



Analysis of Class Management by Teachers to Improve Student Discipline at SDN 1 Sumber

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ABSTRACT

This research is motivated by the low level of student discipline in class 3B of SDN 1 Sumber, characterized by late arrival, inattention during class, and violations of class rules. The purpose of this study is to describe the planning, strategies, and impact of classroom management implemented by teachers in improving student discipline. The method used was descriptive qualitative research, with data collection techniques through observation, interviews, and documentation. The research subjects consisted of the class 3B teacher and 25 students. The results indicate that the teacher designed a classroom management plan that took into account the students' conditions, established clear rules, and provided supportive learning resources. The strategies used included a persuasive approach, the use of rewards and punishments, and the implementation of positive discipline through role modeling and habituation. The impact of these strategies is seen in improved student discipline, both in terms of punctuality, compliance with rules, and increased participation in class. In conclusion, classroom management designed systematically and humanely by teachers can create a conducive learning environment and encourage disciplined behavior in students.

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INTRODUCTION

Discipline has quite an important meaning, therefore teachers must be able to foster discipline in students, by helping students develop patterns of behavior within themselves, helping students improve their standards of behavior and using the implementation of rules as a tool to enforce this discipline. Children who are self-disciplined will have self-order based on religious values, morals, cultural values, social rules, outlook on life and attitudes that are meaningful for themselves, society, nation and state (Munawaroh, 2016; Yasmin, 2016:2).

Basic education plays an important role in shaping students' character and personality. One of the main aspects that is of concern in the educational process is student discipline, because discipline is the foundation for creating a conducive learning environment. Student discipline

includes obedience to rules, ability to manage time, and responsibility in carrying out tasks. However, challenges in instilling discipline often arise, especially at the elementary school level. At SDN 1 Sumber, especially in class 3B, several problems were found related to student discipline. Some students are often late for class, pay less attention to the teacher during the learning process, and do not comply with school rules. This has an impact on the classroom atmosphere being less conducive, so that the learning process becomes less effective.

Teachers must understand classroom management or classroom management optimally. Classroom management is one of the important skills that teachers must master. If teachers can master classroom management well, then teaching and learning activities can run as expected. This is in line with the opinion of (Minsih, 2019:20) (Oktiara, 2024:1) which states that the success of learning in the classroom is largely determined by the teacher's ability to manage the class. Teaching activities are carried out by encouraging students to achieve goals. Class management aims to create and maintain a classroom atmosphere so that learning activities take place effectively and efficiently.

Discipline has quite an important meaning, therefore teachers must be able to foster discipline in students, by helping students develop patterns of behavior within themselves, helping students improve their standards of behavior and using the implementation of rules as a tool to enforce this discipline. Children who are self-disciplined will have self-order based on religious values, morals, cultural values, social rules, outlook on life and attitudes that are meaningful for themselves, society, nation and state (Munawaroh, 2016; Yasmin, 2016:2).

Basic education plays an important role in shaping students' character and personality. One of the main aspects that is of concern in the educational process is student discipline, because discipline is the foundation for creating a conducive learning environment. Student discipline includes obedience to rules, ability to manage time, and responsibility in carrying out tasks. However, challenges in instilling discipline often arise, especially at the elementary school level. At SDN 1 Sumber, especially in class 3B, several problems were found related to student discipline. Some students are often late for class, pay less attention to the teacher during the learning process, and do not comply with school rules. This has an impact on the classroom atmosphere being less conducive, so that the learning process becomes less effective.

The teacher's role in classroom management is an important factor in overcoming this problem. Teachers not only act as teachers, but also as class managers who are tasked with creating an orderly, comfortable and organized learning environment. Good classroom management involves various strategies, such as seating arrangements, using interesting learning methods, and implementing clear rules and consequences.

Character education is an important aspect in the world of education which aims to shape the moral, ethical and personality values of students so that they become individuals with integrity. According to (A. Suyanto, 2019:35), character education is the process of instilling virtuous values which include morality, ethics and social norms in everyday life. Character education does not only take place at school, but also in the family and community. Thus, character education has a strategic role in building a generation that is responsible and has high social awareness. Character education is very important to shape students' morals. One of the goals of character education expected by the Indonesian government is to instill cultural values

and national character. The problem of education in Indonesia is very complex and the issue of student character and personality is our concern (Putra, N. P, et al, 2024:2).

