

Analysis of Effective Classroom Management Strategies to Create a Conducive Learning Environment for Elementary School Students through Document Studies

Bambang Afriadi¹, Fitri¹

¹²**Universitas Islam Syekh-Yusuf**

Address for

Correspondence:

bambang.afriadi@unis.ac.id

Abstract

Effective classroom management is a crucial foundation in the success of learning in Primary School (SD), given the unique characteristics of students at this developmental age. This research aims to identify and analyze effective classroom management strategies that foster a conducive learning environment for elementary school students through a document study. The research method employed is qualitative, utilizing a literature review approach to analyze various sources, including scientific articles, textbooks, and research reports. The results of the analysis identified six main themes: (1) Preparation and Implementation of Clear Rules and Routines, (2) Development of Positive Teacher-Student Relationships, (3) Use of Active and Engaging Learning Strategies, (4) Implementation of Positive Reinforcement Techniques, (5) Implementation of Appropriate Proactive and Reactive Interventions, and (6) Creating a Supportive Classroom Physical Environment. These themes consistently appear in the literature as important factors in increasing student engagement, reducing disruptive behaviour, and creating a favourable classroom climate. This study concludes that effective classroom management in elementary school is multidimensional and requires the integration of various strategies that take into account the cognitive, social, and emotional aspects of students. The implications of this study underscore the importance of teacher professional development in adopting adaptive and evidence-based classroom management strategies to enhance the quality of learning at the primary education level.

Keywords: Classroom Management, Elementary School, Conducive Learning Environment, Effective Strategies

INTRODUCTION

Classroom management is a crucial element in the success of the learning process, especially at the elementary school level. At an early age, students experience significant cognitive, social, and emotional development. Therefore, teachers need to create a structured and supportive learning environment where students feel safe and motivated to participate in learning activities actively. Research shows that effective classroom management not only affects academic achievement but also helps in shaping students' character and social skills (Wolff, Jarodzka, and Boshuizen 2020); (Nagro, Hirsch, and Kennedy 2020); (Durmaz, Dinçer, and Deniz 2020). In this context, the role of teachers is vital because they are facilitators who create a positive and inclusive classroom climate.

At the elementary level, classroom management challenges are becoming increasingly complex. The characteristics of active students with short attention spans and diverse individual needs require adaptive and innovative management strategies. The inability to manage the classroom can lead to a variety of problems, including disruptive behaviour, low student engagement, and a learning atmosphere that is not conducive to learning. According to some researchers, this can hinder learning objectives and trigger stress for teachers and students (Slater and Main 2020); (Jackson and Miller 2019). In another study, it was found that

poor classroom management contributes significantly to students' low academic performance and increased conflict in the classroom (Moon et al. 2020); (Hepburn and Beamish 2019). Therefore, a systematic and evidence-based approach is critical in overcoming these challenges.

Understanding the various effective classroom management strategies for elementary school students is key to creating an effective learning process. An integrated strategy should encompass the child's developmental needs, foster positive discipline, and cultivate strong relationships between teachers and students. The positive impact of the implementation of effective classroom management can be seen in the comfort of students while learning, increased participation, and the development of individual potential to the maximum (Abry et al. 2018); (Paramita, Anderson, and Sharma 2020). According to research conducted by several experts, the application of techniques such as positive behaviour management and relational-based learning can improve the learning climate (Wallace, Parr, and Correnti 2019); (Yazdi, Ghanizadeh, and Mousavi 2019).

Various studies have explored the importance of classroom management; however, the information is often not organized specifically for the elementary context. This research aims to identify and analyze various strategies that have proven effective in classroom management. Through an in-depth and evidence-based study, it is hoped that practical recommendations can be formulated for educators to improve their leadership in the classroom and meet the unique needs of elementary school students (Dwiniasih, Wahidah, and Susanto 2020); (Abdullah 2020). This is in line with findings that show that strategies that can be tailored to students' specific needs can lead to better outcomes in both academic and social aspects (Rubinov et al. 2019); (Baş 2019).

METHOD

The research method employed in this study is qualitative, utilizing a document study approach. This technique is relevant for gathering information from existing secondary sources in order to understand classroom management concepts and strategies in depth. Data collection was done by reviewing various articles, textbooks, research reports, and best practice guides related to classroom management.

