



Implementing Classroom Management for Grade 4 in IPAS Lessons at Elementary School

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Abstract: This study aims to demonstrate the importance of classroom management skills in creating and maintaining a classroom atmosphere for effective learning. The study used a descriptive qualitative method with eight research subjects consisting of 1 principal, 1 class teacher, and 6 students. Data were collected through observation, interviews, and documentation. The results showed that the implementation of classroom management in 4th grade science learning at SDN Tegalsari 02 Semarang City was carried out in accordance with the teaching module design and predetermined learning outcomes, starting from the introductory, core, and closing activities. Supporting factors for the effectiveness of classroom management implementation consisted of 1) principal support, 2) teacher training, 3) teacher performance evaluation, and 4) collaboration between schools, teachers, and parents. Meanwhile, inhibiting factors consisted of 1) low teacher motivation, 2) teachers having difficulty adapting to the curriculum, 3) limited learning media, 4) conventional learning methods, 5) disruptive student behavior, and 6) classroom conditions. The solutions found to overcome these obstacles are 1) the application of rewards and punishments, 2) the application of a variety of learning methods, 3) outing classes, 4) evaluation of school learning communities, and 5) In-House Training.

Keywords: Classroom management; IPAS; Learning efficacy

Introduction

Learning and teaching are a series of activities carried out to add useful knowledge to students through theory and practice. Paling et al. 2023 defines learning as a conscious activity undertaken by an individual to achieve behavioral changes in their environment. Discussing the learning process is inseparable from the term "learning." Nurhayani et al. (2022) explain the general meaning of learning as a process of providing training or experience to an individual or group of people to create relatively permanent behavioral changes. The reciprocal process that occurs during the learning process is that students learn to acquire knowledge, while teachers teach to transfer knowledge to students.

Ma'ruf et al. (2021) stated that the essence of effective learning lies in its ability to achieve learning objectives in accordance with predetermined learning outcomes. One of the fundamental skills teachers must possess for an effective learning process is classroom management. Classroom management is often cited as challenging because it requires a variety of skills and expertise. This is supported by Ki et al. (2025), who stated that effective classroom management requires the integration of advanced pedagogical knowledge with practical experience, a skill that develops over time. Despite the availability of learning guidelines, many teachers remain unfamiliar with some learning methods and lack the support to implement them effectively in the classroom.

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The term classroom management is used to describe the strategies and practices implemented by teachers with the aim of creating and maintaining an environment conducive to learning (Adsız & Dincer, 2025). In line with the opinion of Iswan et al. (2020), who explained classroom management as an effort to create a conducive and interactive learning climate and can motivate students to learn according to their abilities. Classroom management involves many aspects, including arranging the classroom layout, classroom activities, learning materials, workforce, and managing student behavior. The concept is related to various teacher-led activities in the classroom, including preparing the physical environment, defining and implementing rules, monitoring student behavior, addressing disruptive behavior, encouraging students to take responsibility for their learning, and designing lessons to help students focus on their tasks (Hong & Phuong Anh, 2023).

The reality of the learning process at SDN Tegalsari 01 in Semarang City is inextricably linked to the importance of teacher management skills. Students frequently complain about the teacher's conventional teaching methods, such as teacher-centered learning, the use of lecture methods, and the tedious nature of the learning process. Furthermore, the learning media, which are constantly being promoted for innovation and creativity, are never optimized for use during learning.

Initial observations indicate that classroom teachers are still struggling to find appropriate media references and lack the time to create them independently. The lack of teacher skills in classroom management hinders the delivery of material. Classroom teachers who consistently use the lecture method create teacher-centered and monotonous learning (Wahyuni et al., 2022), leading to student boredom (Tanjung & Namora, 2022). When students become bored, they lose focus during the learning process. This slows down student progress and leads to poor understanding of the material presented.

Numerous studies have demonstrated the importance of classroom management. Jalaludin et al. (2021) suggest that teachers play a more prominent role as managers and leaders than students. As class leaders, teachers plan, organize, guide, and carry out various classroom activities. Teachers' success in classroom management can be seen in students' academic development, skills, attitudes, teacher performance, completeness of classroom administration, reduced learning obstacles, and other learning-related activities (Hidayat et al., 2020). Findings from Marlensi (2024) also support this statement. If teachers vary their learning methods and develop them in the learning process, as well as foster teacher creativity in differentiated learning, existing problems will generally be resolved.

