplish the educational needs of students. Therefore, it can be concluded that in managing the class, teachers must pay attention to the stages, and supporting and inhibiting factors of classroom management. The stages of

classroom management include the planning stage, which contain student arrangements, and the stage of supervising the implementation of classroom management. Classroom management's supporting and inhibiting factors include both teachers' and students' physical, social, emotional, and organizational environments (Özreçberoğlu & Çağanağa, 2018) and related to maintaining the classroom's condition and how the teachers are able to create interesting learning activities that help students understand the material (Hardiansyah & Mulyadi, 2022). Teachers need to be innovative and creative in the learning process, not just sit around delivering material monotonously and give assignments to students without guiding them. In addition, the relationship between teachers and students also plays a crucial role in quality learning activities. A positive relationship fosters a conducive learning environment that affects students positively. The entire effectiveness of classroom management depends on teachers' skill to recognize the variety of the problems they face, both behavioral characteristics that appear or according to applicable norms (Mouw et al., 2020).

### **1.3. Research Objectives**

This research aims at determining how the teachers implement classroom management in elementary schools learning.

## **2. Theoretical Framework**

### **2.1 Teacher Skills Competence**

Teachers are professionals with competencies that must be possessed, internalized, and mastered to implement their responsibilities at school (Reinke et al., 2018). The competence encompass pedagogical, personality, social, and professional competences. Pedagogical competence includes understanding students, designing and implementing learning, and developing students to actualize the various potentials they have. Personal competence includes habits, attitudes, and other unique characteristics of a person who evolves when they connect with others (Habibi et al., 2018). Social competence is the teachers' skills to recognize themselves as an inseparable part of society and develop their duties as citizens (Hardiansyah & AR, 2022). Professional competence is the skill related to the adjustment of teacher duties. Those are interconnected, influence, and have a hierarchical relationship that underlies each other's competencies. Professional teachers who conduct their properly and measurably responsibility must be supported by expertise, commitment, and skills in empowering competencies. They can provide empowerment of competence through rational actions and skill development to attain educational goals (İhtiyaroğlu, 2019).

Basic teaching skills include: (1) opening and closing lessons are activity carried out by teachers to create an initial positive atmosphere to grab students' attention on what they will learn. Creating an atmosphere is done by stating the goals that would be achieved, attracting attention, providing references, and linking meaningful and sustainable subject matter between experience and the things that will be mastered. Skills in closing the lesson are intended for teachers to be able to take the essence of the implementation learning process; (2) explaining is the teacher's activity to present information in an analytical and planned manner regarding things that have not been or are already known to students so they can be involved in the exploration and elaboration of learning activities; (3) asking is a teachers' essential skills in building communication through questions that focus on the material and providing answers to students who have difficulty answering questions; (4) giving reinforcement is an effort to provide reinforcement verbally (e.g. good, thoughtful, and intelligent expressions) and non-verbal (e.g. movements, gestures, touches, and symbols), which are chosen according to the problem; (5) using learning media is a learning tool that is used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving learning objectives (Wolff et al., 2021).

The basic teaching skills can be interpreted as a complex combination of knowledge, attitudes, skills and values that are shown in their performance in carrying out their professional duties (Sadykhan & Baitursynova, 2022). One of the teachers' responsibilities is to educate the nation's life in all aspects. Teachers can empower competence with rational actions to achieve

educational goals through skill development. The basic teaching skills are important and must be possessed by teachers so that the teaching and learning implementation process becomes effective and can meet the needs of students according to learning objectives. This is proven through the research conducted by Kuloğlu & Karabekmez (2022) from Faculty of Education, Firat University, Elazığ, Turkey. The findings indicated that the level of 21<sup>st</sup>-century skills increased coincide with teachers' critical thinking skills. These skills can assist teachers in implementing their professional duties to develop students' potential to achieve educational goals. Based on this explanation, the basic skills of teaching teachers must be mastered by teachers so that learning can be realized in a good and fun way. One of the competency skills that teachers must master is classroom management skills (Hardiansyah et al., 2022).

## 2.2 Classroom Management

Classroom management is an activity conducted by teachers to build a conducive classroom conditions, and maximum learning process (Sianipar et al., 2022; Hirsch et al., 2021). The learning environment is related to the people and facilities; it requires collaboration between teachers, students and adequate facilities. The arrangement of classroom facilities aimed at ensuring accessibility, affordability, and convenience for teachers and students to utilize learning tools and resources, move from one side to the other, and building teacher-student or student-student interactions (Simonsen et al., 2020).

