



Strategies in Creating a Learning Climate in the Classroom

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Abstract

The classroom learning climate is a crucial factor in determining the success of the educational process. A conducive classroom atmosphere can increase student motivation, participation, and learning outcomes. However, in practice, various problems are still encountered, such as low student discipline, lack of motivation to learn, monotonous learning methods, and unsupportive classroom physical conditions. This paper aims to examine strategies that teachers can employ to create a comfortable, active, and enjoyable learning climate. The method used is a literature review, analyzing various sources related to classroom management and learning. The results of the study indicate that teachers play a central role in building a classroom climate through warm communication, the use of a variety of learning methods, appropriate classroom physical design, the application of positive discipline, and providing motivation and rewards to students. Furthermore, the use of icebreakers and emotional approaches has also proven effective in increasing student engagement. With the appropriate and consistent implementation of strategies, a conducive learning climate can be created, optimally supporting students' academic, social, and emotional development.

Keywords: *learning climate, teacher strategies, classroom management, learning motivation, classroom atmosphere*

Abstrak

Iklim pembelajaran dalam kelas merupakan faktor penting yang menentukan keberhasilan proses pendidikan. Suasana kelas yang kondusif mampu meningkatkan motivasi, partisipasi, serta hasil belajar peserta didik. Namun, dalam praktiknya masih ditemukan berbagai permasalahan seperti rendahnya disiplin siswa, kurangnya motivasi belajar, metode pembelajaran yang monoton, serta kondisi fisik kelas yang kurang mendukung. Penulisan ini bertujuan untuk mengkaji strategi yang dapat dilakukan guru dalam menciptakan iklim pembelajaran yang nyaman, aktif, dan menyenangkan. Metode yang digunakan adalah studi literatur dengan menganalisis berbagai sumber terkait manajemen kelas dan pembelajaran. Hasil kajian menunjukkan bahwa guru memiliki peran sentral dalam membangun iklim kelas melalui komunikasi yang hangat, penggunaan metode pembelajaran yang variatif, penataan lingkungan fisik kelas yang baik, penerapan disiplin positif, serta pemberian motivasi dan penghargaan kepada siswa. Selain itu, penggunaan ice breaking dan pendekatan emosional juga terbukti efektif dalam meningkatkan keterlibatan siswa. Dengan penerapan strategi yang tepat dan konsisten, iklim pembelajaran yang kondusif dapat terwujud sehingga mampu mendukung perkembangan akademik, sosial, dan emosional peserta didik secara optimal.

Kata Kunci: iklim pembelajaran, strategi guru, manajemen kelas, motivasi belajar, suasana kelas.

Research Background

Education is a very important process in shaping the quality of human resources who are superior, characterful, and able to face the challenges of the times. One of the important elements in the success of education is the creation of a conducive learning climate in the classroom. The learning climate can be interpreted as the atmosphere, conditions, and social relationships that occur between teachers and students as well as between students during the learning process. Classrooms that have a positive learning climate will encourage students to feel safe, comfortable, valued, and motivated to learn actively. On the other hand, a class full of pressure, conflict, and lack of order will hinder the achievement of learning objectives. Therefore, teachers are not only in charge of delivering subject matter, but also have a great responsibility in creating a learning atmosphere that supports the intellectual, emotional, and social development of students.

In the context of modern education, a good learning climate is the main need for learning to be more effective, creative, and fun. This shows that strategies in creating a learning climate in the classroom are an important part of a teacher's professional competence.(Hasnanto, 2024) . Facts on the ground show that many studies confirm the close relationship between classroom climate and student motivation and learning outcomes. Classes that are well-organized, interactive, communicative, and respect for differences can significantly increase student participation. Recent research shows that good classroom management has a positive effect on students' learning success because students feel more focused and comfortable in receiving lessons. In addition, a fun classroom atmosphere also makes students more courageous to ask questions, express

opinions, and work together in study groups. In practice, teachers who use a variety of learning methods, friendly communication, and fair discipline tend to succeed in building positive relationships with students. This fact proves that the success of learning is not only determined by the teaching material or the intelligence of the students, but also by how the teacher manages the classroom atmosphere effectively. Thus, the strategy of creating a learning climate needs to be understood as a real need in the current world of education.(Musadad et al., 2025)