Content analysis is used to identify themes and patterns that emerge from the collected data, providing a clear picture of effective classroom management practices for elementary school students (Pressley et al., 2020; Adela, 2020). In this process, the researcher will synthesize the information to gain insights that can be applied in the current educational context.

RESULTS AND DISCUSSION

Through a systematic analysis of various scientific documents, this study successfully identified six central themes that underlie the effectiveness of classroom management strategies in creating a conducive learning environment for elementary school students. These themes consistently appear in the various literature studied, indicating their significance and applicability in the context of basic education.

Table I. Key Themes of Effective Classroom Management Strategies for Elementary School Students

Theme	Description
Drafting and Implementing Clear Rules and Routines	Emphasis on the formation of explicit behavioural expectations through concise and easy-to-understand classroom rules, as well as the implementation of structured routines to create predictability and reduce ambiguity in daily learning activities.

Theme	Description
Developing Positive Teacher-Student Relationships	Focus on building strong bonds between teachers and students that are based on mutual trust, respect, and care. Supportive relationships facilitate effective communication and create a sense of psychological security for students.
The Use of Active and Engaging Learning Strategies	The implementation of teaching methods that involve the active participation of students, relevant to their interests and learning styles, and that maintain focus and motivation to learn is crucial. Variety in learning approaches is key to accommodating student diversity.
Implementation of Positive Reinforcement Techniques	The application of various forms of verbal and non-verbal rewards, praise, and incentive systems to motivate positive behaviours and reinforce desired behaviours. This strategy is designed to foster intrinsic motivation and a favourable classroom climate.
Implementation of Appropriate Proactive and Reactive Interventions	Teachers' ability to identify potential behavioural problems and take preventive measures (proactive), as well as have the skills to respond to deviant behaviour effectively, consistently, and proportionately according to the level of violation.
Creating a Supportive Classroom Physical Environment	Ergonomic, neat, and free from visual and auditory distractions. The flexible arrangement enables adaptation to various types of learning activities and fosters positive interaction among students.

Table 1 summarises the six main themes identified through document analysis. Each theme represents a fundamental aspect of effective classroom management for Elementary School students. The description accompanying each theme provides clarification regarding the focus and practical implementation of the related strategy.

Through a systematic analysis of various scientific documents, this study successfully identified six central themes that underlie the effectiveness of classroom management strategies in creating a conducive learning environment for elementary school students. These themes appear consistently in the various literature examined, demonstrating their significance and application in the context of basic education. In the literature on classroom management, there is an emphasis on the core of classroom management as a strategy that can improve students' learning experience (Minsih and D 2018); (Salma 2020).

The first theme is "Drafting and Implementing Clear Rules and Routines," which focuses on establishing explicit behavioural expectations through concise and easily understood rules. This is important to create predictability that can help students feel safe and comfortable in the learning process. Research shows that a clear structure in classroom management helps reduce confusion and increase students' focus on study assignments (Oktafia and AN 2020); (Siregar et al. 2020).

The second theme, "Developing Positive Teacher-Student Relationships," highlights the significance of building strong bonds between teachers and students (Yahya 2020); (Hermawan, Akbar, and Ulumudin 2020). An approach that encourages mutual trust and respect not only facilitates effective communication but also contributes to the creation of a supportive and safe classroom climate for students. The power of this relationship allows students to be more open in discussing the learning barriers they face, thereby improving overall learning outcomes (Hartadi, Dewantoro, and Junaidi 2019).

Furthermore, the third theme is "The Use of Active and Engaging Learning Strategies." The application of methods involving student activities has been proven effective in maintaining motivation and interest in learning (Hanim, Sari, and Soe'oed 2020); (Fadila et al. 2020). Variations in learning methods tailored to students' interests and learning styles are key to engaging students in active participation in lessons.

The fourth theme, "Implementing Positive Reinforcement Techniques," includes the use of rewards and praise to encourage positive behaviour. With a focus on developing intrinsic motivation, this technique not only serves to promote good behaviour but also reinforces a favourable classroom climate, contributing to an improvement in students' overall learning outcomes (Zaenab, Chamisijatin, and Wahyuni 2020); (Afriadi 2018); (Dahlia and Afriadi 2020); (Utiarahman, Djafri, and Badu 2020).