## 3. Method

### 3.1. Research Design

The research is conducted by using a mixed method, which is a combined method in the form of concurrent with a concurrent embedded strategy model, quantitative and qualitative research through parenting (Xie & Huijser, 2020). Researchers explore the teachers' skills to the classroom management in learning. This research began with data collection and exploration according to the objectives and research questions. After collecting data, the researchers conducted an analysis based on the existing theories and interpreted them to produce conclusions and recommendations.

### 3.2. Data Collection

The data in this research consisted of primary and secondary data. The data were directly obtained from respondents through verbal, gestures, and behaviors carried out by research subjects or informants regarding the variables studied. Primary data were obtained through interviews from teachers as the object, the principal, and class 2A as a result of classroom management.

The data collection was done using (1) observation, (2) interviews, (3) documentation to obtain data that were documented by the school; it included the condition of teachers, facilities and infrastructures, and learning tools made by the teacher, and (4) questionnaires were given to students as an assessment form of and needed to complete the data through other instruments for the maximal result. The questions used in the questionnaire used a Likert scale consisting of four alternative answers: always (4 points), often (3 points), sometimes (2 points), and never (1 point). Then the four alternative answers are in the form of percentages to produce five criteria: very good (81%-100%), good (61%-80%), quite good (41%-60%), less good (21%-40%), and not good (0%-20%). The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena (Suárez Álvarez et al., 2018). The Likert scale converts the variables into sub-variables into components. Components are used as a starting point for compiling instrument items in the form of questions or statements, then the respondents answer.

**Table 1. Class Observation Grid**

No	Observation Aspect
1	checking student attendance
2	arranging student seats

- 3 checking class cleanliness
- 4 checking beauty class
- 5 regulating air ventilation in the classroom
- 6 lighting settings in the classroom
- 7 using fun learning methods
- 8 using learning media
- 9 students actively participate in learning
- 10 forming a group when having a discussion
- 11 forming a group is done properly and fairly
- 12 giving a warning to students who interfering the learning process
- 13 giving punishment to students who violate class rules
- 14 restoring the situation to how it was when there was a commotion
- 15 finishing learning on time
- 16 not leaving the class when the lesson is in progress

Table 2. Student Questionnaire Grid

No	Dimension	Indicator
1	Classroom arrangement	a. Setting the seat b. Organizing teaching tools c. Organize the beauty and cleanliness of the classroom d. Regulating ventilation and lighting
2	Student Settings	a. Organizing students in class b. Grouping students in learning
3	Class Discipline	a. Setting discipline or class order

### 3.4. Data Analysis

The data were analyzed using Miles and Huberman's model, which consists of Data Reduction, Data Display, and Conclusion Drawing; in other words, the particular problems are analyzed to result in a conclusion. Meanwhile, to measure the value of the questionnaire, the percentage formula is  $A/B \times 100$  (Hardiansyah & AR, 2022), with description A = number of respondents who chose, B = total number of respondents. The data were validated using triangulation. Triangulation is a technique of examining data from various sources, various techniques, and various times, categorized into source triangulation and technique triangulation. Source triangulation is used to test the credibility of a data by checking data from various sources. Techniques triangulation are used to test the data's credibility by using different techniques on the same source. Through the source triangulation, the researchers conducted interviews with classroom teachers, class 2A students and school principals. Then, observation, documentation, and questionnaire techniques were used to check the truth of the interview data.

## 4. Findings

### 4.1 Teacher's Skills in Conducting Classroom Management at Learning

The teachers were observed to be skillful in managing the classroom since they understood the classroom management principles. They were able to efficiently design a physical classroom and positive environment, and were good communicators during the learning process. Teachers must understand the classroom management principles, by showing warm and enthusiastic attitudes, providing challenges, performing teaching variety, flexibility, emphasizing positive things, and instilling discipline in students. Those were observed from the affection shown by the teacher as a form of enthusiasm while conveying the material. Class 2A teachers had their own ways of showing a warm and enthusiastic attitude to students. As explained by Mrs. Erfi, a class 2A teacher:

"I asked how the children were doing and continued to give advice. The intonation and conveying methods were also regulated because I was

teaching in second grade, and sometimes, I talked to them. I often called students attentively by calling their full names. When you meet the children, smile and greet them."