The urgency of character education is also seen in the world of work and social life. (D. , & W. R. Lestari, 2020:47) explains that in the world of work, technical competence alone is not enough to achieve success. Characters such as hard work, honesty, leadership and adaptability are the main factors in determining a person's success. Therefore, character education must be an integral part of the education system so that students are not only academically ready, but also have strong social skills in facing the world of work. Class management is an interesting topic that is always discussed in teacher work meetings every time we enter a new school year, because by mastering classroom management techniques it will be easier for teachers to carry out learning activities and condition students. Class management consists of two words, namely "management" and "class". Linguistically, "class management" refers to the process or activity of organizing, managing and controlling various aspects related to a class. "Management" refers to the action or process of arranging, managing, or controlling something so that it runs well and efficiently. Meanwhile, "class" refers to a physical space or group of students who study together under the guidance of a teacher or instructor (Wibisono, 2020:20). So, classroom management involves efforts to organize and manage various aspects, such as learning, student behavior, social interaction, learning environment, etc., so that learning objectives can be achieved effectively.

Discipline is formed through a process of a series of behaviors that demonstrate the values of obedience, compliance, loyalty, regularity and order (Apriani, 2015; Setiawan, 2019: 5). Discipline will make a person understand, comprehend and be able to differentiate between things that should be done, what must be done, and what is permissible to do or what is not appropriate to do. For students who are obedient/disciplined, their attitudes or actions are no longer felt as a burden, but on the contrary, if students do not act disciplined, it will be a burden on them. The values of obedience have become part of his behavior or character in his life.

Research conducted by Nur Wahyuni and Wanda Mulcia Sari in 2023 entitled "Classroom Management Strategies to Improve Student Discipline in Elementary Schools." This study aims to determine how teachers manage classrooms to improve student discipline. The methods used were literature review and practical experience, without involving direct research or observation. The main focus of this study was to identify classroom management strategies that can help create a conducive learning environment and improve student discipline. Some of the proposed strategies include establishing clear rules, consistent implementation of rules, providing good examples, and creating a positive classroom environment. A study conducted by Bella Puspita Sari and Hady Siti Hadijah in 2017 entitled Improving Student Learning Discipline Through Classroom Management aims to determine how the implementation of classroom management can affect student learning discipline. This study used the Explanatory Survey method with data collection techniques through questionnaires given to 80 class XI Office Administration students at SMK Bina Wisata Lembang. The results showed that the classroom management implemented was in the fairly effective category, while the level of student learning discipline was in the moderate category. A simple regression analysis conducted in this study showed a significant influence between classroom management and student learning discipline, with a contribution of 21.60%. This means that the better the classroom management implemented by the teacher, the higher the level of student learning discipline.

There are several differences between this study and previous studies. The main difference lies in the research context, where this study focuses on class 3B at SDN 1 Sumber, while previous studies were conducted in different schools and levels, such as vocational high schools (Bella Puspita Sari, 2017) and other elementary schools. Furthermore, this study is also more specific in identifying how teacher classroom management can influence student discipline behavior in a smaller, more controlled learning environment. While previous studies, such as those conducted by (Nur Wahyuni, 2023), are more literature reviews and practical experiences without direct observation, this study uses a qualitative method with an empirical approach that directly observes student behavior and the strategies implemented by teachers. This provides a unique opportunity to understand the specific challenges faced by teachers in managing the classroom and instilling student discipline at SDN 1 Sumber.

METHODE

In accordance with the problem to be researched, this research design uses qualitative research. Because this research is intended to realistically describe the results of research findings. Qualitative research is often referred to as a new method because it has not been popular for a long time, it is called a postpositivistic method because it is based on the philosophy of positivism. Qualitative research is research using a natural setting with the aim of interpreting a phenomenon that occurs and is carried out by involving various existing methods (Fadli, 2021: 36).

In this research, the researcher uses a qualitative descriptive approach, namely a research procedure based on descriptive data, namely in the form of spoken or written words from research subjects or informants who have been observed and have the characteristics that the data provided is original data according to situations and conditions that cannot be manipulated and uses systematic methods and can be justified. Qualitative research is a research approach that addresses certain social situations by describing reality in real terms, described through words based on data collection techniques and analysis of relevant data obtained from the situations experienced (Satori, 2011:25). The method used in this research is a descriptive method with a qualitative approach. Because this research is not concerned with numbers but rather is concerned with the form of description, outlining and depicting a problem or situation accurately and systematically regarding Classroom Management Analysis by Teachers to Improve Student Discipline at Sdn 1 Sumber in Class III B of SD Negeri 1 Sumber, Sumber District, Cirebon Regency.