This study attempts to examine the importance of implementing classroom management appropriately in fourth-grade science learning. The novelty of this research lies in its focus on understanding how collaboration between principals, teachers, and parents can influence the success of classroom management. The research questions guiding this study are: 1) How is classroom management implemented in science learning (IPAS)? 2) What are the supporting and inhibiting factors for classroom management? 3) What are the solutions to the factors inhibiting classroom management?

Method

This research uses a qualitative approach, a descriptive approach, with data collection on phenomena occurring in the social environment. Moleong (2021) explains that qualitative research aims to understand phenomena, such as the perceptions, behaviors, and actions of research subjects holistically, utilizing natural methods presented in descriptive words. This study observed the implementation of classroom management during science lessons in grade 4 of SDN Tegalsari 02, Semarang City.

The research subjects consisted of eight people, consisting of one principal, one class teacher, and six students. This study used a purposive sampling technique because the class teacher selected several students because they could provide valuable insights during the research process. Data collection techniques in this study were obtained through interviews, observations, and documentation conducted over a three-month period. It began with initial observation activities to compile a preliminary study, conducted the research, and ended with report writing activities. This study used the Miles and Huberman model of data analysis. The steps of the Miles and Huberman model of data analysis begin with data collection, data reduction, data display, and conclusion drawing/verification (Miles et al., 2014).

Result and Discussion

Implementation of Classroom Management in IPAS Learning

At the beginning of the lesson, the teacher began the activity with a prayer and greeting. The next step was an icebreaker, which involved clapping and shouting slogans. Icebreakers have a positive impact on various aspects, including student engagement, sense of community, classroom atmosphere, and mood, making them a valuable strategy for educators to create a positive and engaging learning environment (Sasan et al., 2023). Once students were deemed more relaxed and ready to receive the lesson, the teacher began providing

an overview of the material to be covered. The introduction of the material was supported by a learning video. However, the loudspeaker used was not functioning properly, so the use of the video media was discontinued after the teacher confirmed to the students that the sound was not clear.

Entering the core learning activity, the teacher explains the material about human needs while providing real-life examples easily encountered in everyday life. The interaction is two-way, between the teacher and the students. The teacher asks simple questions, such as examples of other needs related to the material that the students have experienced. After the teacher has finished explaining the material, the learning activity continues with a practice session. The practice questions are arranged according to varying levels of difficulty, ranging from simple questions to test basic understanding to analytical questions to stimulate critical thinking skills.

When students were found to be failing to write or showing any effort in completing the exercises, the teacher immediately provided constructive reprimands. These reprimands were delivered in a positive and personal manner, without embarrassing the students in front of their peers. The teacher used motivating language, such as, "Come on, do your best. We're all learning together here," or occasionally asked the students why they were passive. Learning was interrupted by a break, so the teacher invited all students to pray together. This activity served as a positive transition between learning and break time, helping students calm down before changing activities.

Continuing the learning activities that had entered the final session, the teacher continued the activity by evaluating the results of the students' completed practice questions. This evaluation was conducted to determine

the extent to which students understood the material presented and also served as a basis for determining the next steps in the learning process. The teacher evaluated by directly checking students' written work. If there were still incomplete answers, the teacher would ask students to complete them. Meanwhile, students who were still incomplete were directed to continue practicing the questions at home and would be assessed the following day. Following the evaluation, the teacher provided reinforcement, a question-and-answer session, and valuable feedback to students.

Before concluding the lesson, the teacher held an icebreaker session. This brief yet effective activity involved all students to create positive energy at the end of the lesson. In closing, the teacher invited all students to pray together. After the prayer, the teacher gave a friendly, enthusiastic closing greeting, accompanied by short motivational words, such as, "Thank you for your hard work today. Don't forget to keep up your enthusiasm for learning and be kind." This not only marked the formal end of the lesson but also built a positive emotional bond between teacher and students.