However, there are still various problems that often arise in efforts to create a learning climate in the classroom. Some teachers still use a one-way learning approach so that students only become passive listeners. In addition, there are less orderly classes, students get bored easily, low motivation to learn, and less harmonious teacher-student relationships. Not a few schools also face limited facilities such as narrow classrooms, poor ventilation, and too many students, thus reducing the comfort of learning. This condition can cause students to have difficulty concentrating and lack enthusiasm for lessons. Another problem that often occurs is the teacher's lack of ability to manage conflicts between students or deal with student behavior that interferes with the learning process. If this situation is left unchecked, the quality of learning will decline and educational goals will be difficult to achieve optimally. Therefore, an appropriate and planned strategy is needed so that these various obstacles can be overcome properly.(Amlati, 2025)

The importance of creating a learning climate in the classroom is not only related to academic achievement, but also the formation of students' character. A positive class will instill the values of discipline, responsibility, cooperation, tolerance, and

confidence. In a healthy learning atmosphere, students will feel valued as individuals so that they are more open to developing their potential. Teachers who are able to create a welcoming and democratic learning environment can also foster students' social skills, such as the ability to communicate and solve problems together. In addition, a good learning climate has an effect on students' mental health because they are spared from pressure, fear, and inferiority. In today's era, when students face technological challenges, social media distractions, and rapid social change, a comfortable classroom atmosphere is an important factor for students to stay focused on learning. Thus, the strategy of creating a learning climate is not just a complementary, but a basic need in the implementation of quality education.(Hasnanto, 2024)

In realizing a conducive learning climate, teachers need to implement various strategies that are in accordance with the characteristics of students and classroom conditions. These strategies can be in the form of regular classroom management, the use of active learning methods, motivation, effective communication, prudent discipline enforcement, and creating a positive emotional connection between teachers and students. Teachers also need to give appreciation for students' efforts, not just the end result, so that students are more enthusiastic about learning. In addition, the use of interesting learning media and ice breaking activities can help reduce student boredom during learning. Another strategy that is no less important is to involve students in the preparation of class rules so that they feel responsible for the learning atmosphere. If these strategies are applied consistently, then the classroom will be a comfortable, active, and productive place to learn.

Therefore, teachers are required to have creativity and good managerial skills in managing the classroom.(Sari & Sari, 2023)

More specifically, the discussion of strategies in creating a learning climate in the classroom aims to find out concrete steps that teachers can take so that the learning process runs optimally. The strategy in question includes arranging seating according to learning needs, building two-way communication, using discussion and collaboration methods, providing positive reinforcement, and conducting periodic evaluation of the classroom atmosphere. Teachers also need to understand the individual character of students, including their learning styles, interests, and social backgrounds, so that the approach used is more targeted. In the modern classroom, the use of technology such as interactive digital media can also be a means of creating interesting learning. By understanding and implementing these strategies, it is hoped that teachers will be able to create a classroom that is not only orderly and comfortable, but also able to foster students' enthusiasm, creativity, and achievement in a sustainable manner. Therefore, the study of strategies to create a learning climate is very important to be developed in the world of education today.(Barokah et al., 2025)

Research Methods

This research uses a qualitative approach with the literature study method (library research). Literature studies are carried out by collecting, reviewing, and analyzing various scientific sources that are relevant to teachers' strategies in creating a conducive learning climate in the classroom. This approach was chosen because it allows researchers to gain a deep understanding of concepts, factors that affect the learning climate, problems that often arise in the

classroom, and strategies that teachers can apply to create a comfortable, active, and fun learning atmosphere. The data sources used in this study are secondary data obtained from various literatures, including national and international scientific journals, educational books, scientific articles, seminar proceedings, as well as documents related to classroom management, learning climate, and learning strategies. The literature used was selected based on the relevance of the topic, the credibility of the source, and the year of publication that was relatively up-to-date so that the information obtained was in accordance with current educational developments.

The data collection technique is carried out through documentation and literature review. The researcher identifies, collects, reads, and records various important information from sources relevant to the research theme. The data obtained were then grouped based on the focus of the discussion, namely the concept of the learning climate, the factors that affect the learning climate, the problems that arise in the classroom, and the teacher's strategy in creating a conducive learning climate. Data analysis was carried out using content analysis techniques. The data that has been collected is analyzed through several stages, namely: (1) data reduction by selecting information relevant to the focus of the research; (2) the presentation of data in the form of a descriptive description; and (3) drawing conclusions based on the results of the synthesis of various literature sources. The analysis was carried out systematically to obtain a comprehensive picture of the strategies that teachers can apply in creating an effective and enjoyable learning climate.