The place of research was carried out at SD Negeri 1 Sumber. which is located in Sumber Village, Sumber District, Cirebon Regency. This research was carried out from December 2024 – August 2025. The object of research is something that is the target of research or a problem that is the center of attention in a study. In this case, the object of research is students' discipline regarding class 3B learning outcomes at SD Negeri 1 Sumber. The subjects of this research were class 3B students at SD Negeri 1 Sumber, totaling 25 children, located in Sumber Village, Sumber District, Cirebon Regency, accredited A.

RESULTS AND DISCUSSION**Results of Interview Data with Teachers**

No	Aspek yang Diamati	Pertanyaan	Jawaban
1.	Pengelolaan Lingkungan Kelas	Apakah peserta didik menjaga kebersihan kelas setiap hari?	Ya, peserta didik bergiliran piket dan menjaga kebersihan kelas. Mereka merasa bertanggung jawab terhadap lingkungan belajar mereka.
		Apakah peserta didik merasa nyaman dengan suasana kelas?	Peserta didik merasa nyaman karena ruang kelas bersih, tertata, dan dihiasi dengan karya mereka sendiri.
		Apakah peserta didik membantu menata kelas agar rapi?	Ya, mereka terlibat aktif menata meja kursi setiap minggu sesuai rotasi tempat duduk.
2.	Strategi Guru dalam Meningkatkan Disiplin Siswa	Apakah peserta didik memahami aturan yang berlaku di kelas?	Ya, karena aturan disusun bersama siswa sejak awal tahun ajaran dan ditempel di kelas.
		Apakah peserta didik menaati aturan kelas dengan baik?	Sebagian besar menaati aturan karena mereka merasa ikut memiliki aturan tersebut.
		Apakah peserta didik mendapat teguran jika melanggar aturan?	Ya, teguran bersifat mendidik seperti menulis halus atau berdiskusi dengan guru.
3.	Pengelolaan Interaksi dan Kegiatan Pembelajaran	Apakah peserta didik mendengarkan saat guru menjelaskan pelajaran?	Umumnya iya, karena pembelajaran menggunakan variasi metode seperti permainan dan diskusi untuk menarik perhatian.
		Apakah peserta didik mengikuti pembelajaran dengan tertib?	Ya, suasana kelas kondusif dan siswa menunjukkan keterlibatan aktif dalam proses belajar.
		Apakah peserta didik mengerjakan tugas tepat waktu?	Sebagian besar mengerjakan tugas tepat waktu, bahkan meminta maaf jika terlambat menyerahkan.
4.	Kepatuhan terhadap Aturan Kelas	Apakah peserta didik sering melanggar aturan kelas?	Tidak sering. Jika pun melanggar, mereka langsung menyadari dan memperbaiki sikap.
		Apakah peserta didik mudah diarahkan untuk berperilaku disiplin?	Ya, karena mereka merasa dilibatkan dan dihargai oleh guru.
		Apakah peserta didik menunjukkan perubahan sikap setelah ditegur?	Ya, setelah ditegur secara baik, peserta didik menunjukkan perbaikan perilaku dalam beberapa hari.

5.	Kedisiplinan dalam Kegiatan Pembelajaran	Apakah peserta didik melihat guru sebagai contoh disiplin?	Ya, karena guru konsisten, tepat waktu, dan menjadi teladan dalam bersikap sopan dan tegas.
		Apakah peserta didik meniru kebiasaan baik yang diajarkan guru?	Iya, peserta didik mulai meniru kebiasaan seperti datang pagi, menyapa guru, dan tertib mengikuti kegiatan.
		Apakah peserta didik lebih disiplin jika guru memberikan contoh yang baik?	Sangat terlihat, karena peserta didik termotivasi dan merasa dihargai ketika guru memberikan contoh disiplin.
6.	Sikap dan Perilaku dalam Interaksi Sosial	Apakah peserta didik menunjukkan perkembangan dalam kedisiplinan?	Ya, mereka lebih mampu mengendalikan emosi dan menyelesaikan konflik secara damai.
		Apakah peserta didik merasa aturan kelas membantu mereka belajar lebih baik?	Ya, karena dengan aturan yang jelas, suasana kelas menjadi lebih tenang dan fokus belajar meningkat.
		Apakah peserta didik lebih patuh jika diberikan penghargaan atas kedisiplinan?	Iya, peserta didik merasa dihargai saat diberi pujian atau diberi tanggung jawab sebagai bentuk penghargaan.

