



Strategies In Class Management

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Abstract

This study aims to examine strategies in classroom management and the factors that affect its success in increasing learning effectiveness. The background of this research is based on the importance of classroom management as one of the main keys in creating a conducive, active, and productive learning atmosphere. The method used is a literature study by analyzing various relevant scientific sources related to the concept, strategy, and implementation of classroom management. The results of the study show that classroom management strategies include preventive, corrective, and innovative approaches that must be adjusted to the conditions and characteristics of students. In addition, the success of classroom management is influenced by various factors, such as teacher competence, student characteristics, learning environment, learning methods, and support from schools and parents. Teacher competence and understanding of student characteristics are the dominant factors in determining the effectiveness of classroom management. The implementation of the right strategy has been proven to be able to increase learning motivation, discipline, student involvement, and learning outcomes. Thus, effective classroom management requires a planned, flexible, and student-oriented approach to achieve optimal learning goals.

Keywords: *Strategy, Management, Class*

Abstrak

Penelitian ini bertujuan untuk mengkaji strategi dalam pengelolaan kelas serta faktor-faktor yang mempengaruhi keberhasilannya dalam meningkatkan efektivitas pembelajaran. Latar belakang penelitian ini didasarkan pada pentingnya pengelolaan kelas sebagai salah satu kunci utama dalam menciptakan suasana belajar yang kondusif, aktif, dan produktif. Metode yang digunakan adalah studi literatur dengan menganalisis berbagai sumber ilmiah yang relevan terkait konsep, strategi, serta implementasi pengelolaan kelas. Hasil kajian menunjukkan bahwa strategi pengelolaan kelas meliputi pendekatan preventif, korektif, dan inovatif yang harus disesuaikan dengan kondisi serta karakteristik peserta didik. Selain itu, keberhasilan pengelolaan kelas dipengaruhi oleh berbagai faktor, seperti kompetensi guru, karakteristik peserta didik, lingkungan belajar, metode pembelajaran, serta dukungan dari pihak sekolah dan orang tua. Kompetensi guru dan pemahaman terhadap karakteristik peserta didik menjadi faktor dominan dalam menentukan efektivitas pengelolaan kelas. Penerapan strategi yang tepat terbukti mampu meningkatkan motivasi belajar, kedisiplinan, keterlibatan siswa, serta hasil belajar. Dengan demikian, pengelolaan kelas yang efektif memerlukan pendekatan yang terencana, fleksibel, dan berorientasi pada kebutuhan siswa guna mencapai tujuan pembelajaran secara optimal.

Kata Kunci: *Strategi, Pengelolaan, Kelas*

Introduction

Education is one of the important aspects in the development of quality human

resources, because through education a person can develop their potential, skills, and attitudes needed in community life. In the educational process, learning activities are the main core that determines the success of achieving educational goals. One of the factors that is very influential in the success of the learning process is how teachers are able to manage the classroom effectively. Classroom management is not just about arranging seating or maintaining order, but encompasses the whole process of creating a conducive, active, and enjoyable learning environment. Good classroom management allows students to learn optimally, increases learning motivation, and encourages positive interaction between teachers and students. On the other hand, less effective classroom management can cause the learning atmosphere to be unconducive, making learning goals difficult to achieve. Therefore, strategies in classroom management are very important to be studied and applied in the increasingly complex and dynamic world of modern education.(Nurul Fazria, 2025).

Conceptually, classroom management can be interpreted as a series of actions taken by teachers to create and maintain optimal classroom conditions to support the learning process. Classroom management includes various aspects, such as regulating the physical environment, managing student behavior, and developing social and emotional relationships in the classroom. In practice, classroom management focuses not only on student control, but also on efforts to create a productive and enjoyable learning atmosphere. Several studies show that classroom management is one of the biggest challenges faced by teachers, especially novice teachers, because they must be able to cope with diverse classroom dynamics. In addition, the success of classroom

management is closely related to increasing student participation, learning motivation, and learning outcomes achieved. Data from various educational studies also show that well-managed classrooms tend to have lower levels of distraction and higher student engagement. This shows that classroom management strategies have a very significant role in improving the quality of learning.(Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024c).

