

The Impact of Implementing Positive Culture-Based Classroom Management on Reducing Students' Disruptive Behaviors

Aski¹⁾, Astuti²⁾

¹⁾ Institut Agama Islam Negeri Bone

²⁾ Institut Agama Islam Negeri Bone

e-mail Correspondent: astutiabbas69@gmail.com

ABSTRACT

This thesis discusses the Impact of Implementing Positive Culture-Based Classroom Management on Reducing Disruptive Behavior at SDN 84 Watang Cenrana, Bone Regency. The purpose of this study is to determine the Impact of Implementing a Positive Culture-Based Classroom Management Model on Reducing Disruptive Behavior. The type of research used in this study is qualitative data. This study uses a management, pedagogical and child psychology approach. In collecting data using observation, interview and documentation methods. In this study the objects of the interview were class teachers, homeroom teachers and students. The results of the study show that 1) The role of positive culture-based classroom management at SDN 84 Watang Cenrana, Bone Regency plays a very important role. Overall, it can be concluded that the role of positive culture-based classroom management is very vital in transforming class dynamics. Its implementation has proven effective in minimizing negative behavior and significantly increasing student involvement and active participation. 2) The application of positive culture-based classroom management on reducing the level of disruptive behavior of students at SDN 84 Watang Cenrana, Bone Regency. The application of positive culture-based classroom management has a crucial role in suppressing disruptive behavior of students. Through the habituation of virtue values, the formation of mutually agreed class beliefs, and the application of problem-solving strategies using the restitution triangle, students are encouraged to understand the consequences of their actions and take responsibility for their behavioral choices.

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INTRODUCTION

Management is a process of planning, organizing, implementing, leading, and controlling the efforts of the members of the organization as well as utilizing all organizational resources. Meanwhile, classroom management is an activity carried out by teachers in creating and maintaining optimal learning conditions and returning them if there is a disruption in the teaching and learning process (yulia saraswati, 2021).

Management comes from the word *to manage* which means to manage. One of the efforts to improve the quality of human life through the development of their potential is education. According to Mulyadi, classroom management is one of the skills that teachers must have in understanding, diagnosing, deciding and acting skills towards improving a dynamic classroom atmosphere. Observing this phenomenon shows that there are symptoms among some educators, namely educators perform their main task as creators and maintainers of the classroom atmosphere to keep them orderly. Indonesia needs adequate human resources in quantity and quality as the main supporters in development (Saifurrohman, 2014:47). The management function according to experts varies, but of all the experts who propose the management function there is a similarity in the function and the most commonly used is that

stated by George R. Terry in Badrudin (2014:14) which is often abbreviated as POAC (*Planning, Organizing, Actuating, and Controlling*). The success of students in learning is largely determined by the learning strategies carried out by teachers (UPI Educational Administration Lecturer Team, 2008:103).

Quality education depends on the quality of management and learning. The quality of education cannot be separated from the mindset of the managers and educators, because the mindset is the embodiment of educational values that they believe. The change in mindset entrusts the emergence of innovation. Currently, innovations in various fields of life have occurred in a disruptive manner. Disruptive behavior (PD) is one of the many instructional issues that are of concern to teachers, psychologists, and educational researchers. This behavior is not only experienced at the secondary or university level but also at the basic education level. We have to look at this level of basic education that requires further care of students who exhibit disruptive behavior.

Disruptive behavior (PD) is one of the many instructional issues that are of concern to teachers, psychologists, and educational researchers. As an antisocial behavior, PD is divided into two criteria, namely *conduct disorder* (CD) and *oppositional defiant disorder* (ODD). Both are different from *attention-deficit hyperactivity-disorder* (AD/HD), although AD/HD can also sometimes disrupt order (Aduen et al., 2018). ODD is characterized by inappropriate behavior at a certain age, while CD is characterized by more extreme, repetitive, and more established behavior. These actions are usually characterized by violations of the rights of others, both verbally and nonverbally.