Quoted from Jusmawati (2020), , the goals of classroom management are 1) to ensure optimal learning so that learning objectives can be achieved effectively and efficiently, and 2) to facilitate efforts to monitor student progress during learning. Henri Fayol's General and Industrial Management is one of the first major works on management theory. This book outlines Fayol's five management functions that are still relevant today with evolving interpretations for managers: planning, organizing, commanding, coordinating, and controlling (Anderson, 2020). In classroom management, the teacher acts as a manager who regulates all activities in the classroom by carrying out these five management functions.

Table 1. Implementation of Management Functions by Teachers

Management Functions	Description
Planning	Teachers compile teaching modules, prepare materials, media, strategies, and learning objectives, and design assessments according to learning outcomes.
Organizing	The teacher arranges time allocation, student seating positions, and prepares teaching modules so that learning takes place in an orderly and systematic manner.
Commanding	Teachers build two-way communication by providing clear instructions, explaining learning objectives, motivating, and guiding students.
Coordinating	Teachers work together with the principal and coordinate with parents regarding student learning development.
Controlling	Teachers monitor student engagement and learning outcomes, conduct assessments, provide feedback, and evaluate learning effectiveness.

Based on the table above, the teacher has performed the management function well. However, when implemented in the classroom, not everything goes according to expectations, especially if the material presented is not easily understood by students. In situations like this, teachers are not advised to force

students to fully master it. In the Independent Curriculum, Natural Sciences subjects are integrated with Social Sciences to form the Social Sciences (IPAS) curriculum. The objectives of learning IPAS in the current curriculum are to develop interest and curiosity, play an active role, develop inquiry skills, understand

oneself and one's environment, and develop knowledge and understanding of IPAS concepts (Agustina et al., 2022). The integration of subjects was carried out based on the consideration that elementary school students tend to see everything as a whole and integrated and are still in the concrete/simple, holistic, and comprehensive but not detailed thinking stage (Purnawanto, 2022). The results of research by Marwa et al. (2023) indicate that IPAS is indeed needed by students today so that students can become accustomed to balancing activities between protecting and preserving nature with an attitude of sympathy and empathy for other humans.

In the human needs topic, students reported that the material was quite easy to understand because there were many examples in everyday life, so they could understand it even with limited media usage. This was in contrast to the magnet topic, which was considered difficult by fourth-grade students. The main problem in learning about magnets was students' lack of conceptual understanding of the properties and working principles of magnets because the learning method was still theoretical and did not involve practical activities (Novianti et al., 2025). Many students tend to simply memorize definitions and examples without truly understanding the scientific principles behind how magnets work. This situation is further exacerbated by a lack of conceptual understanding. As a result, students have difficulty connecting the material about magnets to real-life situations, ultimately resulting in a lack of interest in learning.

Learning activities are inseparable from interactions between teachers and students. Therefore, various methods are required to implement these interactions (Rohmah, 2017). Learning methods not only serve as a means of conveying material but also serve to manage learning activities so that students can learn and achieve learning objectives effectively. Therefore, learning methods can be defined as the means used to implement pre-planned plans in the form of concrete and practical activities to achieve learning objectives (Nurlina et al., 2021). If teachers are more flexible with change, they will be more comfortable facing challenges and adapting. This self-confidence can influence how teachers interact with students, manage the classroom, and deliver material with confidence. When teachers have found and can implement learning methods that suit the needs of the class, effective classroom management can be achieved.

Supporting and Inhibiting Factors

Effective classroom management is not only determined by teacher skills but also supported by various supporting factors within the school environment. One important factor is the support of the principal. A principal who actively provides support,

both physically, such as facilities and infrastructure, and psychologically, such as appreciation and attention, can increase teacher confidence and enthusiasm in managing the classroom. Interview results showed that the principal gives teachers freedom to manage the classroom according to the curriculum, indicating a sense of professional trust that allows teachers to adapt learning strategies to student characteristics. Some of this support is reinforced by encouragement for teachers to consistently guide students based on the curriculum and the school's vision and mission. The principal also provides feedback in the form of constructive motivation, so that teachers feel appreciated and encouraged to continuously improve the quality of classroom management.