The research is carried out through several stages, namely: (1) determining the research topic on strategies for creating a

learning climate in the classroom; (2) collecting relevant literature; (3) conducting resource selection and classification; (4) analyze the content of the literature according to the focus of the study; (5) compiling the results of the discussion in a systematic manner; and (6) draw conclusions based on the results of the analysis. Through these stages, it is hoped that a deep understanding of teachers' efforts in creating a conducive learning atmosphere will be obtained to support the success of the educational process. Because this study uses a literature study method, the research was not conducted at a specific location. Research activities focus on searching, collecting, and analyzing various literature sources carried out during the process of preparing scientific articles.

Results and discussion

A. Learning Climate in the Classroom

The learning climate in the classroom is the atmosphere, conditions, and relationships created during the teaching and learning process between teachers and students as well as between students. The learning climate is not only related to the physical condition of the classroom, but also includes psychological, social, emotional, and academic aspects that affect students' learning comfort. Classes that have a positive learning climate are usually characterized by a sense of security, mutual respect, open communication, and active student involvement in learning. On the other hand, if the classroom atmosphere is full of pressure, conflict, or lack of order, the learning process will be disrupted and learning outcomes will be less than optimal. In the context of modern education, the

learning climate is seen as one of the important factors that determine the quality of learning, as students tend to understand the material more easily if they are in a comfortable and supportive environment.

Teachers are the main figures in building this climate through teaching styles, classroom management, communication, and motivation to students. Recent research shows that a conducive classroom climate has a positive relationship with learning outcomes and student involvement in the learning process. Therefore, the discussion of the learning climate is very important for every educator to understand in order to be able to create an effective and meaningful learning environment. (Trends and Directions of Climate Change Education and Science Learning: A Systematic Literature Review, 2026). The main goal of creating a learning climate in the classroom is to support students to learn optimally, comfortably, and funly. With a good classroom atmosphere, students will be more motivated to take part in learning, dare to ask questions, actively discuss, and be able to work together with classmates. In addition, the learning climate also aims to form positive characters such as discipline, responsibility, tolerance, and confidence.

The importance of a learning climate can be seen from its effect on students' mental health, as a friendly and intimidation-free classroom can reduce learning anxiety. In practice, students who feel accepted and valued in the classroom tend to have better concentration on learning. Conversely, rigid and stressful classroom environments often cause passive students to even lose interest in learning. Therefore, teachers need to understand that the success of learning is not only measured by the delivery of material, but also by the ability to create an

environment that encourages the growth of students' potential. In the era of the Independent Curriculum, a conducive learning climate is increasingly important because it emphasizes active participation, creativity, and student-centered learning. (Trends and Directions of Climate Change Education and Science Learning: A Systematic Literature Review, 2026).

The elements of the learning climate in the classroom consist of several important components that are interrelated. First, the physical element, namely the condition of the classroom such as cleanliness, lighting, air ventilation, neatness, and seating arrangement. Second, the social element, namely the relationship between students and between teachers and students based on mutual respect. Third, the emotional element, namely a sense of security, comfort, and not being afraid to participate in learning. Fourth, the academic element, namely the availability of learning activities that are challenging, interesting, and according to students' abilities. Fifth, the element of discipline, in the form of clear and fairly applied class rules. All of these elements must be balanced so that the learning climate becomes positive. If one of the elements is disturbed, then the learning atmosphere is also affected. For example, the classroom is comfortable but the relationship between teacher and student is bad, so students still feel uncomfortable learning. Conversely, social relationships are good but noisy and disorganized classes also hinder study concentration. Therefore, teachers need to pay attention to all elements thoroughly so that the learning process takes place effectively and with quality.

The factors that affect the learning climate in the classroom are very diverse, whether they come from teachers, students,

and the school environment. Teacher factors include teaching competence, personality, communication skills, and classroom management skills. Teachers who are patient, fair, and creative are usually more likely to create a positive learning atmosphere. Student factors include learning motivation, discipline, family background, and social relationships between friends. If students have a high enthusiasm for learning and are able to work together, then the classroom climate will be more harmonious. In addition, the factors of infrastructure such as classrooms, learning media, school facilities, and the number of students in the classroom also have a big influence. Other factors are school policy support, school culture, and parental involvement in children's education. The characteristics of a good learning climate can be seen from students actively asking questions, communicative teachers, an orderly atmosphere, cooperation, and students showing enthusiasm during learning.