Based on the results of initial observations made by prospective researchers on October 7, 2024, prospective researchers found the fact that disruptive behavior at SDN 84 Watang Cenrana resulted in uncondusive classrooms or uncomfortable learning impacts of other disruptive behaviors, namely that students were still unable to digest the learning delivered by their teachers, which resulted in their academics and their insights. Therefore, the role of teachers and classroom management is indispensable in teaching, shaping their behavior, guiding them, directing the moralists and ethics of students, and an attitude of responsibility towards their obligations.

RESEARCH METHODS

The research with the title "The Impact of the Implementation of Positive Culture-Based Classroom Management on the Reduction of Disruptive Behavior at SDN 84 Watang Cenrana Regency" uses a type of qualitative research. Qualitative research is describing and revealing existing facts, then explained descriptively with words or descriptions and using a descriptive method, which is a method that aims to describe the problem that is happening or ongoing in detail. It is. This research was conducted for one month at SDN 84 Watang Cenrana, Bone Regency, South Sulawesi.

The types of data used in this study are primary data and secondary data. (1) Primary data is data obtained or collected by researchers directly from their data sources. Primary data is also referred to as original data or new data. (2) Secondary data is data taken in the form of literature documents, theoretical studies, and scientific works that are relevant to the problem being studied. The secondary data referred to in this study are data derived from documentation

of the implementation of student management, student attendance in school discipline and so on.

RESEARCH RESULTS

A positive classroom climate

A positive classroom climate is an essential element in creating an effective and enjoyable learning environment for students. In accordance with the results of the interview with Mr. Abdu Rahman, as a homeroom teacher at SDN 84 Watang Cenrana:

We as teachers here provide a way of learning to students that we like, first as a teacher it provides methods that delight students such as before giving lessons to do *refreshing* such as singing first, asking questions about the lessons they like.

The same thing was also conveyed by Mr. H. Adam as the principal:

So we are here as an educator to create a comfortable and supportive environment, such as seating, light that enters the classroom so that students feel comfortable when learning. Because good classroom management is essential to create a positive classroom climate. A positive classroom climate allows students to feel comfortable, safe, and motivated to learn.

The same thing was also conveyed by Mrs. Ayu Amraeni as the homeroom teacher:

One of the key steps in classroom management is to set clear and consistent rules. When students know what is expected of them, they feel safer and can focus on learning. This rule is accompanied by rewards for positive behavior and just consequences for undesirable behavior.

So based on the results of observations at SDN 84 Watang Cenrana, it can be concluded that the school shows a very positive atmosphere. Teacher-student interactions are well established, students are active and comfortable, and the classroom environment supports a fun and inclusive learning process. This has a positive impact on students' enthusiasm for learning and forms characters who respect each other .

Comply with rules and procedures

Compliance means conforming to rules, such as specifications, policies, standards or laws . Compliance has traditionally been explained with reference to the theory of prevention, according to which punishing a behavior will reduce violations both by offenders (special prevention) and by others (general prevention). According to the results of the interview with the third grade homeroom teacher at SDN 84 Watang Cenrana:

The rule depends on the teacher's management, the rules in this school are like when the bell rings that all students are required to enter their respective classes. Then if the student does not comply with the rules, then a punishment is given, but the punishment given is a punishment that is useful and useful for the student himself, such as writing so that students can train themselves to write so that the writing can be neat with the punishment.

The same thing was also conveyed by the principal of SDN 84 Watang Cenrana:

The rules in the school are very important to create a conducive learning environment, as for the rules here such as attendance comes on time, using uniforms according to the provisions, harassing teachers and fellow students, not bullying or violence, maintaining a clean school environment.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

School rules are general, for example, clothing, discipline, punctuality and I as a homeroom teacher also have my own class rules, such as having to be complete in dressing and at least the punishment is fines such as picking up garbage, washing toilets, etc.

Based on the results of interviews conducted at SDN 84 Watang Centrana, it can be seen that each school must have different rules and procedures. The rule depends on the teacher's management, the rules in this school are like when the bell rings that all students are required to enter their respective classes. School rules must be general, for example, clothing, discipline, and I as a homeroom teacher also have my own class rules, such as having to be complete in dressing and at least the punishment is fines such as garbage collection, washing toilets, etc.