The same thing was also conveyed by Mrs. Nurul, a school's principal:

"We possess the operational standards to manage the classroom for our students, one of which, besides being included in the RPP (*Rencana Pelaksanaan Pembelajaran/Lesson Plan*), there are models, media, and so on. The forms warm and enthusiastic attitudes starting with simple things such as how to start learning, greeting, and 5S (Smile, Respect, Greet, Polite, and Courteous) is the most important thing is to condition students in the beginning."

Teachers must evaluate various things to build meaningful learning and a conducive classroom atmosphere. Besides, the teachers must comprehend the principles of teaching variety: the concept of warmth, enthusiasm, and providing challenges during teaching. It is the use of voice intonation, limb movements, expressions, and the teachers' position when teaching. Based on the findings, the class 2A teacher always emphasized sentences that students could understand. The teacher showed the expressions depending on the conditions of the 2A classroom environment. When the teacher reprimanded the students, they 2A showed firm and serious expressions. They as well did limb movements when explaining something to students. One of the male students in class 2A assessed that the teacher was good and they enjoyed the learning. Not only male students, one of the female students interviewed said that her teacher loved her.

#### **4.2 Designing the Classroom Physical Environment**

The physical condition of the classroom is the teacher's responsibility to build a classroom atmosphere that supports the learning process. The teachers arrange classroom's elements to be immaculate and be easy to reach by the students. Designing the classroom must contain the breadth of view, ease of access, flexibility, comfort, and aesthetics. First, the breadth of view intends for teachers and students convenience to meet face-to-face during the learning process. Students may pay attention effectively to the teachers' explanation, as elaborated by the class 2A teacher:

"The seat position significantly affects the learning process as it allows face-to-face interactions. Thus, teachers can control students' behavior. The row type is a seating pattern where students all sit facing the blackboard and the teacher."

Second, ease of access refers to students' convenience in getting items (books, props, blackboards, markers, and erasers). The findings showed that students and teachers could easily take the books during the learning process as closets provided in the classroom. Class 2A teachers and students did not need to leave the classroom to get their books. As explained by the class 2A teacher:

"The placement of assignment books, textbooks, report cards, class equipment such as scotch tape or origami is placed in the cupboard, and the teacher's books and official books are placed on the teacher's desk."

Third, flexibility is related to the seating position that is easy to adjust based on the teaching methods.. As explained by the class 2A teacher:

"There was no arrangement for the seating position yet; students were free to sit anywhere. They have not sat by their absence order or skill, for example, those who are smart or those whose name began with the letter A. As a teacher, I thought the equalization does not make something different, but if I used a particular method that required students to make a sitting pattern, I asked students to arrange their seat position purposed."

Based on the observations, the 2A classroom has a sufficient area. It made more accessible for class 2A teachers to adjust and change the seat position depending on the learning process.



The questionnaire which was filled out by class 2A students showed that all students stated that the seating distance provided sufficient space to pass freely.

**Table 3. Result of Questionnaire Data Analysis**

No	Alternative Answer	Frequency	Percentage	Score
1	Always	4	13.3%	16
2	Often	3	10%	9
3	Sometimes	8	26.7%	15
4	Never	15	50%	15
	Total	30	100%	56

Fourth, the comfort is related to the light and room temperature. The class 2A teacher explained that the classroom was comfortable for teaching and learning process. The following statement was stated by class 2A teacher regarding the comfortable classroom for learning:

"Every room has an Air Conditioner (AC) so that the temperature is stable. The lighting and ventilation settings have been regulated since the school's construction. Furthermore, if the classroom was dark during the teaching and learning process, the other lights brighten the room when the weather is gloomy. Therefore, students could see the material written on the blackboard clearly or to not interfere their concentration by keeping clear vision during learning."

The principal also explained:

"Ventilation and lighting arrangements are essential assets to build a comfortable teaching and learning atmosphere. The ventilation has been regulated since the school's construction and was intended to be sufficient to support the students' health. Ventilation has indeed been regulated since the construction of the school. We have to clean the ventilation regularly to get fresh air with no dust as it has been filtered by the Air Conditioner (AC)."

