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**CONDUCTIVE CLASSROOM MANAGEMENT STRATEGIES: AN INTERVIEW STUDY
WITH TEACHERS ON SKILLS, CHALLENGES, AND STUDENTS' LEARNING
MOTIVATION**

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ABSTRACT

Conducive classroom management is an important factor in creating effective learning and enhancing students' learning motivation. This study aimed to describe the classroom management strategies implemented by teachers, the challenges they encountered, and their influence on students' learning motivation. The study employed a qualitative approach with a descriptive method. Data were collected through semi-structured interviews with classroom teachers and supported by documentary analysis. Data were analyzed using the Miles, Huberman, and Saldaña model, which includes data reduction, data display, and conclusion drawing. The findings indicate that teachers implemented various strategies, including establishing clear classroom rules, using interactive learning approaches, providing positive reinforcement, and building positive relationships with students. The challenges encountered included differences in students' characteristics, disruptive behavior, and limited learning facilities. The findings demonstrate that effective classroom management can create a comfortable learning environment, increase student participation, and foster learning motivation. Therefore, teachers' competencies in classroom management need to be continuously developed to support effective and successful learning.

Keywords: *classroom management; learning motivation; elementary school; teacher strategies; qualitative research*

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INTRODUCTION

Classroom management is a crucial element in achieving successful learning outcomes in schools. A well-managed classroom can create a comfortable, organized, and supportive learning environment that encourages students to participate actively in lessons. Conversely, poorly managed classrooms may lead to various problems, including low student concentration, limited participation, and disruptions to the delivery of instructional materials. Therefore, effective classroom management strategies are essential in the educational process.

In practice, classroom management extends beyond maintaining order. It involves teachers' ability to create a supportive and enjoyable learning environment. Teachers need to develop skills in managing classroom situations, establishing effective communication with students, selecting appropriate instructional methods, and creating meaningful interactions that enhance students' enthusiasm for learning. Effective classroom management helps students feel comfortable, valued, and motivated to participate actively in classroom activities.

With ongoing developments in education, teachers face increasingly diverse challenges in managing classrooms. Differences in students' characteristics, varying levels of concentration, the use of technology in schools, and low learning motivation are among the challenges frequently encountered. These

conditions require teachers to employ effective and adaptive strategies to maintain a positive learning atmosphere and achieve instructional objectives. Effective classroom management can be supported through clear classroom rules, interactive learning activities, positive reinforcement, and positive teacher–student relationships. Furthermore, teachers' ability to understand students' individual needs is essential for successful classroom management. Appropriate strategies enable teachers not only to maintain classroom order but also to foster students' learning motivation and engagement.

Based on these considerations, this study explores the classroom management strategies employed by teachers to create a supportive learning environment. It also examines teachers' classroom management skills, the challenges they encounter during the learning process, and the relationship between classroom management strategies and students' learning motivation. Through interviews with teachers, this study is expected to provide insight into the importance of effective classroom management in supporting successful learning in elementary schools.

RESEARCH METHOD

This study employed a qualitative approach using a descriptive qualitative research design. This method was selected because it aligns with the main objective of the study,

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which was to explore, understand, and describe in depth the strategies used to create a conducive classroom environment. Through this approach, the researchers were able to obtain direct insights into the skills required by teachers, the challenges encountered in classroom management, and the impact of classroom management strategies on students' learning motivation. A qualitative approach enables researchers to examine educational phenomena as they naturally occur in elementary school settings based on the direct experiences and social interactions of educational practitioners (Creswell & Poth, 2018).

The participants in this study were classroom teachers selected through purposive sampling. The selection criteria included teaching experience, experience in implementing effective classroom management practices, and active interaction with students demonstrating different levels of learning motivation. The participants were deliberately selected to ensure that the information obtained was rich, comprehensive, relevant, and representative of the classroom management issues examined in this study.

The primary data collection technique was in-depth semi-structured interviews. This interview format allowed the researchers to use a predetermined set of guiding questions while providing participants with sufficient flexibility to elaborate on their responses,

describe challenges, and share their experiences without being restricted by a rigid structure. In addition to interviews, data collection was supported by document analysis involving instructional materials and classroom anecdotal records. These documents served as secondary data for source triangulation, thereby strengthening the validity and credibility of the information obtained (Sugiyono, 2019).

Data were analyzed interactively and continuously until the analysis was complete, following the model proposed by Miles, Huberman, and Saldaña (2014). The analysis began with the collection and transcription of interview data, followed by data reduction through selecting, summarizing, and focusing the information on key issues related to teachers' classroom management skills and challenges. The reduced data were then presented in a systematic narrative form to facilitate interpretation and understanding of the findings. The final stage involved drawing and verifying conclusions by comparing the emerging findings with the original interview context. This process was conducted to identify classroom management strategies that effectively contribute to creating a conducive learning environment and fostering students' learning motivation.