Effective classroom management

Classroom management is an effort carried out by the person in charge of teaching and learning activities or who helps with the intention of achieving optimal conditions so that learning activities can be carried out as expected. Classroom management includes two things, namely management that concerns students, and physical management (rooms, furniture, teaching tools), or in other words that special classroom management talks about the arrangement of students in a class in a teaching-learning relationship. According to the results of the interview with the third grade homeroom teacher at SDN 84 Watang Cenrana:

Effective classroom management depends on each teacher, how the strategy is in making the class effective, here we build positive relationships with students, the most important thing to do as an educator is by building closeness through greeting, open communication, and attention to students.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana:

Before starting the learning here, we first build mutual respect and trust between teachers and students, it is also important in effective classroom management and in classroom management using a variety of logging methods according to students' learning styles.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

We do effective classroom management here by building student togetherness through a group process and setting class rules with students as well as discussing the consequences if they violate the rules that have been set, and all violations committed by students are acted upon fairly and consistently without favoritism so that students will appreciate the rules more if applied firmly and consistently.

Based on the results of the interview, it can be seen that effective classroom management at SDN 84 Watang Cenrana effective classroom management depends on the teacher's strategy in building positive relationships with students. This needs to be done through greetings, open communication, and attention. Furthermore, it adds the importance of mutual respect and trust before learning begins as well as the use of varied methods according to students' learning styles, effective classroom management involves student togetherness, clear classroom rules, and fair and consistent enforcement of rules.

Observed changes in behavior

Behavior change refers to the process of changing habits, actions, or attitudes to improve mental, emotional, or physical health. It involves a deliberate attempt to replace old behaviors with new, healthier alternatives. According to the results of the interview with the third grade homeroom teacher at SDN 84 Watang Cenrana:

There are many teachers' strategies to make students so that negative habits turn into positive habits, here we apply varied and interactive learning activities, for example combining methods such as group discussions, presentations so that students are more active.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana: Students here have different characters as well as their behavior in class, for example, a 1st grader who has just entered is not used to the atmosphere of the class and new friends, but when he has moved up to class or over time, new behavior will appear in him.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

The behavior of the students here is different and the changes are the same as before dressing neatly so that rules are made in the class to dress neatly every day and that is the purpose of making rules so that there is a change in a student.

Based on the results of observations, the interview can be found that at SDN 84 Watang Cenrana researchers found that teachers used various strategies to help students change their negative habits into positive habits. These strategies include implementing varied and interactive learning activities such as group discussions and presentations to make students more engaged. Teachers also note that students have different characters and behaviors, and this can change over time as they get used to their new classroom environment and classmates. Teachers also mentioned that they have established rules in the classroom, such as requiring students to dress neatly, to help bring about positive changes in student behavior.

Response to the intervention

A type of Tiered Support System (MTSS) to provide services and interventions to learners experiencing difficulties with an increasing level of intensity. According to the results of the interview with the third grade homeroom teacher at SDN 84 Watang Cenrana:

Students here after participating in the program/intervention have different results because some do experience changes immediately after participating in the program and there are students who take longer to adapt.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana:

So the intervention in elementary school is varied and influenced by various factors, as usual, positive changes occur such as increased discipline, more responsibility for tasks, increased activity in the classroom.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

If specifically in my class it is like dance practice, there are students who are indeed proficient in their hands to dance, there are also beginners who are indeed difficult to dance, but because with practice every afternoon, over time the students also experience changes in the dance movements.

Based on the results of the interview, it can be seen that at SDN 84 Watang Cenrana the change in student behavior after participating in programs/interventions at school varied. There are students who immediately experience positive changes, but there are also those who take longer to adapt. The interventions carried out at SDN 84 Watang Cenrana also varied and were influenced by various factors. Positive changes that usually occur include increased discipline, responsibility for assignments, and activeness in the classroom. Especially in certain classes, there are dance practice activities and there are differences in students' initial abilities, some are already proficient and some are still beginners. However, through regular practice, students who initially struggled over time also experienced changes and improvements in dance movements. So the change in student behavior after the intervention varies and is influenced by a variety of factors, but with consistent effort, positive changes can occur in the student.