Although it is important, in reality there are still many teachers who have difficulty in implementing classroom management strategies effectively. Problems that often arise include lack of student discipline, low motivation to learn, and behaviors that interfere with the learning process. In addition, the diversity of student characteristics, social backgrounds, and differences in learning abilities are also challenges in classroom management. It is not uncommon for teachers to have to face classroom situations that are not conducive due to the lack of the right strategy in managing classroom interactions and dynamics. Other factors that also affect are the limited facilities and infrastructure, as well as the lack of training for teachers in developing classroom management skills. In fact, some studies show that classroom management is still a crucial issue that is often overlooked, even though it has a major impact on learning success. This condition shows that serious attention is needed to the development of effective and innovative classroom management strategies so that these various problems can be overcome optimally.

The urgency of classroom management in the world of education cannot be underestimated, because good classroom management is the main prerequisite for the creation of effective

learning. Without proper classroom management, the learning process will be disrupted and learning objectives will be difficult to achieve. Effective classroom management is able to create a comfortable, orderly, and conducive learning atmosphere so that students can focus on receiving the subject matter. In addition, classroom management also plays a role in shaping student character, such as discipline, responsibility, and cooperation. In the context of modern education, teachers are required not only as material presenters, but also as facilitators who are able to manage the classroom professionally. Therefore, classroom management strategies are very important to be developed in order to be able to answer increasingly complex educational challenges, including in dealing with technological developments and changes in student characteristics. Thus, classroom management not only functions as a control tool, but also as a means to improve the overall quality of learning. (Zuhairini et al., 2004)

Based on this description, it can be understood that strategies in classroom management have a very important role in increasing learning effectiveness. However, there are still various obstacles faced by teachers in implementing these strategies optimally. Therefore, a more in-depth study is needed on how classroom management strategies can be effectively applied in various learning situations. This study is important to provide a more comprehensive understanding of the concepts, techniques, and implementation of classroom management that suits the needs of students. Thus, the formulation of the problem that can be asked includes how the concept of the classroom management strategy, what are the factors that affect the success of classroom

management, and how to implement the strategy in creating a conducive learning atmosphere. In addition, it is also important to examine the role of teachers in managing the classroom and strategies that can be used to overcome various problems that arise in the learning process.

More specifically, strategies in classroom management can be classified into several approaches, such as preventive, corrective, and innovative strategies that aim to create an optimal learning environment. Preventive strategies focus on preventing problems from arising in the classroom, for example by setting clear rules, building effective communication, and creating a pleasant learning atmosphere. Meanwhile, corrective strategies are used to overcome problems that have occurred, such as deviant behavior or disruptions in the learning process. The innovative strategy emphasizes the use of creative and interactive learning methods to increase student involvement. In addition, classroom management also involves regulating the physical environment, such as seating layouts, as well as managing students' social and emotional aspects. The implementation of this strategy must be adjusted to the characteristics of students and the conditions of the learning environment in order to provide optimal results. Thus, classroom management strategies are not only theoretical, but must also be applied in a practical and sustainable manner to achieve the expected learning objectives. (Nurul Fazria, 2025)

Research Methods

This study applies the Library Research method or literature research with a qualitative descriptive approach. The literature research method is carried out through the process of searching, collecting, studying, and analyzing various literature

sources related to the research theme. The data sources used include books, scientific journals, research articles, academic documents, and various other references that are relevant to classroom management strategies in learning activities. Data collection is carried out through documentation study techniques, namely by examining and reviewing various literature related to the concept of classroom management, factors that affect its success, teacher competence, and student characteristics. The data that has been collected is then analyzed using content analysis techniques, namely through the process of identification, classification, interpretation, comparison, and extraction of meaning from various information found in library sources.