The findings of McTigue et al. (2024) emphasize that when teachers perceive tangible support from their principals in designing instruction, they are more likely to recognize its benefits. This enhances teachers' skills in their work, ultimately leading to more effective learning. Harris et al. (2023) revealed that in terms of school leadership, various literature on academic reform emphasizes the importance of leadership in securing and sustaining organizational change. This demonstrates a strong correlation between effective school leadership and organizational performance. This understanding demonstrates the importance of creating a supportive environment, led by the principal, for learning interventions to have a greater impact in education.

On the other hand, teachers are also encouraged to improve their competencies by attending various educational seminars or training. Teachers are expected to actively try to use interesting learning media and develop optimal learning processes to achieve effective and meaningful results after attending these seminars. The results of research by Situmorang et al. (2024) show that teacher training programs can increase teachers' confidence in mastering and delivering subject matter, provide a wider variety of teaching methods, use teaching aids more frequently, and create a more enjoyable and dynamic classroom learning atmosphere. It is important for schools and educational institutions to provide access to seminars and training, and encourage teachers to continue developing themselves as a follow-up step.

Teacher performance will also be evaluated routinely at the end of each month. Evaluating teacher performance is a complex task for principals. They must assess a variety of teacher responsibilities, including the learning process, classroom management, collaboration with colleagues, and contributions outside the classroom (Reid, 2018). The results of this final evaluation will then be used as a basis for developing

subsequent classroom management strategies to ensure learning continues to develop and meet student needs.

School support and teacher initiatives positively impact student learning behavior. Managing the learning environment through organizational strategies implemented by teachers, utilizing media, and interacting with students can create a positive learning atmosphere (Wulandari & Nurjaman, 2023). Furthermore, parents are also involved as schools strive to establish synergistic collaboration between teachers and parents in guiding students' academic and non-academic development. Irwan et al. (2023) explain the forms and implementation of school-parent collaboration to improve student learning processes, including parenting education, communication, and parental involvement. Parental involvement in children's education positively influences academic and social development, as well as character development (Amalia et al., 2024). Therefore, synergy between the principal, teachers, parents, and students is the main foundation for successful and sustainable classroom management.

Despite these supporting factors, several inhibiting factors are frequently encountered. One major inhibiting factor stems from the low motivation of some teachers in designing engaging learning. Principals frequently encounter teachers who prefer conventional methods because they are considered simpler and easier to implement. As a result, the classroom atmosphere becomes monotonous and less stimulating for student learning. Other factors contributing to monotonous teaching, according to Susanti et al. (2024), include a lack of teacher training, less creative use of technology and media, boring materials, and an uncomfortable classroom atmosphere. Furthermore, teachers also face difficulties in keeping up with the latest developments in learning methods and strategies, particularly in adapting to the demands of the Independent Curriculum, which is more flexible and demands high levels of creativity. In the Independent Curriculum, teachers are expected to prioritize innovation in learning that is tailored to student needs and creates an atmosphere of independent learning in line with the concept of the Independent Curriculum (Nuramini et al., 2024). Starting from this freedom, teachers become quite burdened trying to master various models, strategies, approaches, and the latest learning methods.

Furthermore, limited learning media exacerbates the situation. Teachers acknowledge the lack of support from schools in providing adequate media, while simultaneously lacking the time to create their own learning media. Efforts to use technology are often hampered by technical issues, such as unclear video sound or broken projectors. As a result, learning resources remain dominated by textbooks and are

unable to provide the variety of learning methods students need.

Meanwhile, students expect enjoyable learning interspersed with games, but this has never been implemented by teachers due to limited competence and facilities. However, according to Budiwati et al. (2023), science is a science that seeks to study natural and social phenomena methodically, so that learning activities are directed towards improving knowledge, skills, and attitudes comprehensively using scientific methods, such as implementing discovery-based and project-based learning. Through these methods, students are expected to develop skills through exploration rather than simply acquiring knowledge in the form of facts, concepts, or principles. A preference for group work was also demonstrated during student interviews. These responses indicated that they tended to work, work in groups, and socialize with peers rather than engage in individual activities. Group work can be an effective way to motivate students, encourage active learning and participation, and develop important skills in critical thinking, communication, and decision-making (Triyanto, 2019). Many students commented on how beneficial group processes and assignments were in developing their problem-solving skills, both for their daily activities and for their future studies (McKay & Sridharan, 2024).