The fifth theme is "Proper Implementation of Proactive and Reactive Interventions." Here, teachers are expected to be able to identify and address behavioural problems with consistent and proportionate responses according to the level of violation, aiming to minimize disruption in the teaching and learning process (Harianti et al. 2020); (Ustoyo, Sholikhah, and Zuhro 2020). These skills also contribute to maintaining students' emotional balance and ensuring that each student gets the support they need, both inside and outside the classroom.

The final theme, "Creating a Supportive Classroom Physical Environment," emphasized the importance of organizing an ergonomic and engaging classroom without distractions (Prilliza et al. 2020); (Sukmawati 2020). A good classroom layout facilitates positive interaction between students and facilitates their access to the learning tools needed, thus encouraging engagement in more active and effective learning (Ndiung et al. 2020); (Widjaja 2018).

With this thematic consistency, Table I summarises the six main themes identified through document analysis. Each theme represents a fundamental aspect of effective classroom management for Elementary School students. The descriptions accompanying each theme provide clarification on the focus and practical implementation of the related strategies, demonstrating their relevance in efforts to improve teaching effectiveness at the elementary level (Nurwahidah 2020); (Astuty, Slamet, and Wibowo 2020).

Discussion

The results of this study confirm that the effectiveness of classroom management in elementary schools is a multidimensional construct that is influenced by various interacting factors. This finding aligns with previous research that suggests a correlation between the development of clear rules and routines and the cognitive development theory of elementary school children, which still requires concrete structure and guidelines (Ramirez,. Clarity of expectations not only helps students internalize norms but also serves as a guide in understanding expected behaviour in the school environment (Singhal, 2020). With a positive reinforcement-based approach, teachers can create a conducive learning atmosphere and promote better discipline in the classroom (Sinnayah et al.,. Research indicates that the social context and environmental structures in the classroom can foster disciplined management and promote positive behaviour among students (Çakıroğlu and Öztürk.

Furthermore, the findings on the importance of positive relationships between teachers and students align with attachment theory, which emphasizes the crucial role of responsive authority figures in children's social and emotional development (Szolnoki and Chen,. A safe and trusted relationship between teachers and students creates a foundation for successful learning, increasing student compliance and engagement (Eight people on the floor,. Research also shows that students who feel connected to their teachers tend to achieve better academic results and exhibit more positive social adjustment (Keller, Davidesco, and

Tanner,. This reinforces the importance of fostering positive interactions and supportive environments in the learning process to enhance expected outcomes (Rix,.

Active and engaging learning strategies contribute to a significant increase in student engagement, which helps reduce disruptive behaviours (Benegas & Flores,. The principles of constructivism aim to enable students to learn more effectively through active involvement in the learning process (Diković and Gergorić,. Variations in teaching methods not only create a stimulating learning experience but also accommodate students' diverse learning styles, thereby increasing inclusivity in the classroom (Zepeda and Nokes-Malach,.

The implementation of positive reinforcement techniques is the foundation of behavioristic learning theory, which demonstrates that behaviours followed by positive consequences tend to be repeated (Tian et al.,. This technique includes the use of timely praise and rewards, which can encourage intrinsic motivation as well as increase student confidence (Brigati, England, and Schussler 2020). Positive reinforcement has been shown in research to improve student learning outcomes and engagement, providing further evidence that this strategy contributes to academic success (Katawazai and Saidalvi,. Additionally, students who receive positive feedback tend to enter learning with a more positive attitude, which in turn increases engagement in the teaching and learning process (Davis et al. 2018).

The ability of teachers to implement appropriate proactive and reactive interventions is essential for effective classroom management (Acquah, Szelei, and Katz 2019). Proactive approaches, such as careful learning planning and effective transition management, can reduce the likelihood of behavioral problems (Silva and Fonseca 2019). Meanwhile, the ability to respond to deviant behavior in a constructive and consistent manner is a crucial factor in maintaining order in the classroom (Hwang et al. 2021). Research shows that teacher training in classroom management strategies can optimize the pedagogic skills needed to address challenges in modern learning halls (Fan 1998).