The research steps include: (1) formulating and identifying research problems, (2) collecting literature relevant to the study topic, (3) selecting and evaluating the data sources used, (4) analyzing and synthesizing the data obtained, and (5) drawing conclusions based on the results of the study. Through this method, it is hoped that a deep and comprehensive understanding of classroom management strategies and various factors that support its success in increasing the effectiveness of the learning process can be obtained.

Results and Discussion

A. Concept and Definition of strategy in classroom management in the learning process.

The results of studies in various educational literature show that strategies in classroom management are one of the key factors that determine the success of the learning process. In general, a classroom management strategy can be understood as a series of planning and actions taken by

teachers to create, maintain, and develop optimal learning conditions. Analysis of various studies shows that classes managed with a good strategy tend to have a high level of student involvement, a conducive learning atmosphere, and more optimal learning outcomes. This shows that classroom management is not just about controlling student behavior, but also about setting up a comprehensive learning environment. If associated with the theory of educational management, classroom management strategies are part of the management function, namely planning, implementation, and evaluation in the context of learning. Thus, the formulation of the problem regarding the importance of classroom management strategies can be answered that the strategy is the main foundation in creating an effective learning process. As a result, teachers who have the ability to have good classroom management strategies will find it easier to achieve learning goals and build a positive and productive learning atmosphere.

The results of the analysis show that the definition of strategy in classroom management has a wide scope, not only limited to technical actions, but also includes pedagogical and psychological approaches. Classroom management strategies involve teachers' ability to understand student characteristics, manage social interactions, and create a supportive learning climate. In the theories put forward by education experts such as Evertson and Weinstein, classroom management is defined as the effort to create an environment that allows students to learn to the fullest. This shows the relationship between the concept of strategy and constructivistic learning theory which emphasizes the importance of the active role of students in the learning process. Thus, the formulation of problems related to the concept of classroom management strategies

can be answered that the strategy is a combination of approaches, methods, and techniques used to optimize the learning process. The impact of implementing the right strategy is increased student learning motivation, the creation of harmonious interactions, and reduced disruptions in the learning process.(Siswa et al., 2026)

Based on the results of theoretical studies, strategies in classroom management are closely related to various educational theories, such as behavioristic, constructivistic, and humanistic theories. The analysis shows that in the behavioristic approach, the classroom management strategy emphasizes more on reinforcement and control of student behavior through rules and consequences. Meanwhile, in the constructivistic approach, the classroom management strategy is more directed at creating an active and collaborative learning environment. As for the humanistic approach, the classroom management strategy emphasizes on developing the individual potential of students as a whole. This relationship shows that classroom management strategies cannot be separated from the foundations of educational theory that underlie them. Thus, the formulation of the problem regarding how the classroom management strategy is applied can be answered that the strategy must be adjusted to the theoretical approach used by the teacher. As a result, the application of strategies that are in accordance with theory will result in a more effective, meaningful, and student-oriented learning process.

The results of the study show that many problems in learning, such as lack of student discipline, low learning motivation, and unconducive classroom atmosphere, can be overcome through the implementation of appropriate classroom management

strategies. Analysis of these problems shows that the root of the problem often lies in the lack of planning and skills of teachers in managing the classroom. When associated with classroom management theory, classroom management strategies include preventive actions, such as setting class rules, as well as curative actions, such as providing sanctions or guidance to students. Thus, the formulation of problems on how to overcome problems in the classroom can be answered through the application of systematic and planned strategies. As a result, teachers who are able to manage the classroom well will be able to create a more orderly learning atmosphere, increase student involvement, and reduce disruptions in the learning process. This shows that classroom management strategies have a very important role in overcoming various challenges in the world of education.