RESULTS AND DISCUSSION

Based on in-depth interviews with classroom teachers, several key findings were identified regarding

strategies for creating a conducive classroom environment, the skills required by teachers, challenges encountered during the learning process, and the influence of classroom management on students' learning motivation.

First, teachers perceived that effective classroom management is not limited to maintaining order but also involves creating a learning environment that is comfortable, safe, and enjoyable. Teachers who successfully manage their classrooms generally demonstrate effective communication skills, build positive relationships with students, and consistently implement classroom rules and procedures.

Second, the strategies most frequently used by teachers to create a conducive classroom environment include establishing classroom rules from the beginning of the learning process, using interactive teaching methods, providing positive reinforcement, and arranging seating according to learning needs. Teachers also attempt to actively involve students in the learning process to maintain their attention and motivation.

Third, several challenges were identified in the implementation of classroom management. These challenges include differences in students' characteristics, low learning motivation among some students, disruptive behavior during learning activities, limited facilities and infrastructure, and a relatively large number of students in a single classroom. Teachers indicated that

differences in students' academic abilities often pose challenges when determining appropriate learning strategies.

Fourth, the interview findings indicate that effective classroom management has a positive influence on students' learning motivation. Students who learn in an orderly, comfortable, and supportive classroom environment tend to ask questions more actively, participate in discussions, and demonstrate greater interest in the learning materials.

Discussion

The findings indicate that teachers' classroom management skills are an important factor in creating a conducive learning environment. This finding is consistent with Emmer and Stough (2001), who stated that classroom management involves teachers' ability to create and maintain learning conditions that support the achievement of instructional objectives. Teachers who are able to manage classrooms effectively can minimize disruptions and increase students' engagement in the learning process.

One strategy frequently implemented by teachers is the establishment of clear classroom rules and procedures. Rules developed and agreed upon with students help them understand the behaviors expected during the learning process. This finding supports Marzano, Marzano, and Pickering (2003), who identified clear classroom rules and procedures as one of the key components of an effective and well-organized

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classroom.

In addition, positive reinforcement is another strategy frequently used by teachers. Praise, rewards, and positive feedback are provided to encourage students' motivation and learning behaviors. This approach is consistent with Skinner's (1953) reinforcement theory, which explains that behaviors followed by positive reinforcement are more likely to be repeated in the future.

The study also found that student heterogeneity represents one of the greatest challenges in classroom management. Differences in students' academic abilities, characteristics, and backgrounds require teachers to be more creative in designing learning activities. This finding is consistent with the concept of differentiated instruction proposed by Tomlinson (2001), which emphasizes the importance of adapting instructional strategies to students' individual needs.

In terms of learning motivation, the findings indicate that well-managed classrooms can enhance students' enthusiasm for learning. A safe and comfortable learning environment enables students to feel more confident in expressing their opinions and actively participating in classroom activities. This finding is consistent with Self-Determination Theory developed by Deci and Ryan (2000), which explains that learning motivation develops when students' needs for competence, autonomy, and social relatedness are adequately fulfilled.

Furthermore, positive teacher-student relationships also contribute to the development of a conducive classroom climate. Teachers who demonstrate friendliness, care, and respect toward students are able to create a more enjoyable learning atmosphere. Such conditions encourage students to participate more actively and demonstrate higher levels of learning motivation. This finding reinforces Fraser's (1998) view that a positive classroom climate is closely associated with increased student motivation and academic achievement.

Overall, the findings demonstrate that successful classroom management is influenced by teachers' ability to implement strategies that are appropriate to students' characteristics and classroom conditions. Effective classroom management serves not only to maintain order but also plays an important role in enhancing students' learning motivation, engagement, and the overall quality of the learning process. Therefore, teachers' competencies in classroom management should be continuously developed through professional training, reflection on teaching practices, and direct teaching experience in educational settings.

CONCLUSION

Based on the findings of the study, it can be concluded that effective classroom management is an important factor in creating an effective learning process and

enhancing students' learning motivation. Teachers do not merely serve as providers of instructional content but also act as managers of the learning environment who are responsible for creating a safe, comfortable, orderly, and enjoyable classroom atmosphere for students.

The interview findings indicate that successful classroom management is influenced by teachers' communication skills, their ability to establish clear rules, their capacity to develop positive relationships with students, and their implementation of interactive and student-centered learning strategies. Although various challenges, including differences in students' characteristics, disruptive behavior, limited facilities, and low learning motivation, are frequently encountered, teachers who are able to implement classroom management strategies flexibly and adaptively can address these challenges more effectively.

Furthermore, this study confirms that well-managed classrooms can foster students' motivation, engagement, and self-confidence throughout the learning process. Therefore, classroom management should not be viewed merely as an effort to maintain order, but rather as a fundamental foundation for creating meaningful and high-quality learning experiences.

Accordingly, strengthening teachers' competencies in classroom management should be a shared priority and a strategic effort toward achieving more effective, humanistic education that supports

the optimal development of students' potential.

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