On the other hand, the characteristics of a bad climate are seen from students who are passive, often rowdy, afraid to speak, and lack enthusiasm for learning. All of these factors need to be considered so that the quality of learning can be continuously improved. (Trends and Directions of Climate Change Education and Science Learning: A Systematic Literature Review, 2026). In its implementation, there are various obstacles in creating a conducive learning climate. These obstacles include too many students, limited classroom facilities, lack of learning media, unruly student behavior, and monotonous teacher teaching style. In addition, conflicts between students, bullying, late coming to class, and low motivation to learn can also damage the classroom atmosphere. To overcome these obstacles, teachers need to make various

efforts such as drafting class rules with students, implementing consistent discipline, using varied learning methods, and rewarding students' positive behavior.

Teachers also need to build warm communication, take an individualized approach to problem students, and create engaging learning activities. Schools must also support through the provision of facilities, teacher training, and policies that are in favor of student learning comfort. If these obstacles can be overcome properly, then the classroom climate will be more positive and the learning process will run more effectively. (Basic, 2025). More specifically, the impact of the learning climate in the classroom is very large on the academic development and personality of students. A positive classroom climate can increase student motivation, student activeness, involvement in discussions, and higher learning outcomes. Students also tend to have confidence, courage to express opinions, and good cooperative skills. From a psychological perspective, students feel safe and comfortable so that they avoid learning stress. On the other hand, a negative classroom climate can cause students to be lazy to study, afraid to ask questions, easily bored, often absent, and even experience a decrease in achievement. In the long run, a bad classroom atmosphere can form a lack of discipline and low interest in education. Therefore, teachers need to make the creation of a learning climate a top priority, for example through active learning, two-way communication, the use of educational technology, and periodic evaluation of the classroom atmosphere. Thus, the classroom is not only a place for knowledge transfer, but also a space for the growth of students' character, creativity, and future. (Basic, 2025)

B. Factors That Affect the Creation of a Learning Climate in the Classroom

The learning climate in the classroom is a learning atmosphere created through the relationship between teachers, students, the environment, and the learning system that takes place in schools. A positive classroom atmosphere will encourage students to feel safe, comfortable, and motivated to learn. On the other hand, a less conducive classroom atmosphere can cause students to be passive, bored easily, and even experience a decrease in learning achievement. One of the main factors that affect the creation of a learning climate is teachers. Teachers have a central position because they are leaders, directors, and facilitators during the teaching and learning process. Teachers who are friendly, patient, fair, communicative, and able to understand the needs of students tend to more easily create a positive classroom atmosphere. In addition, the teacher's ability to manage the classroom, formulate rules, provide motivation, and deliver material in an interesting way has a great influence on the comfort of student learning.

Research shows that the role of teachers in good classroom management is able to increase students' focus, participation, and enthusiasm for learning. Therefore, the quality of the learning climate is closely related to the professional competence and personality of teachers in carrying out their duties in the classroom.(Sudharsono et al., 2024). The second factor that affects the learning climate is students as the main subject in education. Diverse student characteristics, such as learning motivation, discipline, interests, talents, family backgrounds, and academic abilities will affect the overall classroom atmosphere. If most students have a high enthusiasm for learning, respect teachers, and are able to cooperate with friends, then the classroom climate tends to be more orderly and

productive. On the other hand, if students lack discipline, often make noise, or are not interested in participating in lessons, then the classroom atmosphere becomes less comfortable. The relationship between students is also very decisive. A classroom filled with cooperation, mutual respect, and no bullying will create a sense of security for all students.

However, if there are frequent conflicts, ridicule, or exclusion, other students will feel pressured and find it difficult to concentrate on learning. Therefore, teachers need to understand the psychological and social conditions of students in order to build healthy interactions. Students are not only the recipients of learning, but also the determinants of the success of creating a harmonious and pleasant classroom climate.(Sudharsono et al., 2024). The next factor is the physical environment of the classroom. The condition of the classroom is clean, neat, bright, well-ventilated, and well-arranged seating will help students be more comfortable in learning. A good physical environment can improve concentration, reduce fatigue, and foster a spirit of learning. Conversely, hot, cramped, dirty, noisy, and underlit classrooms can cause students to tire quickly and have difficulty focusing. Arrangement of classroom walls with educational media, student works, or reading corners is also able to provide an interesting learning atmosphere. In addition, the availability of facilities such as whiteboards, projectors, books, and other learning tools will support a more effective learning process.