Finally, the physical environment of the classroom plays an important role in creating a positive learning atmosphere (Rahmadhani, Sutrisno, and Widarti 2020). Learning environment theory asserts that physical settings can affect students' behavior and motivation (Abraham and Murphey 2019). A well-organized and comfortable class can minimize distractions and strengthen focus on academic tasks (Yimer 2020). Research shows that student environmental design interventions, including aspects such as lighting and ergonomics, can improve students' memory and attention, which is critical for better academic outcomes (Nerim 2020).

CONCLUSION

This paper's research successfully identified and analyzed six central themes underlying effective classroom management strategies to create a conducive learning environment for Primary School students. These themes include an emphasis on clear rules and routines, the development of positive teacher-student relationships, the use of active and engaging learning strategies, the implementation of positive reinforcement techniques, the implementation of appropriate proactive and reactive interventions, and the creation of a supportive physical classroom environment. These six themes show that effective classroom management at the elementary level focuses not only on behavior control, but also on creating a learning ecosystem that is holistic and responsive to children's developmental needs. The integration of these various strategies is expected to increase student involvement, minimize disruptive behavior, and ultimately optimize learning outcomes and social-emotional development of elementary school students.

Recommendations

Based on the results of this study, several recommendations can be put forward to improve classroom management practices in Primary Schools:

1. **Teacher Professional Development:** Educational institutions and governments need to prioritize ongoing professional development programs for elementary teachers that focus on mastering and implementing effective classroom management strategies. Training should include proactive and reactive strategies, positive relationship-building techniques, and learning methods that are interesting and appropriate to the characteristics of elementary school students.
2. **Consistent Implementation of Rules and Routines:** Schools and teachers need to collaborate in drafting class rules that are clear, concise, and easy for students to understand. It is also important to establish a structured routine for daily learning activities and ensure their consistent enforcement.
3. **Focus on Teacher-Student Relationships:** Teachers are encouraged to build positive and supportive relationships with students through effective communication, listening to student needs, and showing concern. Schools can facilitate activities that reinforce positive interactions between teachers and students outside of formal lesson hours.
4. **Use of Active and Varied Learning:** Teachers are advised to adopt learning methods that involve students' active participation, are relevant to their interests, and accommodate a variety of learning styles. The creative use of technology and resources can increase the attractiveness of learning.
5. **Application of Positive Reinforcement:** Teachers should prioritize the use of positive reinforcement (praise, appreciation) to motivate desired behavior rather than punishment. A clear and fair reward system can be developed to encourage positive behavior on an ongoing basis.
6. **Supportive Learning Environment: Schools** need to ensure that the physical environment of the classroom is safe, comfortable, organized, and free of distractions. Flexible classroom layouts can support different types of learning activities and student interactions.
7. **Further Research:** Further research is recommended to test the effectiveness of the implementation of these classroom management strategies in the context of basic education in Indonesia, taking into account specific cultural and social factors. Longitudinal studies are also needed to understand the long-term impact of effective classroom management on students' academic and non-academic development.

REFERENCE

- Abdullah, Nauman A. 2020. "A Comparative Study of EFL Classroom Management Strategies Employed by Public and Private School English Teachers." *Journal of Education and Educational Development* 7(1):71. doi:10.22555/joeeed.v7i1.2642.
- Abraham, Ian, and Todd Murphey. 2019. "Active Learning of Dynamics for Data-Driven Control Using Koopman Operators." *Ieee Transactions on Robotics* 35(5):1071–83. doi:10.1109/tro.2019.2923880.
- Abry, Tashia, Kristen L. Granger, Crystal I. Bryce, Michelle Taylor, Jodi Swanson, and Robert H. Bradley. 2018. "First Grade Classroom-Level Adversity: Associations With Teaching Practices, Academic Skills, and Executive Functioning." *School Psychology Quarterly* 33(4):547–60. doi:10.1037/spq0000235.
- Acquah, Emmanuel O., Nikolett Szelei, and Heidi T. Katz. 2019. "Using Modelling to Make Culturally Responsive Pedagogy Explicit in Preservice Teacher Education in Finland." *British Educational Research Journal* 46(1):122–39. doi:10.1002/berj.3571.
- Afriadi, Bambang. 2018. "Effective Management Class Concept (Case Study: Student Behavior Problematics)." *JISAE: Journal of Indonesian Student Assessment and Evaluation* 4(2):83–94. doi:10.21009/jisae.v4i2.11195.