The results of the implementation of the classroom management strategy show that the implementation of an effective strategy has a significant impact on the quality of learning. Analysis shows that well-managed classes have higher levels of student participation, more positive interactions, and better learning outcomes. When associated with learning motivation theory, a good classroom management strategy can increase students' intrinsic motivation, as students feel comfortable and valued in the learning process. Thus, the formulation of the problem regarding the impact of classroom management strategies can be answered that the strategy contributes directly to improving the quality of learning. Another impact is the formation of the character of students who are disciplined, responsible, and able to work together. In addition, teachers will also find it easier to deliver learning materials because of the conducive classroom atmosphere. This

shows that classroom management strategies not only have an impact on the academic aspect, but also on the social and emotional aspects of students.

More specifically, strategies in classroom management can be implemented through several concrete techniques, such as flexible seating arrangements, the use of active learning methods, and the application of mutually agreed classroom rules. The results of the analysis showed that preventive strategies, such as building a positive relationship between teachers and students, were more effective in preventing problems from arising than repressive strategies. When associated with modern learning theory, this strategy is in line with the student-centered learning approach that places students at the center of learning. Thus, the formulation of the problem of how the classroom management strategy is implemented effectively can be answered that teachers need to combine various strategies according to the conditions of the classroom. As a result, learning becomes more interactive, students are more motivated, and learning goals can be achieved optimally. Overall, a specific and planned classroom management strategy will be able to create an effective, efficient, and enjoyable learning environment for all parties involved in the learning process. (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024c)

B. Factors that affect the success of a classroom management strategy

The first factor that affects the success of the classroom management strategy is the competence and professionalism of the teacher. Teachers are the main actors in creating a conducive classroom atmosphere because they act as managers, facilitators, and mentors for students. Teacher competence is not only limited to mastering the learning material,

but also includes pedagogic, social, and personality skills. The influence of teacher competence on classroom management is very significant, because teachers who have good classroom management skills are able to regulate student behavior, create positive interactions, and anticipate learning disruptions. From a theoretical perspective, this is in line with the classroom management theory from Emmer and Sabornie (2015) which emphasizes the importance of planning, organizing, and supervision in the learning process. In addition, behavioristic theory also explains that teachers can shape student behavior through appropriate reinforcement. Thus, it can be affirmed that the success of the classroom management strategy depends heavily on the quality and readiness of teachers in carrying out their roles professionally. (حاجي & شلالة, 2023)

The second factor is the characteristics of students which include cognitive, emotional, social, and cultural background aspects. Each student has a different uniqueness, so the approach to classroom management cannot be equalized. This explanation shows that student diversity is a challenge as well as an opportunity for teachers in managing the classroom. The influence of the characteristics of the students is enormous, since their behavior, motivation, and learning style will determine the overall dynamics of the class. If teachers are able to understand the character of students well, then the strategies applied will be more effective and on target. In relation to theory, this approach is in line with the theory of constructivism put forward by Jean Piaget, which emphasizes that learning must be adapted to the stage of cognitive development of students. In addition, the theory of needs from Abraham Maslow also explains that the fulfillment of students' basic needs will affect their readiness to learn.

Therefore, it can be emphasized that understanding the characteristics of students is a key factor in the success of classroom management. (حاجي & شلالة, 2023)

The third factor is the physical and psychological environment of the classroom. The physical environment includes spatial planning, lighting, ventilation, and the availability of learning facilities, while the psychological environment is related to the emotional atmosphere, relationships between students, and interactions between teachers and students. This explanation shows that a comfortable and safe learning environment will support the creation of an effective learning process. The influence of the environment is enormous because uncondusive classroom conditions can reduce student concentration and increase the potential for distractions. Conversely, a well-organized environment will increase student motivation and participation. In a theoretical perspective, this is in line with the ecological theory of education from Urie Bronfenbrenner which emphasizes that the environment has an important role in the development of individuals. In addition, modern classroom management theory also emphasizes the importance of creating a positive classroom climate. Thus, it can be affirmed that a good physical and psychological environment is an important factor in supporting the success of the classroom management strategy. (Di & Gowa, 2026)