In areas with hot weather such as Indonesia, air circulation and room comfort are important aspects so that students do not get bored easily. Thus, the physical

environment is not just a place to learn, but is a factor that greatly influences the creation of a conducive learning climate. Teachers and schools need to work together to maintain classrooms so that they are always suitable and comfortable to use.(Improve et al., 2026). In addition, social interaction in the classroom is also an important factor. Social interaction includes the relationship between teachers and students as well as relationships between students during learning. Teachers who open up two-way communication, give opportunities for questions, listen to students' opinions, and respect differences will create positive relationships. Students will feel appreciated so that they are more confident to be active in learning. Relationships between students must also be built on the basis of cooperation, tolerance, and mutual help. Group discussions, joint projects, or educational games can strengthen social relationships in the classroom.

Conversely, if the teacher's communication tends to be harsh, authoritarian, or dismissive of students, then students will be afraid and reluctant to participate. Similarly, if there are frequent conflicts between students, mocking each other, or bullying, then the classroom atmosphere will be disturbed. Therefore, healthy social interaction is the basis for creating a safe and comfortable classroom emotional climate. In modern learning, social skills are an important part because students not only learn knowledge, but also learn to live with others.(Improve et al., 2026). The next factor is the learning method and classroom discipline. The monotonous learning method, only one-way lectures, often makes students bored and passive. Instead, the use of varied methods such as discussions, questions and answers, demonstrations, project-based learning, and the use of technology will make the

classroom atmosphere more lively. The right method also adjusts to the characteristics of the students and the learning objectives. On the other hand, classroom discipline plays a role in maintaining the orderliness of the learning process. Discipline does not mean punishment alone, but rules that are mutually agreed upon and applied fairly. Classes that have clear rules about attendance, cleanliness, order, and learning ethics will be easier to manage. If discipline is weak, students are easily late, noisy, and not focused when studying.

However, if discipline is applied too harshly without a humane approach, students actually feel pressured. Therefore, teachers need to balance firmness and compassion in order to create order as well as comfort in the classroom.(Building a Positive Classroom Climate Through An Analysis of Classroom Discipline Management by Elementary School Teachers, 2025). More specifically, the last factor that is very decisive is the school's support for the learning process in the classroom. Schools that provide adequate facilities, a good culture of cooperation, visionary leadership of principals, and teacher development programs will greatly help create a positive learning climate. For example, schools provide decent classrooms, libraries, laboratories, internet access, digital learning media, and a safe school environment. In addition, school support is also seen through clear discipline policies, regular teacher training, assistance for students with problems, and parental involvement in children's education. Schools that have a positive culture usually encourage teachers to share teaching strategies and build good relationships with students. On the other hand, if the school does not care about facilities, teacher welfare, or handling student problems, then the classroom atmosphere will be negatively affected. Thus,

the creation of a learning climate is not only the responsibility of the teacher, but the result of the cooperation of all school residents. Strong institutional support will make the classroom a productive, safe, and enjoyable place to learn for all students.(Article+IJAM-Edu+Qalby+Zikra+Ihsani-21002022+FIX, n.d.)

c. Problems that often arise in creating a learning climate in the classroom

Problems in the learning climate can be interpreted as various obstacles, disturbances, or conditions that cause the learning atmosphere in the classroom not to run in a conducive, comfortable, and effective manner. A good learning climate should be able to create a sense of security, order, positive relationships, and encourage students' enthusiasm for learning. But in reality, many schools still face problems that affect the quality of classroom atmosphere. These problems can come from the factors of students, teachers, infrastructure, learning methods, and social relationships in the classroom. If these various problems are not addressed immediately, then the learning process will be disrupted and educational goals will be difficult to achieve optimally. Research shows that a poor classroom climate is associated with low motivation to learn, lack of student engagement, and declining learning outcomes.

On the contrary, a positive classroom atmosphere has been proven to increase student interest and achievement. Therefore, understanding the forms of problems in the learning climate is an important first step so that teachers and schools can determine the right improvement strategy. By recognizing the source of the problem thoroughly, the learning process can be directed towards a more productive, healthy, and enjoyable atmosphere for all students.(Juniardi &

Rizqa, 2024). One of the most common problems is the low discipline of students. Discipline is student obedience to the rules that apply in class, such as arriving on time, paying attention to the teacher when teaching, maintaining cleanliness, and respecting friends and teachers. When discipline is low, students tend to be late for class, talk to themselves during lessons, do not do assignments, and even disturb other friends.