Based on observations, the 2A classroom did have a lot of air ventilation. Light from the outside could enlighten the room, so the class did not feel dark. The lights in class 2A never turned on during the day as the lighting from outside was sufficient. The questionnaire respondents stated that all class 2A students felt that the class was beautiful and comfortable.

**Table 4 Result of Analyzed Questionnaire Data on Comfort in Class**

No	Alternative Answer	Frequency	Percentage	Score
1	Always	1	3.3%	4
2	Often	2	6.7%	6
3	Sometimes	10	33.3%	20
4	Never	17	56.7%	17
	Total	30	100%	47

#### 4.3 Creating a Positive Environment for Learning

A positive environment is needed for students to learn well. Teachers are responsible for creating it to achieve the learning goals. The following things must be considered to establish a positive environment: (1) setting class management style, (2) implementing the class regulations, and (3) inviting students to collaborate. These teachers have their respective advantages and techniques in learning. As explained by the class 2A teacher as follows:

"The method that teachers could use to control student behavior was to generate learning motivation for the development of students' character, among other things: making the teaching and learning process run interestingly, creating a pleasant atmosphere and giving assignments by student condition."

The existence of an agreement between teachers and students showed that the class 2A management is based on democratic classroom management style, as explained by class 2A teacher:

"There is an agreement when assignments have not finished yet, they will be punished by adding more exam questions."

The observations revealed that the teacher was strict and occasionally overwatched the students during the learning process. However, he gave freedom to students to express their opinion in front of the class. The teacher also imposed boundaries that students could and could not do. Therefore, the class management is a democratic style. Besides being democratic, the teacher applied a rule in the classroom; one of the rules in class is that students should not be distracted by other things outside the learning activity or go for a walk when they have not completed writing. The last thing the teachers should have focused on is creating a positive environment for learning. The method employed by class 2A teachers was to spend more time in class by observing, paying attention to students, and often interacting. As evidenced by the findings of a questionnaire whose questions represented the indicators related to a positive environment in learning.

**Table 5. Result of Analyzed Questionnaire Data on Environment in Class**

No	Alternative Answer	Frequency	Percentage	Score
1	Always	11	36.7%	44
2	Often	4	13.3%	12
3	Sometimes	9	30%	18
4	Never	6	20%	6
	Total	30	100%	80

Based on the findings of interviews, observations, and questionnaires, it concluded that class 2A teachers applied a democratic classroom management style. The teacher applied boundaries or rules that must and must not be done by students when studying in class. The teachers have also invited students to collaborate by creating positive relationships (becoming friends and giving attention), sharing, and giving praise or gifts when students could complete the assignments well.

#### 4.4 Data Interpretation

The following data were obtained from questionnaire distributed to 58 respondents. The findings showed the teacher's skill on classroom management aspects, which consisted of seven aspects: the seating position consisted of six items with a score of 346; the teaching tools consisted of three items with a score of 155, the arrangement aspect; aesthetic and comfortable classroom, which consisted of three items with a score of 258, the ventilation and lighting arrangements consisted of items with a score of 125, student management in the classroom which consisted of three items with a score of 265, grouping students in learning which consisted of two items with a score of 106, and discipline or class order aspect which consisted of 2 items with a score of 172.

**Table 6. Average Score Result of Students Questionnaire**

$$\text{Results} \frac{57.9 + 63.3 + 71.7 + 72.5 + 83.3 + 63.7 + 71.2}{7} = \frac{483.6}{7} = 69.1\% \quad \text{Good}$$

According to data test in managing classrooms, the teachers were in a good category (69.1%). The findings are comparable with the students' opinions through questionnaires based on their knowledge and skills. Therefore, teachers' skills to manage the class to achieve learning objectives could be categorized as good for students' development. The school has also provided training to the teachers to improve their skills. One of them was through the teacher training event and workshops. The principal always monitored the teachers' activities in schools regarding classroom management.

## 5. Discussion

The discussion of the research findings aim at revealing answers to the problems regarding classroom management in learning by describing the teachers' classroom management skills seen from the classroom management concept: design of physical environment, creation of a positive atmosphere, and being a good communicator.

