

Literature Review on Classroom Management in the Implementation of Learning Systems in Schools

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ABSTRACT

Classroom management is an aspect of education that is often the main concern of professional teachers, teachers play a major role in the development of education, especially those held formally in schools. Classroom management is an important factor in the success of teaching and learning activities. Activities undertaken by a teacher to create a conducive classroom atmosphere and situation in every learning activity are very vital. Teachers also determine student success, especially those related to the learning process. Creating a comfortable learning quality is part of classroom management. The purpose of this study was to determine how classroom management is applied to improve the effectiveness of the learning process. Learning will not be carried out effectively if educators are unable to manage the class properly. Classroom management plays an important role in the development and character of students, in learning planning it must be planned by educators so that learning performance runs in one direction. The scope of the school affects learning performance, in this case educators must be able to interact well between educators and students. Classroom management in the learning process is carried out through several approaches, principles, and components. There are factors that influence the scope of the class such as curriculum, students, and academics.

1. INTRODUCTION

The world of education is constantly evolving and undergoing changes to shape a young generation capable of facing the era of globalization. Various efforts have been made to achieve the educational goals in Indonesia, one of which is through the development of curricula for kindergarten, elementary school, junior high school, senior high school, and higher education. One of the mandatory subjects taught to students is Islamic religious education. Broadly, Islamic religious education aims to guide individuals to become devout servants of Allah SWT in life, deeds, words, thoughts, and feelings. In other words, it is intended to ensure that humans dedicate themselves and worship Allah SWT. As stated in the verse Q.S. Adz Dzariyat (56): "And I did not create the jinn and mankind except to worship Me." Islamic religious education is a compulsory subject at all levels of education, including for elementary school (SD) students. Learning Islamic education can be easy or challenging depending on the teaching methods used by teachers (Kamia et al., 2023). Education is the key to the future of humankind, as it shapes intellect and thought, and plays an essential role in ensuring the development and sustainability of a nation. Education is a means to improve and develop the quality of human resources (Aprilia & Trihantoyo, 2020).

Schools serve as places for students to learn, and most of the teachers' activities occur in the classroom, facilitating the learning process by providing the most conducive and optimal learning conditions possible. Optimal learning conditions can be achieved when teachers are able to manage and control both the students and the available teaching facilities within a PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) setting to meet learning objectives (Kurniawan, 2022).

Education is one of the most critical investments in a country. Particularly for countries blessed with abundant natural resources, it must be accompanied by superior and high-quality human resources in all aspects, especially through education (Arikunto, 2021). Given the importance of education in shaping individuals, its success largely depends on the human element, meaning the educators who implement and deliver education (Susanto, 2023:256). Education is a vital aspect of everyday life. Therefore, it is crucial for every individual to pursue formal education. Learning is an activity that all humans naturally experience from birth. It is both a necessity and a requirement for



each individual since infancy, we have begun learning to speak, and our environment requires us to understand the language spoken by those around us (Mulyasidhi & Haq, 2023).

In the era of Industry 4.0, there have been significant disruptions in the education process across various levels, from primary to higher education. This shift is driven by societal changes and urgent needs. Furthermore, the education process also faces challenges from local issues and rapidly evolving global dynamics (Mubarok, 2021).

According to Law No. 20 of 2003 on the National Education System, Chapter I, Article 1, education is a conscious and planned effort to create a learning environment and process in which students can develop their potential to have strong character, morality, spirituality, intellectual intelligence, independence, self-control, and good skills (Law No. 20 of 2003).

The purpose of this study is to review and analyze various pieces of literature related to classroom management in the implementation of learning systems in schools. This research aims to identify concepts, theories, and effective classroom management strategies for creating a conducive learning environment. In addition, this study seeks to explore the role of classroom management in improving the quality of learning, understanding the challenges faced by teachers, and summarizing key findings from previous relevant studies. The results of this review are expected to provide insights and literature-based recommendations on classroom management practices that can be applied in modern educational contexts.

The focus of this research is directed toward an in-depth review of literature sources, such as books, journal articles, research reports, and other scientific publications, that discuss strategies, the role of teachers, and the effectiveness of classroom management in learning systems. This study highlights key aspects, including teacher-student interaction management, pedagogical approaches, the use of technology, and factors influencing the success of classroom management in schools. With this focus, the research aims to provide a comprehensive overview of classroom management practices relevant to improving learning effectiveness.