This condition causes the learning atmosphere to be disordered and the concentration of other students is disturbed. Low discipline is usually influenced by weak supervision, inconsistent classroom rules, lack of example, or lack of communication between teachers and parents. In some cases, the teacher is too harsh that students rebel, or otherwise so loose that the rules are not respected. Recent research confirms that classroom discipline management that involves students in setting rules and providing positive reinforcement is more effective than relying solely on punishment. Therefore, discipline must be built through mutual awareness and responsibility, not just fear of punishment. If discipline can be enforced fairly and consistently, then the learning climate in the classroom will be more orderly and comfortable.(Building a Positive Classroom Climate through An Analysis of Classroom Discipline Management by Elementary School Teachers, 2025).

The next problem is the lack of motivation to learn. Learning motivation is an internal and external drive that makes students excited to participate in learning and strive to achieve the best results. Students who have low motivation usually appear lazy, passive, bored easily, lack enthusiasm, and lack clear learning goals. This greatly

affects the classroom atmosphere because learning becomes less lively and student participation decreases. Lack of motivation can be caused by material that is considered difficult, previous failed experiences, lack of family support, or an unpleasant classroom atmosphere. In addition, poor relationships with teachers also often make students reluctant to be actively involved. Several studies in Indonesia show a positive relationship between a good classroom climate and increased student motivation to learn.

This means that when students feel safe, valued, and comfortable in class, they tend to be more excited about learning. Therefore, teachers need to provide continuous motivation, appreciate students' efforts, and relate the subject matter to real life so that learning feels meaningful and interesting for students.(Effendi et al., 2025). Another problem that often arises is that teaching methods are not attractive and the relationship between teachers and students is not good. Learning that is centered solely on one-way lectures for long periods of time often causes students to be bored and passive. If teachers rarely use learning media, discussions, educational games, or collaborative activities, then students will easily lose focus. In today's digital era, students need learning that is interactive, creative, and relevant to the times. In addition to teaching methods, the relationship between teacher and student also greatly determines the classroom climate. Teachers who are too authoritarian, often scolding students in public, not listening to students' opinions, or showing favoritism can create emotional distance.

As a result, students feel afraid, insecure, and reluctant to ask questions when experiencing learning difficulties. On the other hand, teachers who are friendly, firm,

fair, and communicative will find it easier to build student trust. Research shows that the role of teachers is very important in creating a conducive classroom climate that has an impact on student motivation and learning outcomes. Therefore, improving the quality of teaching methods and teachers' interpersonal relationships are the main needs in today's education.(Iskandar et al., 2024). In addition to the human factor, the physical condition of the classroom that is not supportive is also a serious problem in creating a learning climate. Cramped, hot, noisy, under-lighting, poorly ventilated, broken chairs, or overcrowded student numbers can decrease learning comfort. Students become tired quickly, have difficulty concentrating, and lack a sense of belonging in the classroom.

This condition is often found in schools that have limited infrastructure. An unorganized physical environment also affects student behavior, for example, dirty classrooms tend to make students less concerned about cleanliness and order. On the other hand, a classroom that is neat, clean, and has educational decorations can increase the spirit of learning. Therefore, schools need to pay serious attention to the provision of proper learning facilities. Teachers can also play a role by flexible seating arrangements, maintaining cleanliness with students, and utilizing the classroom corner as a creative learning space. Although it is simple, improving the physical condition of the classroom often has a big impact on the learning atmosphere and the comfort of students in participating in learning every day.(Technology et al., 2026).

More specifically, efforts to overcome the problem of the learning climate in the classroom must be carried out in an integrated manner by teachers, students, schools, and parents. Teachers need to apply

active learning methods such as discussions, group projects, questions and answers, and the use of learning technology so that students are more interested in learning. In terms of discipline, class rules should be made with students so that a sense of ownership and responsibility emerges. Teachers should also build warm communication, reward positive behavior, and take an individualized approach to problematic students. Schools need to provide comfortable classrooms, adequate learning facilities, and teacher training in classroom management.

Parents must also be involved in monitoring children's learning habits at home and supporting the formation of disciplined character. It is important to evaluate the classroom atmosphere periodically through observation or input from students. With these measures, various problems such as low discipline, lack of motivation, monotonous methods, unharmonious relationships, and poor physical condition can be overcome gradually. The end result is the creation of a learning climate that is safe, active, fun, and able to improve students' achievement and character development. (Building a Positive Classroom Climate Through An Analysis of Classroom Discipline Management by Elementary School Teachers, 2025)

d. Teachers' strategies in creating a comfortable, active, and fun learning climate in the classroom

Teachers have a major role in creating a comfortable, active, and enjoyable learning climate in the classroom. The learning climate is a learning atmosphere created from the relationship between teachers, students, learning methods, and classroom environmental conditions. A positive classroom atmosphere will make

students feel safe, appreciated, and motivated to participate in learning. On the other hand, a tense, monotonous, and less orderly class will decrease students' interest in learning. Therefore, teachers must have the right strategy so that the learning process is not only oriented to the delivery of material, but also provides a pleasant learning experience. One basic strategy is to build warm and open communication with students. Teachers who greet students when they enter class, ask how they are doing, and show small attention to students can create emotional closeness.