Furthermore, students who are easily offended, argumentative, and frequently quarrel with their peers present a challenge in maintaining a conducive classroom atmosphere. Child development is shaped by the interaction of environmental factors, social relationships, and learning opportunities, both inside and outside of school, with physical, psychological, cognitive, social, and emotional processes, both biologically and functionally (Darling-Hammond et al., 2020). Disruptive, aggressive, and disobedient behavior are external issues that negatively impact the classroom learning environment (Cook et al., 2018). These behaviors are often associated with excessive gadget use and minimal parental supervision at home, which impacts student behavior at school, such as imitation of age-inappropriate content and lack of discipline.

The home is a child's first learning environment. In reality, many parents are rarely home due to work, so children tend to play more often (Amelia, 2023) and become less disciplined, both at home and at school (Sari et al., 2022). This situation can result in children not receiving the guidance and supervision necessary to develop disciplined habits. Without adequate parental attention, children may not learn to value time, complete assignments, or follow established rules. The more frequently parents help or monitor their children's activities, giving them rewards, praising them, or encouraging them, they not only increase their

enthusiasm and motivation to learn but also significantly impact their academic achievement (Muljana et al., 2023; Shebani et al., 2025).

The physical condition of the classroom also poses a challenge. Observations revealed that the hot room temperature, caused by only one functioning fan, makes students feel uncomfortable, especially during the day. This unsupportive learning environment reduces students' concentration and enthusiasm for learning. A dirty and unkempt school environment, especially in classrooms, can disrupt students' concentration, making it difficult for them to absorb lessons or material presented by the teacher (Arisnaini, 2022). Conversely, various physical factors, such as lighting, air circulation, noise levels, room tidiness, and visual elements like wall color and decorations, have been shown to significantly influence students' mental readiness and ability to focus on understanding the material (Simbolon et al., 2025). All of these factors, including teachers, students, facilities, and the environment, are interconnected and contribute to suboptimal classroom management. Therefore, collaborative efforts are needed between teachers, principals, parents, and relevant parties to identify, find solutions, and address these obstacles sustainably.

Solutions to Inhibiting Factors

Addressing the various inhibiting factors in classroom management requires a structured and sustainable solution. One of the first steps teachers take is to create an agreement with students regarding classroom rules at the beginning of the semester. The class teacher stated that this agreement aims to create a shared commitment between teacher and students to maintain order, discipline, and a conducive learning environment. Through written or verbal agreements, students are expected to become more aware of their responsibilities, and teachers have a strong basis for enforcing rules fairly and consistently by applying rewards and punishments in the form of praise and reprimands. In the future, positive influences can be achieved, starting from motivating students to always do good, feel happy and enthusiastic during learning, be disciplined, not repeat mistakes, comply with school rules, and be able to provide a deterrent effect (Fauzi & Permadi, 2023).

Specific praise for student behavior can be key to increasing the likelihood of desired behaviors occurring in the future, both inside and outside the school environment. Teachers should consider specific praise for student behavior as a strategy to connect with students, recognize their strengths, and encourage their development in specific areas (Pérez et al., 2023). Meanwhile, reprimands are closely related to student behavior problems and teacher emotional exhaustion.

Reprimand rates are higher in elementary schools than praise rates, and praise tends to decrease with grade level advancement, while reprimands increase (Caldarella et al., 2020). Given the negative impact of reprimands and the positive influence of teacher praise, it is important to understand the interaction and relationship between the two on student behavior in school. Reprimands should be administered occasionally, as an approach relying solely on praise is unrealistic and less effective in managing student behavior.