2. METHOD

This study is library research with a descriptive analysis approach. This approach was chosen because the research focuses on reviewing relevant literature to gain an in-depth understanding of classroom management in the implementation of learning systems in schools. According to Zed (2008), library research involves a series of activities such as collecting library data, reading, taking notes, and systematically processing the obtained information. The research design is structured to analyze the concepts, strategies, and practices of classroom management discussed in various scholarly sources.

The research object is focused on academic literature that examines classroom management and the implementation of learning systems in schools. The primary data sources include textbooks, national and international journal articles, previous research reports, academic papers, and publications from educational media. This research does not involve the collection of primary data through observation or interviews but is limited to analyzing literature sources relevant to the research topic.

The data collection process is carried out through several steps: (1) identifying and selecting literature relevant to the research theme; (2) compiling a working bibliography; (3) critically reading and taking notes on essential information from the selected sources; and (4) organizing the data based on categories or related variables, such as classroom management strategies, the teacher's role, the effectiveness of learning systems, and implementation challenges.

Data analysis is conducted using a descriptive analysis technique, which involves describing and comparing findings from various literature sources. The data are analyzed to identify similarities, differences, and trends in the literature that discusses classroom management in schools. Based on this analysis, the researcher formulates conclusions that illustrate effective classroom management strategies and the factors that support the successful implementation of learning systems in schools.

3. RESULTS AND DISCUSSION

Management is the translation of the word “pengelolaan” (administration or organization). In didactics, there is a general understanding of a class, which refers to a group of students who, at the same time, receive the same lessons from the same teacher (Masfufah et al., 2023). Classroom management is defined as the teacher's or homeroom teacher's ability to utilize the class potential by providing the widest possible opportunities for each individual to engage in creative and purposeful activities. This ensures that the available time and resources can be used efficiently to conduct classroom activities related to the curriculum and students' development (Hidayat et al., 2020). Furthermore, studies on improving the classroom learning process have been widely explored in different

classroom contexts and learning systems, indicating that efforts to improve the quality of learning, as one of the forms of improving the quality of madrasah, cannot be separated from classroom management.

Classroom management consists of two words: “management” and “class.” The word “management” originates from the Latin word *manus*, meaning “hand,” and *agere*, meaning “to do.” When combined, it forms the verb “manager,” which means “to handle.” The verb “manager” is translated into English as “to manage,” with “management” as the noun form and “manager” referring to the person who performs management activities. “Management” is translated into Indonesian as “manajemen” or “pengelolaan” (Wulandari & Nurfadhilah, 2021).

A class is a learning environment created to accommodate learning needs and is used by students to achieve specific objectives. In this context, classroom management is required daily, even from time to time, because students’ behaviors can change at any moment. Changes in individual behavior must be taken into consideration by teachers when managing the classroom to create a comfortable and enjoyable learning atmosphere. A classroom is a place for communication and interpersonal relationships between teachers and students in a reciprocal and effective manner, in addition to planning and preparing for teaching (Usman, 2023).

A learning system is an organized combination that includes human elements, materials, facilities, equipment, and procedures that interact to achieve a specific goal. The human elements in a learning system are students, teachers/instructors, librarians, lab staff, administrative personnel, and others who support the success of the learning process (Hartadiyati et al., 2023). The learning process involves interactions between teachers and students, as well as two-way communication in an educational setting aimed at achieving learning objectives. In the learning process, teachers and students are two inseparable components. The actual purpose of learning is to acquire knowledge through methods that develop students’ intellectual abilities, stimulate curiosity, and motivate their capabilities (Suci & Ginting, 2021).