Classroom condition restoration

Learning recovery Not to add to the program, but to rearrange the program to focus more on overcoming the impact of *Learning loss* on students, while accelerating learning transformation. According to the results of the interview with the Homeroom Teacher at SDN 84 Watang Cenrana:

Usually it is a commotion depending on the teacher, such as when there is a commotion and commotion during learning, our actions as teachers are to set and agree on class rules with students, set *system points* or *rewards* for positive behavior.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana:

A teacher is like an artist in education because we are seen by students the way we dress, politeness and it is seen by students and becomes an example for students. So, our way to create positive classroom conditions is that we first as a teacher who becomes an example.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

In my class, the commotion must always happen, if to calm down, it is most important to give a note so that the commotion subsides a little even though sometimes there is still a commotion, but at least there is a change and it can also be arranged by seating so that students who often disturb can be supervised more easily.

Based on the results of the interview, it can be seen that at SDN 84 Watang Cenrana they have divided their strategies to manage disturbances in the classroom and maintain a positive learning environment such as teachers setting and agreeing to class rules together with the students, the teachers realize that they play a role model for the students, therefore it is necessary to show behavior, clothing, and a high level of ethics. When disturbances occur in the classroom teachers use strategies such as giving warnings, rearranging seats, and closely monitoring disruptive students to help restore order.

Based on the results of observations made at SDN 84 Watang Cenrana during the learning process, it was found that at the beginning of class hours, the classroom condition had experienced irregularities due to noise coming from outside the classroom, namely from development activities in the school environment that were ongoing. The disturbance caused some students to look distracted, start talking to themselves, move from their seats, and some even seemed to lose focus on the teacher's explanation in front of the class. However, the classroom teacher quickly and calmly takes appropriate and structured handling measures to restore the classroom condition without causing panic or punishment

The Implementation of Positive Culture-Based Classroom Management to Reduce the Level of Students' Disruptive Behavior

The implementation of positive culture-based classroom management is highly effective in reducing disruptive behavior (such as talking while the teacher is teaching, interrupting friends, being unfocused, or breaking rules).

Behavioral Forms

Behavior is any action or response shown by a person as a reaction to stimuli from within or from the outside environment. Behavior can be visible (physical) or invisible (psychological) actions, such as thinking, feeling, or opinion.

Verbal behavior is any form of communication that uses words, both verbal (spoken) and written. It is the way we convey our thoughts, feelings, ideas, information, and intentions to others through language. According to the results of the interview with the Homeroom Teacher at SDN 84 Watang Cenrana:

For the strategies here, there are various ways to develop students' verbal skills, for example, group discussion strategies with the aim of training students to express opinions, listen to others, and respond verbally.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana:

So to develop students' verbal skills, we usually use an interactive approach and encourage students to actively speak. One of the most commonly used strategies is group discussions and presentations.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

So for the learning strategy in this class, it usually provides space for open-ended question and answer sessions and *storytelling*, so that students can be more free to express themselves and enrich their vocabulary. With these strategies, I try to create an active, fun learning environment and encourage the gradual growth of verbal skills.

Based on the results of the interview, it can be seen that at SDN 84 Watang Cenrana there are similar views on the strategies used to develop students' verbal skills. Strategies that involve students' interaction and active participation are very important in developing their verbal skills. This diverse approach is expected to create a learning environment that supports the gradual growth of students' communication skills.

From the results of the observations made, it can be concluded that the verbal ability of students at SDN 84 Watang Cenrana is generally in the category of quite developed, with some students showing good, fluent, and confident speaking skills, while others still need assistance to improve fluency, sentence structure, and courage in expressing opinions orally. Verbal interaction in the classroom runs both ways, showing that teachers have provided space for students to practice speaking skills, both in the form of discussions, questions and answers, and presentations.