In addition to strengthening regulations, another solution implemented by schools is creating a fun learning environment through outing classes. Specifically, an outing class learning strategy is learning conducted outside the classroom, aiming to equip students with skills and develop their abilities (Purdiyanto et al., 2021). Through out-of-class learning, students are expected to gain direct experience that can influence the emergence of environmental awareness (Patonah et al., 2018). One learning model that can be used for outing classes is the Contextual Teaching and Learning (CTL) model, which helps teachers connect material with everyday phenomena, thus encouraging students to think critically in making connections (Saminem, 2024). For example, teachers invite students to watch the film "Tegar" together, at the recommendation of the Education Office, and then ask students to write a review containing the message learned after watching the film and how it can be applied to everyday life.

Another extracurricular activity involves students participating in ecoprint batik entrepreneurship training at Johar Market in Semarang. Ecoprinting is a technique for transferring colors and shapes from natural materials to fabric through direct contact (Soffa et al., 2023). This activity not only serves as a refreshing experience but also fosters positive emotional bonds between teachers and students. Research by Taqiyah et al. (2024) shows that ecoprint batik creation can enhance students' creativity through enthusiasm during the creation process, imagination in motif arrangement, and the courage to take risks even when the results are not as expected. In addition to enhancing student creativity, Kusumawati et al. (2024) also demonstrated that this activity fosters environmental awareness through the use of environmentally friendly materials that can reduce environmental pollution.

To ensure the sustainability of classroom management quality, the school routinely conducts monthly evaluations. These evaluations involve reflection on classroom dynamics, emerging obstacles, and the effectiveness of strategies used. Furthermore, collaboration between teachers is strengthened through school learning community meetings held every

Wednesday of the last week. A school learning community is a group of educators and educational staff from the same school (Arifin & Hanif, 2024). In this forum, teachers share experiences, challenges, and concrete solutions that can be applied across grades and levels. Teachers also regularly attend workshops facilitated by the Tugu Muda Learning Community every Monday and Friday, as part of a program by the Semarang City Education Office. Learning communities are not only a place to share information but also an important tool in building a professional community that can adapt to students' needs (Supardi & Herdiana, 2024). Research by Basir et al. (2025) demonstrated that training participants, consisting of the Harapan Bunda Learning Community, demonstrated improved ability to integrate two learning media to create a more comprehensive learning experience.

Furthermore, schools also hold In-House Training (IHT) by inviting leading teachers from the leading schools as resource persons and mentors. In-House Training is a school-based training model implemented based on the school's needs with the aim of improving teacher professionalism in teaching (Aleksa, 2019). The benchmark for IHT success is the teacher's effectiveness in developing learning media to increase learning variety (Zulaikah et al., 2022). Research by Suprihanto (2023) shows that through the IHT program, teacher competency in implementing the Higher Order Thinking Skills (HOTS) learning concept is very good and teachers are able to implement learning that encourages students to actively think at a higher level. IHT activities can be carried out in several steps: 1) initial planning, 2) preparation of the IHT organization and materials, 3) observation, and 4) evaluation of IHT implementation (Pangestuti, 2022). This activity is expected to help teachers update their insights, skills, and adaptive and innovative classroom management strategies, so that obstacles faced in learning can be minimized effectively and sustainably.

Conclusion

The implementation of classroom management in 4th grade science learning at SDN Tegalsari 02 Semarang City is carried out according to the teaching module design and predetermined learning outcomes, starting from the introductory, core, to closing activities. Supporting factors for the effectiveness of classroom management implementation consist of 1) principal support, 2) teacher training, 3) teacher performance evaluation, and 4) collaboration between schools, teachers, and parents. While the inhibiting factors consist of 1) low teacher motivation, 2) teachers having difficulty adapting to the curriculum, 3) limited learning media, 4) conventional learning methods, 5) disruptive

student behavior, and 6) classroom conditions. The solutions obtained to overcome these obstacles are 1) the application of rewards and punishments, 2) the application of various learning methods, 3) outing classes, 4) evaluation of school learning communities, and 5) In-House Training.

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Author Contributions

Conceptualization, data collection, methodology, formal analysis, writing original draft, data curation, A.D.R.; review and supervision, I.R.

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Conflicts of Interest

The authors declare no conflict of interest.

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