- Astuty, Safithry ', Suherman Slamet, and Ricky Wibowo. 2020. "Model Pendidikan Gerak Untuk Meningkatkan Physical-Self-Concept Pada Pendidikan Jasmani Di Sekolah Dasar." *Tegar Journal of Teaching Physical Education in Elementary School* 3(2):20–25. doi:10.17509/tegar.v3i2.24028.
- Baş, Kenan. 2019. "The Relationship Between Classroom Management Skills and Self-Confidence of Social Studies Teachers." *International Journal of Education and Literacy Studies* 7(4):62. doi:10.7575/aiac.ijels.v.7n.4p.62.
- Benegas, Julio, and And J. S. Flores. 2019. "Does Pedagogy Influence Gains and Losses of Conceptual Understanding?" *Revista Mexicana De Física E* 65(2 Jul-Dec):195–99. doi:10.31349/revmexfise.65.195.
- Brigati, Jennifer R., Benjamin J. England, and Elisabeth E. Schussler. 2020. "How Do Undergraduates Cope With Anxiety Resulting From Active Learning Practices in Introductory Biology?" *Plos One* 15(8):e0236558. doi:10.1371/journal.pone.0236558.
- Çakiroğlu, Ünal, and Mücahit Öztürk. 2020. "Cultivating Self-Regulated Learning in Flipped EFL Courses: A Model for Course Design." *European Journal of Open Distance and E-Learning* 23(2):20–36. doi:10.2478/eurodl-2020-0008.
- Dahlia, Dahlia, and Bambang Afriadi. 2020. "SUVERVISI GURU MENGGUNAKAN ALAT PENILAIAN KOMPETENSI GURU (APKG) PADA PENILAIAN KOMPONEN KEPERIBADIAN DAN SOSIAL GURU DI SDN JURUMUDI 5 KOTA TANGERANG." *Jurnal Evaluasi Pendidikan* 11(2):67–72. doi:10.21009/10.21009/JEP.0124.
- Davis, Dan, Guanliang Chen, Claudia Hauff, and Geert-Jan Houben. 2018. "Activating Learning at Scale: A Review of Innovations in Online Learning Strategies." *Computers & Education* 125:327–44. doi:10.1016/j.compedu.2018.05.019.
- Diković, Marina, and Tatjana Gergorić. 2020. "Teachers' Assessment of Active Learning in Teaching Nature and Society." *Economic Research-Ekonomska Istraživanja* 33(1):1265–79. doi:10.1080/1331677x.2020.1728563.
- Durmaz, Emel, F. Ç. Dinçer, and Kaan Z. Deniz. 2020. "A Study on the Implementation Frequency of Classroom Management Strategies by Preschool Teachers and How Useful Teachers Find Them." *İlköğretim Online* 2202–11. doi:10.17051/ilkonline.2020.763849.
- Dwiniasih, Dwiniasih, Farah S. Wahidah, and Susanto Susanto. 2020. "Investigating Pre-Service Teachers' Classroom Management Practice in a Bilingual Class." *Eternal (English Teaching Learning and Research Journal)* 6(2):230. doi:10.24252/eternal.v62.2020.a4.
- Fadila, Riza N., Ega A. Lutfiani, Inneke S. Ramadiani, Nanda Veronika, Dwi Rachmanto, and Nurul Arfinanti. 2020. "Efektivitas Pengelolaan Sumber Daya Sekolah Dalam Meningkatkan Mutu Pendidikan." *Jurnal Akuntabilitas Manajemen Pendidikan* 8(1):81–88. doi:10.21831/jamp.v8i1.28997.
- Fan, Xitao. 1998. "Item Response Theory and Classical Test Theory: An Empirical Comparison of Their Item/Person Statistics." *Educational and Psychological Measurement* 58(3):357–81. doi:10.1177/0013164498058003001.
- Hanim, Zaenab, Dian S. Sari, and Rahmat Soe'oad. 2020. "Kebijakan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Efektivitas Kinerja Guru." *Jurnal Manajemen Pendidikan Jurnal Ilmiah Administrasi Manajemen Dan Kepemimpinan Pendidikan* 2(1):43–60. doi:10.21831/jump.v2i1.30672.
- Harianti, Asni, Maya Malinda, Nur Nur, Henky L. Suwarno, Yolla Margaretha, and Devas Kambuno. 2020. "Peran Pendidikan Kewirausahaan Dalam Meningkatkan Motivasi, Kompetensi Dan Menumbuhkan Minat Mahasiswa." *Jurnal Bisnis Dan Kewirausahaan* 16(3):214–20. doi:10.31940/jbk.v16i3.2194.