The fourth factor is the learning strategies and methods used by teachers. Varied and innovative learning strategies will make students more active and involved in the learning process. This explanation shows that classroom management cannot be separated from the learning methods applied. The influence of learning strategies is very

significant because monotonous methods can cause boredom and lower student discipline. Conversely, interactive strategies such as group discussions, project-based learning, and the use of learning media will increase student engagement. In relation to theory, this is in line with the theory of active learning developed by Bonwell and Eison, which emphasizes the importance of student participation in the learning process. In addition, Vygotsky's theory of the proximal developmental zone also suggests that social interaction in learning can improve student understanding. Therefore, it can be affirmed that the selection of the right learning strategy is an important factor in the success of classroom management. (Budiman et al., 2021).

The fifth factor is support from the school and parents. Effective classroom management is not only the responsibility of teachers, but it also requires support from the wider environment. This explanation shows that school policies, principals' leadership, and parental involvement have an important role in creating discipline and order in the classroom. The influence of this support is very large because without synergy between schools and families, classroom management efforts will be difficult to achieve optimal results. From a theoretical perspective, this is in line with the theory of the educational ecosystem which emphasizes the importance of the involvement of various parties in the educational process. Epstein (2011) also emphasized that parental involvement in children's education can improve students' achievement and behavior. Thus, it can be affirmed that collaboration between teachers, schools, and parents is an important factor in supporting the success of classroom management strategies. (Budiman et al., 2021).

A sixth, more specific factor is the application of class rules and consistency in enforcement. Class rules are guidelines that govern student behavior during the learning process. This explanation shows that clear, simple, and mutually agreed rules will make it easier for students to understand the expected behavior limits. The influence of the application of rules is very significant because ambiguity or inconsistency in the enforcement of rules can cause confusion and indiscipline for students. On the contrary, consistency in giving rewards and punishments will form positive habits of students. In relation to theory, this is in line with the behavioristic theory of B.F. Skinner which emphasizes the importance of reinforcement in shaping behavior. In addition, the Positive Behavior Support approach also emphasizes the importance of prevention and positive reinforcement in classroom management. Thus, it can be affirmed that the success of the classroom management strategy is greatly influenced by the clarity of the rules and consistency in their implementation in a sustainable manner. (Less et al., 2026)

C. The Influence of Teacher Competence on the Success of Classroom Management Strategies

Teacher competence is one of the main factors that determine the success of the learning process, including in classroom management strategies. In general, teacher competence can be interpreted as a set of knowledge, skills, and attitudes that an educator must possess in carrying out his or her professional duties. This competency not only includes teaching skills, but also the ability to manage the classroom to create a conducive, orderly, and effective learning atmosphere. Good classroom management requires teachers to be able to regulate student behavior, create positive interactions,

and maintain a focus on learning. The influence of teacher competence is very large, because competent teachers tend to be able to anticipate various problems that arise in the classroom. In relation to theory, this concept is in line with the view of teacher professionalism put forward by education experts, who emphasize that the quality of learning is highly dependent on the quality of teachers. Thus, it can be emphasized that teacher competence is the main foundation in determining the success of the classroom management strategy. (Learning, 2025)

Teacher competencies are generally divided into several main types, namely pedagogic competence, professional competence, social competence, and personality competence. Pedagogic competence is related to the ability of teachers to understand the characteristics of students and manage the learning process. Professional competence includes mastery of teaching materials in depth. Social competence relates to the ability to communicate and interact with students, fellow teachers, and parents. Meanwhile, personality competence reflects the attitude, morals, and integrity of teachers as examples. These four types of competencies are interrelated and inseparable in classroom management practice. The influence of each of these competencies is very significant, because weaknesses in one aspect can hinder the success of the overall classroom management. From a theoretical perspective, this division is in line with the teacher competency standards set out in Law No. 14 of 2005 concerning Teachers and Lecturers. Therefore, it can be emphasized that mastery of these four competencies is the main requirement for teachers to manage the classroom effectively. (Learning, 2025)