Data Results Interviews with students

1. First student

No	Aspek yang Diamati	Pertanyaan	Jawaban
1.	Pengelolaan Lingkungan Kelas	Apakah kamu ikut menjaga kebersihan kelas?	Iya, saya ikut piket setiap pagi
		Apakah kamu merasa nyaman belajar di kelas?	Nyaman, karena kelasnya bersih dan rapih
		Apakah kamu suka dengan tempat dudukmu di kelas?	Suka, karena bisa dekat teman baik
2.	Strategi Guru dalam Meningkatkan Disiplin Siswa	Apakah kamu pernah ditegur guru karena tidak patuh aturan? Apa yang guru katakan?	Pernah, karena saya ngobrol pas belajar, bu guru bilang saya harus diam
		Apakah kamu pernah mendapatkan pujian dari guru karena bersikap baik? Bagaimana rasanya?	Pernah, rasanya senang sekali
		Apakah kamu melihat guru selalu datang tepat waktu dan memberi contoh disiplin?	Iya, bu guru selalu datang pagi
3.	Pengelolaan Interaksi dan Kegiatan Pembelajaran	Apakah kamu mengerti penjelasan yang diberikan oleh guru?	Mengerti, karena dijelaskan dengan gambar
		Apakah kamu senang belajar di kelas bersama teman-teman?	Senang, bisa diskusi dan main kuis

		Apakah kamu merasa waktu belajar di kelas sudah cukup untuk memahami pelajaran?	Cukup, karena bu guru menjelaskan nya cukup baik
4.	Kepatuhan terhadap Aturan Kelas	Apakah kamu datang ke sekolah tepat waktu setiap hari?	Iya, karena saya mau absen di urutan kehadiran siswa yang pertama
		Apakah kamu tahu aturan yang harus dipatuhi di kelas?	Tahu, seperti tidak boleh bicara saat guru mengajar
		Apakah kamu pernah melihat teman yang melanggar aturan? Apa yang terjadi?	Pernah, dan dia disuruh menulis halus
5.	Kedisiplinan dalam Kegiatan Pembelajaran	Apakah kamu selalu mendengarkan guru saat sedang mengajar?	Iya, karena pelajarannya seru apalagi kalau ada game nya
		Apakah kamu mengerjakan tugas yang diberikan oleh guru?	Iya, saya selalu kerjakan di rumah
		Apakah kamu tetap duduk tenang saat belajar di kelas?	Iya, supaya tidak dimarahi
6.	Sikap dan Perilaku dalam Interaksi Sosial	Apakah kamu berbicara dengan sopan kepada guru dan teman?	Iya, karena diajarkan begitu
		Apakah kamu menunggu giliran sebelum berbicara di kelas?	Iya, angkat tangan dulu
		Apakah kamu mau bekerja sama dengan teman saat ada tugas kelompok?	Iya, saya suka kerja kelompok

2. Second student

No	Aspek yang Diamati	Pertanyaan	Jawaban
1.	Pengelolaan Lingkungan Kelas	Apakah kamu ikut menjaga kebersihan kelas?	Kadang-kaadang kalau disuruh guru
		Apakah kamu merasa nyaman belajar di kelas?	Nayaman, banyak hiasan kelas
		Apakah kamu suka dengan tempat dudukmu di kelas?	Suka, bisa lihat papan tulis jelas
2.	Strategi Guru dalam Meningkatkan Disiplin Siswa	Apakah kamu pernah ditegur guru karena tidak patuh aturan? Apa yang guru katakan?	Pernah, karena lupa bawa PR, bu guru bilang harus bertanggung jawab
		Apakah kamu pernah mendapatkan pujian dari guru karena bersikap baik? Bagaimana rasanya?	Pernah, jadi lebih semangat lagi
		Apakah kamu melihat guru selalu datang tepat waktu dan memberi contoh disiplin?	Iya, bu guru tidak pernah terlambat
3.	Pengelolaan Interaksi dan Kegiatan Pembelajaran	Apakah kamu mengerti penjelasan yang diberikan oleh guru?	Mengerti, bu guru sabar jika menjelaskan ulang
		Apakah kamu senang belajar di kelas bersama teman-teman?	Senang teman-temannya baik