- Hartadi, Dewi R., Dimas A. Dewantoro, and Ahsan R. Junaidi. 2019. "Kesiapan Sekolah Dalam Melaksanakan Pendidikan Inklusif Untuk Anak Berkebutuhan Khusus Di Sekolah Dasar." *Jurnal Ortopedagogia* 5(2):90. doi:10.17977/um031v5i22019p90-95.
- Hepburn, Lorna, and Wendi Beamish. 2019. "Influences on Proactive Classroom Management: Views of Teachers in Government Secondary Schools, Queensland." *Improving Schools* 23(1):33–46. doi:10.1177/1365480219886148.
- Hermawan, Deni, Gugun G. Akbar, and Aceng Ulumudin. 2020. "Pengaruh Implementasi Kebijakan Reforma Agraria Terhadap Manajemen Redistribusi Tanah Dalam Mewujudkan Efektivitas Nilai Sertipikat Tanah (Studi Kasus Pada Petani Badega Kabupaten Garut)." *Jurnal Publik* 12(2):1–13. doi:10.52434/jp.v12i2.2.
- Hwang, Suhlim, Rebecca Waller, David J. Hawes, and Jennifer L. Allen. 2021. "The Influence of Antisocial Behavior and Callous-Unemotional Traits on Trajectories of School Engagement and Achievement in South-Korean Children." *Journal of Youth and Adolescence* 50(4):788–802. doi:10.1007/S10964-021-01414-2/TABLES/4.
- Jackson, Nykela, and Rachelle Miller. 2019. "Teacher Candidates' Sense of Self-Efficacy Toward Classroom Management." *Journal of Education* 200(3):153–63. doi:10.1177/0022057419881169.
- Katawazai, Rahmatullah, and Aminabibi Saidalvi. 2020. "The Attitudes of Tertiary Level Students Towards Cooperative Learning Strategies in Afghan EFL Context." *International Journal of Learning Teaching and Educational Research* 19(9):301–19. doi:10.26803/ijlter.19.9.16.
- Keller, Arielle S., Ido Davidesco, and Kimberly D. Tanner. 2020. "Attention Matters: How Orchestrating Attention May Relate to Classroom Learning." *Cbe—Life Sciences Education* 19(3):fe5. doi:10.1187/cbe.20-05-0106.
- Minsih, Minsih, and Aninda G. D. 2018. "Peran Guru Dalam Pengelolaan Kelas." *Profesi Pendidikan Dasar* 1(1):20. doi:10.23917/ppd.v1i1.6144.
- Moon, Jongho, Collin A. Webster, Jekesha Herring, and Cate A. Egan. 2020. "Relationships Between Systematically Observed Movement Integration and Classroom Management in Elementary Schools." *Journal of Positive Behavior Interventions* 24(2):122–32. doi:10.1177/1098300720947034.
- Nagro, Sarah A., Shanna E. Hirsch, and Michael J. Kennedy. 2020. "A Self-Led Approach to Improving Classroom Management Practices Using Video Analysis." *Teaching Exceptional Children* 53(1):24–32. doi:10.1177/0040059920914329.
- Ndiung, Sabina, Eliterius Sennen, Arnoldus Helmon, and Mariana Jediut. 2020. "Efektivitas Model Pembelajaran Treffinger Dalam Menumbuhkan Keterampilan Berpikir Kreatif Peserta Didik Sekolah Dasar." *Prisma* 9(2):167. doi:10.35194/jp.v9i2.1042.
- Nerim, Nerim. 2020. "Scrutinizing Directed Reading Thinking Activity (Drta) Strategy on Students' Reading Comprehension." *Journal of Languages and Language Teaching* 8(2):128. doi:10.33394/jollt.v8i2.2284.
- Nurwahidah, Indri. 2020. "Kemampuan Keterampilan Dasar Mengajar Mahasiswa Calon Guru Ipa Program Studi Pendidikan Ipa." *Eduteach Jurnal Edukasi Dan Teknologi Pembelajaran* 1(2):22–33. doi:10.37859/eduteach.v1i2.1957.
- Oktafia, Fiona, and Desri N. AN. 2020. "Persepsi Mahasiswa Sosiologi FIS UNP Tentang Mata Kuliah Micro Teaching Dan Pelaksanaan Praktek Lapangan Kependidikan (PLK)." *Jurnal Sikola Jurnal Kajian Pendidikan Dan Pembelajaran* 2(1):63–69. doi:10.24036/sikola.v2i1.65.
- Paramita, Pramesti P., Angelika Anderson, and Umesh Sharma. 2020. "Effective Teacher Professional Learning on Classroom Behaviour Management: A Review of Literature." *Australian Journal of Teacher Education* 45(1):61–81. doi:10.14221/ajte.2020v45n1.5.