The influence of teacher competence on the success of classroom management

strategies can be seen from the teacher's ability to create a conducive learning environment. Teachers who have high competence are able to design clear classroom rules, apply discipline consistently, and build harmonious relationships with students. This has an impact on increasing learning motivation and student participation in the learning process. On the other hand, teachers who are less competent tend to have difficulty controlling the classroom, so learning becomes ineffective. In relation to theory, this is in line with the theory of classroom management put forward by Emmer and Sabornie (2015), which emphasizes the importance of planning and managing student behavior. In addition, the behavioristic theory of B.F. Skinner also explains that student behavior can be formed through reinforcement provided by the teacher. Thus, it can be affirmed that teacher competence has a direct influence on the success of classroom management. (Amar & Sava, 2024)

Concrete examples of the influence of teacher competence can be seen in daily learning practices. For example, a teacher who has good pedagogic competence will be able to use various learning methods that suit the needs of students, such as group discussions or project-based learning. The teacher is also able to manage time well and maintain student involvement during the learning process. On the other hand, less competent teachers tend to use monotonous methods, so students become bored and less disciplined. Another example is in handling conflicts in the classroom, where teachers who have good social competence will be able to solve problems with a wise and communicative approach. From a theoretical perspective, this is in line with active learning theory that emphasizes the importance of

student involvement in the learning process. Therefore, it can be affirmed that teacher competence can be seen in real terms through effective classroom management practices. (حاجي & شلالة, 2023)

The relationship between teacher competence and successful classroom management can also be explained through various educational theories. One of them is the theory of constructivism, which states that learning will be more effective if students are active in building their own knowledge, and this requires the role of teachers as competent facilitators. In addition, Abraham Maslow's theory of needs shows that students will learn well if their basic needs are met, including a sense of security and comfort in the classroom. Competent teachers are able to create an environment that supports the fulfillment of these needs. Another relevant theory is modern classroom management theory which emphasizes the importance of preventive and positive approaches in managing student behavior. Thus, it can be affirmed that teacher competence not only has an impact on the technical aspects of learning, but also on the psychological and social aspects of students in the classroom. (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024b)

More specifically, the impact of teacher competence on the success of classroom management strategies can be seen in improving student discipline, motivation, and learning outcomes. Teachers who have high competence are able to create clear rules, provide consistent positive reinforcement, and build respectful relationships with students. This will create a conducive classroom atmosphere and support an optimal learning process. Conversely, low teacher competence can

lead to increased negative student behaviors, such as indiscipline and lack of participation. In the long run, this can have an impact on the overall low quality of education. Therefore, improving teacher competence is a must in an effort to increase the success of classroom management. Thus, it can be emphasized that teacher competence is a key factor that not only affects the success of classroom management, but also determines the quality of learning and the formation of students' character as a whole. (Basri & Azzahro, 2026)

D. Student Characteristics Affect the Effectiveness of Classroom Management

Student characteristics are an important aspect in the world of education that greatly affects the effectiveness of classroom management. In general, student characteristics can be interpreted as any form of characteristics possessed by individual students, both in terms of cognitive, emotional, social, and cultural background. Each student has unique differences, so the approach to classroom management cannot be standardized. Teachers are required to understand these characteristics in order to be able to create a learning environment that suits the needs of students. The influence of student characteristics on classroom management is huge, because differences in students' abilities, interests, and behaviors will determine class dynamics. From a theoretical perspective, this is in line with the view in educational psychology that emphasizes the importance of an individualized approach to learning. Therefore, it can be emphasized that understanding the characteristics of students is the main basis in determining an effective classroom management strategy. (Ngara et al., 2026)