Disrupting the Learning Process

Disrupting the learning process is any form of action, behavior, or condition that inhibits, hinders, or reduces the effectiveness and smoothness of teaching and learning activities. According to the results of the interview with the Homeroom Teacher at SDN 84 Watang Cenrana:

Disturbances that often occur here are students who are slow to write and it makes the learning process disrupted because sometimes other students have finished and then there are still those who have not finished so they have to wait first until everything is finished and then resume again.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana:

The most common distractions are usually students who like to talk to themselves when the teacher explains, joke excessively with their classmates, or often pacing around without permission. This is normal because they are still in the developing stage, and they tend to be physically active.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

As for the distractions that sometimes occur such as being slow to do the exercises and it is very annoying, especially like the friend has finished and there are still things that have not been finished, then it also often interferes with friends doing tasks, such as crossing out books or talking to them.

Based on the results of the interview, it can be seen that at SDN 84 Watang Cenrana there are several disturbances that often occur during the learning process in the classroom, which can affect the smooth running of teaching and learning activities. One of the disorders that is often faced are students who are slow in writing, students who like to talk to themselves when the teacher explains, joke excessively with classmates, or often pacing back and forth without permission. In addition, there are also students who are slow to do exercises, which can annoy their friends. Overall, these distractions reflect the classroom dynamics that often occur, especially in students who are still in the developmental stage. Based on the results of observations carried out directly on the learning process at SDN 84 Watang Cenrana, it was

found that there are still several forms of student behavior that significantly interfere with concentration and smooth learning activities. One of the most common forms of distraction is the behavior of students who talk to their peers while the teacher is explaining the material in front of the class, which not only reduces the student's focus on the lesson, but also triggers other students to become distracted. In addition, there is also a tendency for some students to change seats without the teacher's permission for the reason of taking stationery or joking with other friends, which causes the attention of the class to be divided and the learning atmosphere becomes less controlled.

Motivation

Learning motivation is an encouragement from within students or outside influences that make them want to follow the learning process with enthusiasm and enthusiasm. *Attention Seeking* is a behavior that a person does with the aim of getting focus, interest, or response from others. This behavior can be done consciously or unconsciously, and can manifest in a variety of ways. According to the results of the interview with the Homeroom Teacher at SDN 84 Watang Cenrana:

Students who want to attract attention usually exhibit behavior that tends to be excessive or intrusive. Some of the signs that I often observe are often talking to myself when the teacher explains, joking excessively to make friends laugh, or making strange noises to be glanced at by the teacher or friends. There are also students who deliberately drop items pretending not to know, or constantly asking questions that are not related to the material.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana: The student does have traits such as deliberately pulling a friend's clothes, nudging a friend, sometimes they do this by joking even though it bothers their friends, especially if the friend does not know how to joke, then a commotion arises. Such things sometimes happen although not always often, but sometimes they happen.

The same thing was also conveyed by the homeroom teacher of Class VI of SDN 84 Watang Cenrana:

Indeed, students do disruptive things to attract attention to prevent this, in this class, usually the student is given a note and then told him to write on the board so as not to disturb his friends and so that students who are familiar with the nuisance are immune to the act of disturbing him.

Based on the results of observations at SDN 84 Watang Cenrana, it was found that there were several students who showed behavior patterns that led to efforts to seek attention from teachers and friends, which seemed consistent during learning activities. One of the most commonly seen examples of behavior is students who repeatedly raise their hands even though the question has not been asked by the teacher, or even answer directly without being given a turn, in a fairly loud tone of voice as if to make sure that they are noticed by the whole class. In addition, the student also appears to frequently change seats without permission, make small noises (such as humming or imitating animal sounds), and exhibit unsteady body movements, such as tapping on a table or moving chairs repeatedly.

Uncontrolled Emotional *Expression*

Uncontrolled expression of emotions is an intense, exaggerated, unmanageable manifestation of emotions that are disproportionate to the triggering situation. According to the results of the interview with the Third Class Guardian at SDN 84 Watang Cenrana:

Usually, the factors that cause students to show uncontrolled emotional expressions at school are family problems, such as parental quarrels, lack of attention at home, or emotional pressure from the family environment. Students who experience this often bring emotional burdens to school, and express them through anger, crying, or being unruly.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana: As for me, the factor that causes students' emotions to be uncontrollable can come from a lack of ability to manage emotions, because their age is still in the developmental stage. This is where the role of teachers is very important to help identify the causes and provide the right guidance.