The use of classroom management is teachers' reference to build and maintain a conducive learning. Teachers need to comprehend the six principles of classroom management consisting of (1) warm and enthusiastic attitudes, (2) challenges, (3) teaching variety, (4) flexibility, (5) emphasis on the positive, and (6) instilling self-discipline (Franklin & Harrington, 2019). A warm and enthusiastic attitude needs to be applied by the teacher as a class manager. Teachers can use various ways to show by being friendly and smiling to students. Teachers are expected to smile and greet students frequently (Kramer et al., 2020). Teachers who always show those attitudes are successfully implement the classroom management (McGarr, 2021). The teacher need to convey the learning material enthusiastically and honestly without any unfriendly faces; at the beginning of the lesson, the class teacher greeted and asked how things were going to the students to increase their enthusiastic in learning participation. Otherwise, teachers who are not enthusiastic, look bored, and unfriendly in teaching will impact students (Stahnke & Blömeke, 2021). In learning, teachers need to provide challenges to students. Challenges function as things that can increase the curiosity and enthusiasm of students (St-Amand et al., 2022). Challenges must be able to explore students' skills and familiarize students to be diligent (Petre, 2021). Questions that explore students' skills can be utilized as challenges in the learning process, as class 2A teachers did with their students; so does involving students to the discussion about the material.

When learning in class, students often feel bored. The use of teaching variations can overcome the boredom conditions. It consists of (1) voice intonation, (2) limb movement, (3) the position of teachers in teaching, and (4) using learning methods and media (multimodality). Class 2A teachers had applied several teaching variations. However, there are still other variations that the teacher has not applied, namely the use of various media and learning methods (multimodality). Using multimodality can create interesting learning while encouraging students to explore their skills. According to Setyaningsih & Suchyadi (2021), voice intonation variations can be done by using language and tone while speaking; limb movement variations can be seen from head movements and comprehensive eye contact, while positional variations are in the form of shifting positions from one side to the other. In the class, the teachers also need to emphasize something positive. Emphasis is done by giving rewards and positive comments to students who behave well (Moltudal et al., 2019). Class 2A teachers gave positive emphasis to students by giving praise in form of award the students. Awards are part of the needs that students must accept (Wolff et al., 2021). The last principle that teacher must comprehend and considered is instill the self-discipline. The findings of the study conducted by Noverita et al., (2021) with the title "Application of Class Management Skills in Class VIII H PKN Learning at SMP Negeri 4 Malang," revealed that class management carried out by teachers required students to come on time as a form of discipline and listening and observe the teacher while explaining in class. Class teachers instill discipline in students by providing direct examples, rewarding and punishments for those who undisciplined. One of the direct examples given by the teacher is coming to school on time and teaching on time according to class hours.

Class is part of school that influences learning activities. Therefore, it needs to be constructed in such a way in order to achieve learning objectives (Sianipar et al., 2022). The designing the physical environment, according to Franklins & Harrington (2019) stated that it needs to pay attention to visibility (breadth of vision), accessibility (easiness to reach), flexibility, comfortable, and aesthetic. The breadth of vision in class 2A has been fulfilled by arranging tables, chairs, and proportional objects, not blocking the each other in class. The teacher must consider that the position of tables, chairs, and items are part of classroom management. The students' behavior when they did not move their chairs or turn around to see the teachers and

did not get in the way of each other is a form of the breadth of view). In addition to a good arrangement of items, these items must be easily accessible by students; students have no difficulty taking books. Students and teachers do not need to take out of the classroom to be more efficient in terms of time (Reinke et al., 2018). The 2A classroom has a cupboard for storing books and learning tools, and thematic books used for the learning process are placed in the cupboard. Therefore, the 2A classroom has met the accessibility aspect. Teachers must also pay attention to aspects of flexibility when designing the classroom's physical environment. The skills to arrange objects, such as tables and chairs in the classroom, belongs to the category of flexibility (Mouw et al., 2020). The condition 2A classroom has an adequate area, allowing teachers to arrange students' desks and chairs in accordance with their learning requirements. A good class is that is comfortable for learning activities, so does the 2A. However, as the location of class 2A is in a corner, the air is stuffy. Light enters the classroom through the windows and air vents in the rear. A comfortable environment is supported by well air ventilation and illumination (Kwok et al., 2021). Therefore, adequate ventilation and lighting need to be considered. The last aspect that must be considered in designing the physical classroom environment is aesthetics. A lovely classroom will foster a pleasant and comfortable atmosphere (Latif et al., 2020). Unfortunately, the 2A classroom looked plain; there were only a few wall decorations with colored paper. However, the cleanliness of the classroom was always maintained so that even though there were only a few wall decorations, class 2A felt comfortable to look at.