- Prilliza, Masayu D., Nur Lestari, I. W. Merta, and I. P. Artayasa. 2020. "Efektivitas Penerapan Model Discovery Learning Terhadap Hasil Belajar IPA." *Jurnal Pijar Mipa* 15(2):130–34. doi:10.29303/jpm.v15i2.1544.
- Rahmadhani, Pradita, Sutrisno Sutrisno, and Hayuni R. Widarti. 2020. "Implementation of Inquiry Based Learning With OE3R Strategy and the Impacts to Students' Conceptual Understanding in Fundamental of Analytical Chemistry." *Jurnal Ilmu Pendidikan* 26(2):73. doi:10.17977/um048v26i2p73-77.
- Ramirez, Tatyana V. 2017. "On Pedagogy of Personality Assessment: Application of Bloom's Taxonomy of Educational Objectives." *Journal of Personality Assessment* 99(2):146–52. doi:10.1080/00223891.2016.1167059.
- Rix, Jacqueline. 2020. "Active Learning Strategies, Such as Analogical Models, Aid in Student Learning of Spinal Anatomy and Biomechanics." *Journal of Chiropractic Education* 35(1):65–71. doi:10.7899/jce-18-25.
- Roubinov, Danielle S., Nicole R. Bush, Melissa J. Hagan, Jason Thompson, and W. T. Boyce. 2019. "Associations Between Classroom Climate and Children's Externalizing Symptoms: The Moderating Effect of Kindergarten Children's Parasympathetic Reactivity." *Development and Psychopathology* 32(2):661–72. doi:10.1017/s095457941900052x.
- Salma, RTS. 2020. "Pengelolaan Kelas Pada Pembelajaran Tematik Terpadu Kelas v Sekolah Dasar." *Journal of Basic Education Research* 1(2):54–57. doi:10.37251/jber.v1i2.83.
- Silva, Carla Sofia R., and Jose Manuel Fonseca. 2019. *Artificial Intelligence and Algorithms in Intelligent Systems*. Vol. 2.
- Sinnayah, Puspha, Joseph A. Rathner, Daniel Loton, Rudi Klein, and P. Hartley. 2019. "A Combination of Active Learning Strategies Improves Student Academic Outcomes in First-Year Paramedic Bioscience." *Ajp Advances in Physiology Education* 43(2):233–40. doi:10.1152/advan.00199.2018.
- Siregar, Nani R., Supra Wimbari, Sri Kusrohmaniah, and Yulius Sunardi. 2020. "Adaptasi Test of Mathematical Ability (TOMA-3)." *JNPM (Jurnal Nasional Pendidikan Matematika)* 4(2):212. doi:10.33603/jnpm.v4i2.3218.
- Slater, Eileen, and Susan Main. 2020. "A Measure of Classroom Management: Validation of a Pre-Service Teacher Self-Efficacy Scale." *Journal of Education for Teaching International Research and Pedagogy* 46(5):616–30. doi:10.1080/02607476.2020.1770579.
- Sukmawati, Anggit. 2020. "Meta Analisis Model Problem Based Learning Dalam Meningkatkan Kemampuan Berpikir Kritis Pada Pembelajaran Matematika." *Thinking Skills and Creativity Journal* 3(2):63–68. doi:10.23887/tscj.v3i2.30211.
- Szolnoki, Attila, and Xiaojie Chen. 2020. "Strategy Dependent Learning Activity in Cyclic Dominant Systems." *Chaos Solitons & Fractals* 138:109935. doi:10.1016/j.chaos.2020.109935.
- Tharayil, Sneha, Maura Borrego, Michael J. Prince, Kevin Nguyen, Prateek Shekhar, Cynthia Finelli, and Cynthia Waters. 2018. "Strategies to Mitigate Student Resistance to Active Learning." *International Journal of Stem Education* 5(1). doi:10.1186/s40594-018-0102-y.
- Tian, Zhijie, Kun Zhang, Tao Zhang, Xiaozhen Dai, and Juan Lin. 2019. "Application of Ausubel Cognitive Assimilation Theory in Teaching/Learning Medical Biochemistry and Molecular Biology." *Biochemistry and Molecular Biology Education* 48(3):202–19. doi:10.1002/bmb.21327.
- Ustoyo, Valensiana V. A., Mufidatus Sholikhah, and Lailana Zuhro. 2020. "Implementasi Pembelajaran Daring Di Sekolah Dasar Islam Dalam Masa Pandemi Covid-19." *Jurnal Didika Wahana Ilmiah Pendidikan Dasar* 6(2):261–71. doi:10.29408/didika.v6i2.2725.
- Utiahman, Arfan, Novianty Djafri, and Syamsu Q. Badu. 2020. "Manajemen Tehnik Pembelajaran Pendidikan Anak Usia Dini Di Kawasan Pesisir Laut Kabupaten