The same thing was also conveyed by the Guardian of Class VI of SDN 84 Watang Cenrana:

In my class, it is usually a factor that affects this is socialization or social relationships, when students feel unwelcome, shunned by friends, or become victims of ridicule, they can become emotional, withdrawn, or vice versa become aggressive.

Based on the results of the interview, it can be seen that at SDN 84 Watang Cenrana One of the main factors that can affect students' emotions is the problems that occur in the family environment. Parental quarrels, lack of attention, or emotional pressure from family can make students carry an emotional burden to school. Students who are still in the developmental stage often do not have adequate abilities to manage their emotions. Another factor that affects students' emotions is socialization or social relationships at school.

Environmental Influences

Uncontrolled expression of emotions is an intense, exaggerated, unmanageable manifestation of emotions that are disproportionate to the triggering situation. According to the results of the interview with the Guardian of Class III at SDN 84 Watang Cenrana:

A comfortable and fun environment has a great influence on students' activeness in learning, especially at the elementary level. Children their age are very sensitive to the surroundings. When the class feels warm, safe, and fun, they will be more courageous to ask questions, answer, and participate.

The same thing was also conveyed by the Principal of SDN 84 Watang Cenrana: A comfortable environment means not only a clean and tidy classroom, but also a positive emotional atmosphere where students feel valued, not afraid of making mistakes and being able to express themselves, so the influence of the environment is indeed very influential.

The same thing was also conveyed by the Teacher of Class VII SDN 84 Watang Cenrana:

A comfortable and fun learning environment is essential to encourage active student engagement. When students feel accepted, safe, and free from pressure, they will find it easier to concentrate and be brave enough to express their opinions.

Based on the results of the interview, it can be seen that at SDN 84 Watang Cenrana it can be concluded that a comfortable and fun learning environment has a significant influence on the activeness of students in the learning process. Children at the elementary level are very sensitive to the atmosphere around them. A comfortable environment includes not only the cleanliness and tidy of the classroom, but also a positive emotional atmosphere. Students need to feel valued, not afraid to make mistakes, and have the freedom to express themselves. When students feel accepted and safe, as well as free from pressure, they will find it easier to concentrate and be brave enough to express their opinions.

CONCLUSION

The role of positive culture-based classroom management at SDN 84 Watang Cenrana Regency is very important. Overall, it can be concluded that the role of positive culture-based classroom management is vital in the transformation of class dynamics. Its implementation has been shown to be effective in minimizing negative behavior and significantly increasing student engagement and active participation. This shows that when teachers play the role of facilitators who prioritize reward and understanding, students will develop into more responsible and motivated individuals to reach their full potential. Overall, it can be concluded that the role of positive culture-based classroom management is vital in transforming classroom dynamics. Its implementation has been shown to be effective in minimizing negative behavior and significantly increasing student engagement and active participation. This shows that when teachers play the role of facilitators who prioritize reward and understanding, students will develop into more responsible and motivated individuals to reach their full potential.

The implementation of positive culture-based classroom management to reduce the level of student disruptive behavior at SDN 84 Watang Cenrana Regency has made a significant contribution to reducing the level of student disruptive behavior. Through an approach that emphasizes the values of mutual respect, responsibility, exemplary, and positive character building, teachers succeed in creating a learning environment that is safe, comfortable, and supportive of prosocial behavior. The results of the observation showed that the implementation of a positive culture in classroom management was able to reduce the frequency of disruptive behaviors such as talking without permission, moving places without reason, and disturbing friends during the learning process. Thus, positive culture has proven to be an important foundation in building self-discipline and creating a conducive classroom climate.

The impact of implementing positive culture-based classroom management on reducing disruptive behavior has been proven to have a positive impact on reducing students' disruptive behavior in the learning environment. Through the implementation of structured strategies, such as consistent rule enforcement, creating a positive classroom climate, and providing positive reinforcement, teachers are able to create a conducive learning atmosphere so that the frequency of disruptive behaviors, such as talking to oneself, not paying attention to lessons, and disrupting

friends, has decreased significantly. This shows that classroom management is an important factor in creating order and improving students' focus on learning .

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