One of the teacher’s tasks in the teaching and learning process is to improve the learning process and consistently provide guidance, direction, and supervision to students by using various teaching strategies to ensure effective teaching and learning activities that achieve the desired goals (Sumar, 2020). Based on the findings of this study, the strategies employed by teachers include: (1) Encouraging concentration, motivating students to focus their attention on the lesson. Psychologically, a person who concentrates on something can easily retain it in memory; (2) Involving students in the teaching-learning process, how a teacher approaches a problem and the theory used to solve it will affect the outcome; (3) Conditioning students to be ready to learn, ensuring students are mentally prepared to receive the lesson material; (4) Stimulating students to actively ask questions in class, teachers, with patience, should encourage students to be more active, allowing them the freedom to engage in activities they enjoy during lessons. The teacher should not demand the classroom to be completely silent, with students passively listening, but rather involve all students for a more effective learning experience that helps explore each student’s potential; (5) Using appropriate and varied methods, teachers must have the ability to use suitable teaching methods and combine several relevant ones so that the lessons are not monotonous, making students naturally more active in class. It is also important to consider students’ characteristics when choosing teaching methods; (6) Being a good role model and maintaining classroom discipline, instilling positive attitudes to foster behavioral changes, helping students become better than before (Uno & Lamatenggo, 2022).

As the manager of the learning process, teachers lay the foundation and prepare classroom conditions for effective learning. Effective learning is the desired outcome for all educators. Learning is considered effective “when every element functions cohesively, students feel happy, are satisfied with the results, the process leaves a lasting impression, facilities are adequate, materials and methods are accessible, and the teacher is professional” (Budiana, 2022). The learning strategies employed by teachers largely determine students’ success in learning. Teachers are expected to understand the basic components of implementing learning activities both inside and outside the classroom. A teacher’s duty is not merely to transfer knowledge; they must also understand the philosophy of teaching and learning. Moreover, a teacher must recognize the behaviors they display while teaching since they serve as the main role model for students. The state of education in Indonesia remains relatively low due to suboptimal education management. The low quality of education in Indonesia is a collective responsibility to improve, particularly on the part of teachers (Kamil, 2010).

4. RESEARCH IMPLICATIONS

The implications of this study indicate that effective classroom management has a significant impact on the success of the learning process and the development of students’ character. Teachers who are able to create a conducive classroom atmosphere will influence students’ motivation and focus in learning, which in turn enhances the overall effectiveness of the learning process. This study also emphasizes the importance of well-planned

classroom management, which should include positive interactions between teachers and students as well as an understanding of influencing factors such as curriculum, student conditions, and other academic aspects.

5. FUTURE RESEARCH DIRECTIONS

For future studies, it is recommended to conduct a more in-depth investigation of the influence of various classroom management approaches on student learning outcomes at different levels of education. Research could explore the relationship between classroom management styles applied by teachers and the development of students' character, as well as their impact on academic achievement. Additionally, further studies may involve external variables such as parental involvement and the school environment, which also affect the effectiveness of classroom management. Future research could also include teacher training and the development of managerial skills, as well as explore more innovative strategies to create a more inclusive classroom atmosphere that supports student diversity.

6. CONCLUSION

Classroom management is a crucial aspect of creating an effective and enjoyable learning environment. A teacher's ability to manage the classroom plays a major role in ensuring that every student can actively engage in the learning process. This includes the teacher's capacity to leverage the potential of the classroom, foster positive interactions among students, and ensure that all students can participate in purposeful and creative activities. Teachers who successfully manage their classrooms create a conducive atmosphere for learning, where students feel comfortable and motivated to engage enthusiastically. The effective utilization of available resources human, material, and facilities is also an essential part of classroom management.

Furthermore, teachers need to apply appropriate learning strategies to enhance students' concentration, participation, mental readiness, and activity during the learning process. Varied teaching methods that match students' characteristics will help maintain their attention and boost learning motivation. By being a positive role model and maintaining discipline and order in the classroom, teachers can create a dynamic learning environment where students are not only focused on the material but also actively engaged in the learning process. Students' involvement in creative and interactive learning activities can accelerate the achievement of optimal learning outcomes.

Teachers are not merely transmitters of knowledge but also mentors, guides, and supervisors who help students achieve their best learning outcomes. Effective classroom management enables teachers to identify each student's needs and potential and provide appropriate support. In this way, teachers can facilitate the development of both academic and social skills simultaneously. Further research on the implementation of various innovative classroom management strategies could provide deeper insights into how teachers can create more effective and inclusive learning experiences for all students.

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