- Gorontalo Utara." *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* 4(2):932. doi:10.31004/obsesi.v4i2.497.
- Wallace, Tanner L., Alyssa Parr, and Richard Correnti. 2019. "Assessing Teachers' Classroom Management Competency: A Case Study of the Classroom Assessment Scoring System—Secondary." *Journal of Psychoeducational Assessment* 38(4):475–92. doi:10.1177/0734282919863229.
- Widjaja, Yoanita. 2018. "Pemanfaatan Kuis Sebagai Asesmen Formatif Dalam Pembelajaran Blok Di Fakultas Kedokteran Universitas Tarumanagara." *Jurnal Muara Sains Teknologi Kedokteran Dan Ilmu Kesehatan* 1(2). doi:10.24912/jmstkik.v1i2.966.
- Wolff, Charlotte, Halszka Jarodzka, and Henny P. A. Boshuizen. 2020. "Classroom Management Scripts: A Theoretical Model Contrasting Expert and Novice Teachers' Knowledge and Awareness of Classroom Events." *Educational Psychology Review* 33(1):131–48. doi:10.1007/s10648-020-09542-0.
- Yahya, Alfian. 2020. "Meningkatkan Efektivitas Pembelajaran Gerak Dasar Lari Cepat Melalui Model Permainan Modifikasi Sd Negeri Wajak 02 Kab. Malang." *Sport Science and Education Journal* 1(2). doi:10.33365/ssej.v1i2.776.
- Yazdi, Zahra A., Afsaneh Ghanizadeh, and Vahid Mousavi. 2019. "Assertive Classroom Management: How Does It Mould Students' Perceptions of Classroom Activities and Goal Orientations?" *Anatolian Journal of Education* 4(2):39–52. doi:10.29333/aje.2019.425a.
- Yimer, Sirak T. 2020. "Stimulating Content Knowledge Learning of Intermediate Calculus Through Active Technology-Based Learning Strategy." *Eurasia Journal of Mathematics Science and Technology Education* 16(12):em1903. doi:10.29333/ejmste/8705.
- Zaenab, Siti, Lise Chamisijatin, and Sri Wahyuni. 2020. "Strengthening Character Education Through Literacy Movement at Muhammadiyah Junior High School." *Journal of Community Service and Empowerment* 1(1). doi:10.22219/jcse.v1i1.11516.
- Zepeda, Cristina D., and Timothy J. Nokes-Malach. 2020. "Metacognitive Study Strategies in a College Course and Their Relation to Exam Performance." *Memory & Cognition* 49(3):480–97. doi:10.3758/s13421-020-01106-5.