A real example, the teacher starts the lesson with a greeting, a smile, and light questions such as "How are you doing today?" or "What interesting thing did you experience this morning?". This simple way makes students feel cared for. As a result, students become more comfortable, less afraid of teachers, and more ready to participate in learning with a positive mood. Research shows that a good teacher-student relationship has an effect on student motivation and involvement in the classroom. (Sudharsono et al., 2024) The next strategy is to use active and varied learning methods so that students do not feel bored. Learning that only uses lectures for long periods of time often leaves students passive and loses focus. Teachers need to combine group discussions, questions and answers, educational games, demonstrations, presentations, and project-based learning. A real example, when teaching science about plants, the teacher not only explains the theory, but divides the students into small groups to observe the leaves around the school and note the types.

In Indonesian lessons, students can be asked to make short stories in pairs and then read them in front of the class. A variety of activities like this make students directly

involved in the learning process. As a result, students become more active, dare to express their opinions, are able to work together, and are easier to understand the material because they experience the learning process themselves. Recent research shows that innovative learning strategies such as Problem Based Learning and Project Based Learning can increase learning participation and effectiveness.(Effective et al., 2025). Another very important strategy is to arrange the physical environment of the classroom to be comfortable and attractive. The condition of the classroom that is neat, clean, bright, and well-organized greatly affects the student's enthusiasm for learning. Teachers can adjust the seating position according to learning needs, stick students' works on the classroom wall, provide a reading corner, and maintain cleanliness with students. A real-life example, the teacher changes the position of the bench from a lined to a semicircular model during a discussion to make it easier for students to interact.

On a given week, teachers create an "achievement corner" to showcase students' best work. The teacher also invited students to picket to clean the classroom before the lesson started. As a result, students feel that they have their class, feel more at home learning, and are easier to concentrate because the learning environment is supportive. Good classroom organization can also reduce boredom and increase students' sense of responsibility for classroom cleanliness and order. Research shows that physical environment strategies contribute to the creation of a safe and conducive learning environment. Awarding. Positive discipline means enforcing the rules of the classroom firmly but still being humane and educational. Clear rules help students understand the boundaries of accepted behavior in class. A real example, teachers

and students make class agreements such as arriving on time, listening as others speak, and maintaining cleanliness. If students follow the rules, the teacher gives praise, appreciation points, or applause together.

If they violate, the teacher reprimands them well and invites reflection, instead of directly scolding them in front of their friends. As a result, students learn to be responsible, respect the rules, and feel treated fairly. Awarding can also increase motivation and positive behavior on an ongoing basis. When students feel that their efforts are rewarded, they tend to be more enthusiastic about learning and keep the classroom atmosphere orderly. This strategy has proven effective in building a healthy and productive classroom culture.(Learning et al., 2025). The next strategy is to create a fun atmosphere through ice breaking, educational humor, and an emotional approach. Students, especially at the primary and secondary levels, are prone to boredom if they study for too long without interruptions. Teachers can insert short games, stretching movements, learning songs, or inspirational stories.

For example, after 30 minutes of learning Mathematics, the teacher invites students to play concentration for two minutes or sing a multiplication song. When students look tense, the teacher conveys light humor that is relevant to the material. Teachers can also approach students who look moody and ask about their condition personally. As a result, boredom is reduced, students' focus increases, and a more cheerful classroom atmosphere is created. An emotional approach helps students feel understood so that the relationship between teacher and student is better. Research in 2025 shows that the use of ice breaking and humanist approaches has a positive impact

on students' enthusiasm and learning participation.

More specifically, the most effective teacher strategy is to consistently combine positive communication, active methods, comfortable environments, positive discipline, and fun learning. For example, at the beginning of the lesson, the teacher greets the students and makes interesting apperceptions, then continues group learning using digital media, after which rewards the active group, then closes the class with a short reflection and light games. In one meeting, teachers not only teach the material but also manage students' moods, motivations, and social interactions. A real example, PAI teachers start the class with a short example story, divide students into discussions about commendable morals, give presentations opportunities, and then give praise to the most compact group. As a result, students feel comfortable, actively think, enjoy learning, and develop character values such as cooperation and confidence. With the implementation of a planned and sustainable strategy, the classroom will become a lively, productive, and memorable learning space for students.