The types of characteristics of learners are very diverse and cover various

aspects. First, cognitive characteristics related to thinking ability, intelligence level, and student learning style. Second, emotional characteristics that include the student's emotional state, motivation, and emotional stability. Third, social characteristics related to the ability to interact and cooperate with others. Fourth, the characteristics of cultural background which include values, norms, and habits brought from the family and community environment. This diversity of characteristics requires teachers to use a flexible approach in classroom management. In relation to theory, this division is in line with Jean Piaget's theory of cognitive development and Howard Gardner's theory of multiple intelligence, which states that each individual has different potentials. Thus, it can be emphasized that understanding the different types of student characteristics is very important in supporting the effectiveness of classroom management. (Ngara et al., 2026)

The influence of student characteristics on the effectiveness of classroom management can be seen from how students respond to rules, learning methods, and interactions in the classroom. Students with high cognitive characteristics tend to understand the material more quickly, while students with lower abilities need a different approach. Similarly, students with stable emotional states will have an easier time following the rules compared to students who have emotional problems. This influence shows that the success of classroom management is highly dependent on the teacher's ability to adapt strategies to students' conditions. From a theoretical perspective, this is in line with Abraham Maslow's theory of needs which states that the emotional and psychological needs of students must be met in order for the learning process to take place optimally. Therefore, it

can be emphasized that the characteristics of students have a direct influence on the success of classroom management.(Responsive et al., 2026)

A real example of the influence of student characteristics can be seen in everyday learning situations. For example, in one class there are active students and passive students. Teachers who understand these characteristics will give passive students more opportunities to participate, for example through small group discussions. In addition, students with visual learning styles will find it easier to understand material through pictures or visual media, while students with auditory learning styles prefer verbal explanations. Another example is in dealing with students who have behavioral problems, where teachers need to use a more personalized and empathetic approach. In relation to theory, this is in line with the theory of differentiated learning which emphasizes the importance of adjusting learning methods according to the needs of students. Thus, it can be emphasized that understanding the characteristics of students can help teachers in implementing more effective classroom management strategies.(Responsive et al., 2026)

The relationship between student characteristics and classroom management strategies is very close and inseparable. An effective classroom management strategy must consider the diversity of student characters in order to create a conducive learning atmosphere. Teachers need to use various approaches such as cooperative learning, project-based learning, and the use of varied learning media. In addition, teachers must also be able to build positive relationships with students to create a safe and comfortable environment. From a theoretical perspective, this is in line with

Lev Vygotsky's theory of constructivism which emphasizes the importance of social interaction in the learning process. Thus, it can be affirmed that an effective classroom management strategy is one that is able to accommodate various characteristics of students.(Setiyorini, 2026)

More specifically, the impact of understanding student characteristics on the effectiveness of classroom management can be seen in improving student discipline, engagement, and learning outcomes. Teachers who are able to recognize student characteristics in depth will find it easier to design class rules, choose learning methods, and manage student behavior. For example, in a heterogeneous classroom, teachers can implement differentiated learning strategies by dividing students into groups based on abilities or learning styles. This will help each student to learn optimally according to his potential. On the other hand, if the teacher does not understand the characteristics of the students, then the strategies applied tend to be ineffective and can cause various problems such as indiscipline and low motivation learn. Therefore, it can be emphasized that a deep understanding of the characteristics of students is the main key in improving the effectiveness of classroom management and the overall quality of learning.(Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024a)

1. Classroom Management Strategy Concept

Based on the results of a review of various literature, classroom management strategies can be understood as a series of efforts designed and implemented by teachers to create and maintain effective and conducive learning conditions. Classroom management is not only oriented towards controlling student behavior, but also

includes regulating the learning environment, managing social interactions, and creating an atmosphere that supports the achievement of learning goals. The implementation of the right classroom management strategy has been proven to be able to increase student involvement, learning motivation, and the overall quality of learning outcomes.