The teacher can create a positive environment for learning by paying attention to classroom management style, applying behavioral boundaries or rules in the classroom, and inviting students to work together (Freeman et al., 2018). Research conducted by Hardiansyah & Zainuddin (2022) under the "title Management of Arabic Learning in Schools: A Case Study at SMK Muhammadiyah 2 Player Yogyakarta," showed that teachers pay attention to the teaching style, try to be good motivators, and implement paid leadership according to class conditions. The teaching style of class 2A teachers paid attention to the characteristics of their students and adapted to class conditions. Class 2A teachers gave freedom to students but still provide limits on the behavior that students can and cannot do. The style of managing the class is included in a democratic style. Teachers with a democratic style show a sense of caring and involving students in the class but still applying boundaries or rules to their students (Hardiansyah, 2022). It is necessary to establish behavioral boundaries or norms in the classroom in order to foster a positive learning environment. Mr. Erfi thought that the class was chaotic without any rules or restrictions. Teachers can apply various kinds of discipline rules for moral lesson. Class 2A teachers applied boundaries or rules to students based on their aspiration to realize class discipline. The last aspect is inviting students to collaborate; it manifested through students' emphatic feeling to reward each other for positive behavior or achievement. It is an innovative approach to getting students to collaborating is by recognizing good behavior and teaching them how to cooperate (St-Amand et al., 2022).

Teaching in the classroom is related to the students' acceptance of the material that the teachers convey. In delivering the material, the teacher speaks and communicates with the students. The findings of the research conducted by Oktaviani & Supriatna (2018) with the title "Efforts to Improve Classroom Learning Management at Madrasah Ibtidaiyah Ma'arif Sembego Maguwoharjo: Prospects and Challenges," showed that the effectiveness and ineffectiveness of learning by teachers have a direct impact on the comprehension and concentration of students in receiving lessons. Good communication can affect the success of learning activities (Hardiansyah & Mas'odi, 2022). Therefore, teachers must be good communicators. Things that need to be considered to be a good communicator are the teacher's skills in speaking during learning, being a good listener, and communicating non-verbally. Class 2A teachers were good teachers in delivering material to students. According to Mkhasibe & Mncube (2020), a good conveyance of material should be done with clear sentence strategies, used language that is easy for students to understand, and the right tempo of speech, neither too fast or too slow. The researcher found that class 2A teachers applied that strategy where the teachers should not only use verbal communication but also non-verbal. Non-verbal communication

has shown by the teacher by using facial expressions or eye gaze (Moltudal et al., 2019). Class 2A teachers also communicated in non-verbal form by patting students' heads while giving praise for behave well. According to Aslan (2022), the movement of body parts such as patting the head and clapping hands is a form of non-verbal communication used to encourage students' motivation.

## 6. Conclusion

The class 2A teachers' skills to manage the class in learning was in a good category in terms of applying classroom management principles, during the learning process. However, some aspects still have not been conducted optimally by the teacher; it is the use of media and methods variation. The learning process conducted by class teachers 2A only employed the lecture, question and answer, and assignment methods. The teacher has designed the physical environment for class 2A by paying attention to visibility, accessibility, flexibility, comfort, and aesthetic. The class 2A teachers at SDN Poja II Sumenep created a good relationship with the students. The teachers gave freedom to students but still provided boundaries on the behavior that students could and could not do. Teachers thought to reward each student for positive behavior.

## Limitation

Classroom management is an important part that cannot be separated from the teaching and learning process to achieve optimal learning objectives. Therefore, this research focuses on teachers' skills to manage classes related to learning planning and its implementation.

## Recommendation

The findings of the research are expected to be used as a reference for researchers in conducting similar research related to the teachers' skills to manage the classroom, increasing knowledge and understandable for other researchers; as a result, direct observations, primarily related to the implementation of classroom management skills in learning.

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## Conflict of Interest

We affirm that there are no known conflicts of interest associated with this publication and there no financial has been provided for this work that may have impacted to is conclusion. We confirm that the manuscript has been read and approved by all named authors and there are no other persons who fulfilled the criteria for authorship but are not included.

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