Based on the results of the studies that have been conducted, it is found that the learning climate has a very important role in supporting the success of the teaching and learning process. These findings reinforce the results of previous research that states that a conducive learning environment can increase students' motivation, engagement, and learning achievement. A positive learning climate is characterized by a sense of security, comfort, mutual respect, and open communication between teachers and students. In such conditions, students tend to be more active in participating in learning, dare to express opinions, and have a better

level of concentration. On the other hand, a less conducive classroom atmosphere can hinder the learning process and lower students' enthusiasm for learning. Thus, the results of this study show that the quality of the learning climate is one of the factors that determine the effectiveness of learning activities in the classroom.

This study also shows that teachers play a very strategic role in shaping a positive learning climate. These results are in line with various previous studies that confirm that teachers' pedagogic competence, communication skills, and classroom management skills have a great influence on the learning atmosphere in the classroom. Teachers who are able to build good relationships with students, apply rules fairly, and provide consistent motivation will find it easier to create a learning environment that supports student development. These findings reinforce the assumption that learning success is not only determined by mastery of the material, but also by the teacher's ability to manage social and emotional interactions during the learning process.

In addition, this study found a number of obstacles that often arise in efforts to create a conducive learning climate, such as low student discipline, lack of motivation to learn, use of less varied learning methods, less harmonious interpersonal relationships, and limited facilities and infrastructure. The findings are in accordance with the results of previous research which stated that various internal and external factors can affect the quality of the learning atmosphere in the classroom. These problems have the potential to reduce student involvement in learning and have an impact on low academic achievement. Therefore, a comprehensive and sustainable strategy is needed so that

these various obstacles can be effectively minimized.

The results of this study show that the most effective strategies to build a comfortable, active, and fun learning climate are through a combination of positive communication, the application of active learning methods, the arrangement of a supportive physical classroom environment, the application of positive discipline, and the appreciation of student behavior and achievement. These findings support constructivistic learning theories that place learners at the center of the learning process. When students are given the opportunity to actively engage in learning activities, they not only gain knowledge, but also develop critical thinking skills, cooperation, and communication skills. Thus, the role of teachers as learning facilitators is becoming increasingly important in creating meaningful learning experiences for students. More broadly, the results of this study imply that the creation of a positive learning climate cannot be imposed on teachers alone, but requires support from all school components.

The availability of adequate facilities, supportive school policies, parental involvement, and a positive school culture are factors that contribute to success in creating an effective learning environment. Therefore, collaboration between teachers, schools, parents, and students is the key to building a learning environment that is able to support the academic, social, emotional, and character development of students optimally. Based on the results of this study, further research is recommended to conduct field studies to obtain empirical data on the effectiveness of various teacher strategies in creating a conducive learning climate. Future research can also be focused on the use of digital technology, the implementation of

project-based learning, and the implementation of the Independent Curriculum in building a more innovative and student-centered learning atmosphere. A more in-depth study of the relationship between the learning climate and the development of students' character and psychological well-being also needs to be carried out in order to obtain a more comprehensive understanding of the importance of the learning climate in the world of education.

Conclusion

A comfortable, active, and fun learning climate in the classroom is one of the important factors in supporting the success of the educational process. A conducive classroom atmosphere can encourage students to feel safe, motivated, and dare to participate in learning activities. On the other hand, a poor classroom climate can cause boredom, low interest in learning, and decreased student learning outcomes. Therefore, teachers have a central role in creating a positive learning atmosphere through various appropriate and planned strategies. Teachers' strategies in creating a learning climate can be carried out through warm communication, the use of active and varied learning methods, the arrangement of a comfortable classroom environment, the application of positive discipline, and the provision of motivation and rewards to students. In addition, teachers also need to present a fun atmosphere through ice breaking, educational humor, and an emotional approach to students. If these strategies are applied consistently, then the classroom will become a productive, creative, and meaningful place to learn. Thus, the success of learning is not only determined by the material taught, but also by the teacher's ability to manage the classroom climate effectively. Teachers who are able to

create a good learning atmosphere will help students develop academically, socially, and emotionally. Therefore, every educator needs to continue to improve their competence and creativity in order to provide quality and fun learning for students.

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