2. Factors Affecting the Success of Class Management

The results of the literature analysis show that the success of classroom management is influenced by various interrelated factors. These factors include teacher competence which includes pedagogical, professional, social, and personality aspects; the characteristics of students which include cognitive abilities, emotional conditions, learning styles, and socio-cultural backgrounds; the condition of the learning environment both physically and psychologically; the learning methods and strategies applied; support from schools and parents; and consistency in the application of class rules as a means of forming student discipline.

3. The Influence of Teacher Competence on Classroom Management

Based on the results of the study, teacher competence is a factor that has a great influence on the success of classroom management. Teachers who have good pedagogic competence are able to understand the needs, potentials, and characteristics of students so that they can choose the appropriate learning method. In addition, social and personality competencies allow teachers to build harmonious relationships with students, thereby creating a comfortable, conducive learning atmosphere, and supporting the success of the learning process.

4. The Influence of Student Characteristics on the Effectiveness of Classroom Management

Literature review shows that the characteristics of students have a significant effect on the effectiveness of classroom management. Differences in abilities, interests, motivations, and learning styles require teachers to implement flexible and adaptive strategies. A good understanding of the characteristics of students will help teachers in determining the appropriate learning approach so that they can increase active participation, discipline, and the achievement of student learning outcomes optimally.

5. Implementation of Classroom Management Strategy

The results of the study show that effective classroom management can be realized through various strategic steps, such as the preparation of clear and mutually agreed classroom rules, the implementation of active and collaborative learning methods, the arrangement of a comfortable physical classroom environment, the giving of positive rewards and reinforcement to students, the development of effective communication between teachers and students, and the implementation of preventive approaches to prevent the emergence of various problems during the learning process. Based on the results of the literature review, it can be concluded that classroom management strategies have a very important role in increasing learning effectiveness. The success of classroom management is influenced by various factors, including teacher competence, student characteristics, learning environment, learning methods, and support from schools and parents. Among these factors, teacher competence and understanding of student characteristics are the most dominant factors.

Therefore, the implementation of an appropriate and planned classroom management strategy can increase learning motivation, discipline, active participation, and optimal student learning outcomes.

Conclusion

Based on the overall discussion, it can be understood that the success of the classroom management strategy is not determined by a single factor, but is the result of a complex interaction between teacher competence, student characteristics, learning environment, and approach used in the learning process. Among these various factors, teacher competence occupies a very strategic position because it is the main driver in designing, implementing, and evaluating classroom management. Teachers who have good competence will be able to read classroom situations, adjust strategies, and create a conducive learning atmosphere oriented towards the optimal development of students' potential. In addition, the characteristics of students are an equally important aspect because each student brings different backgrounds, abilities, and needs. This diversity requires teachers to be more adaptive and flexible in implementing classroom management strategies. A uniform approach tends to be less effective, so a deep understanding of students' conditions is needed so that learning can take place in an inclusive and meaningful manner. In this case, classroom management is not only about organizing order, but also about creating a learning space that is able to accommodate differences and encourage the active involvement of all students. Furthermore, the effectiveness of classroom management is also greatly influenced by how the strategies implemented are able to integrate various supporting elements, such as clear rules, positive communication, and

the use of varied learning methods. When all these elements run in harmony, the classroom not only becomes a place for the knowledge transfer process, but also becomes an environment that supports the formation of students' character, discipline, and responsibility. On the other hand, imbalances in the implementation of strategies can cause various obstacles that hinder the learning process. Thus, it can be concluded that effective classroom management is a dynamic process that requires the readiness, sensitivity, and creativity of teachers in dealing with various learning situations. Efforts to improve teacher competence and understanding of student characteristics are important steps in realizing optimal classroom management. Ultimately, the success of classroom management will have a direct impact on the quality of learning and the formation of a generation that is not only academically intelligent, but also has strong character and good social skills.

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