		Apakah kamu merasa waktu belajar di kelas sudah cukup untuk memahami pelajaran?	Kadang kurang kalau pelajarannya susah
4.	Kepatuhan terhadap Aturan Kelas	Apakah kamu datang ke sekolah tepat waktu setiap hari?	Kadang telat karena bangun kesiangkan
		Apakah kamu tahu aturan yang harus dipatuhi di kelas?	Tahu, sudah ditempel di dinding kelas
		Apakah kamu pernah melihat teman yang melanggar aturan? Apa yang terjadi?	Pernah, langsung ditegur bu guru
5.	Kedisiplinan dalam Kegiatan Pembelajaran	Apakah kamu selalu mendengarkan guru saat sedang mengajar?	Kadang ngantuk kalau pelajaran yang susah
		Apakah kamu mengerjakan tugas yang diberikan oleh guru?	Pernah lupa, tapi saya langsung minta maaf
		Apakah kamu tetap duduk tenang saat belajar di kelas?	Kadang berdiri kalau bosan
6.	Sikap dan Perilaku dalam Interaksi Sosial	Apakah kamu berbicara dengan sopan kepada guru dan teman?	Iya, bu guru selalu mengingatkan
		Apakah kamu menunggu giliran sebelum berbicara di kelas?	Kadang potong bicara
		Apakah kamu mau bekerja sama dengan teman saat ada tugas kelompok?	Iya, walau kadang teman saya malas

3. Third student

No	Aspek yang Diamati	Pertanyaan	Jawaban
1.	Pengelolaan Lingkungan Kelas	Apakah kamu ikut menjaga kebersihan kelas?	Iya, karena sudah jadwalnya
		Apakah kamu merasa nyaman belajar di kelas?	Nyaman karena tidak berisik duduk didepan
		Apakah kamu suka dengan tempat dudukmu di kelas?	Suka, satu minggu sekali tempatnya diganti
2.	Strategi Guru dalam Meningkatkan Disiplin Siswa	Apakah kamu pernah ditegur guru karena tidak patuh aturan? Apa yang guru katakan?	Tidak pernah
		Apakah kamu pernah mendapatkan pujian dari guru karena bersikap baik? Bagaimana rasanya?	Pernah, saya jadi semangat belajar
		Apakah kamu melihat guru selalu datang tepat waktu dan memberi contoh disiplin?	Iya, bu guru masuk kelas sebelum bel
3.	Pengelolaan Interaksi dan Kegiatan Pembelajaran	Apakah kamu mengerti penjelasan yang diberikan oleh guru?	Kadang bingung kalau pelajaran sulit
		Apakah kamu senang belajar di	Senang apalai waktu belajar

		kelas bersama teman-teman?	kelompok
		Apakah kamu merasa waktu belajar di kelas sudah cukup untuk memahami pelajaran?	Cukup, bisa tanya ke bu guru kalau belum paham
4.	Kepatuhan terhadap Aturan Kelas	Apakah kamu datang ke sekolah tepat waktu setiap hari?	Iya, saya selalu datang pagi kadang urutan ke 2 atau 3
		Apakah kamu tahu aturan yang harus dipatuhi di kelas?	Tahu, semua karena ikut buat aturannya
		Apakah kamu pernah melihat teman yang melanggar aturan? Apa yang terjadi?	Pernah, dia diajak bicara sama bu guru
5.	Kedisiplinan dalam Kegiatan Pembelajaran	Apakah kamu selalu mendengarkan guru saat sedang mengajar?	Iya karena saya duduk di depan
		Apakah kamu mengerjakan tugas yang diberikan oleh guru?	Iya, saya suka kalau tugasnya menggambar
		Apakah kamu tetap duduk tenang saat belajar di kelas?	Iya, apalagi saat pelajaran favorit
6.	Sikap dan Perilaku dalam Interaksi Sosial	Apakah kamu berbicara dengan sopan kepada guru dan teman?	Iya, saya tidak pernah kasar
		Apakah kamu menunggu giliran sebelum berbicara di kelas?	Iya, karena aturan kelas begitu
		Apakah kamu mau bekerja sama dengan teman saat ada tugas kelompok?	Iya, kita bagi tugasnya

4. Forth student

No	Aspek yang Diamati	Pertanyaan	Jawaban
1.	Pengelolaan Lingkungan Kelas	Apakah kamu ikut menjaga kebersihan kelas?	Iya, saya suka membersihkan papan tulis
		Apakah kamu merasa nyaman belajar di kelas?	Nyaman, tempat duduknya enak
		Apakah kamu suka dengan tempat dudukmu di kelas?	Suka, dekat dengan guru
2.	Strategi Guru dalam Meningkatkan Disiplin Siswa	Apakah kamu pernah ditegur guru karena tidak patuh aturan? Apa yang guru katakan?	Pernah, karena terlambat, bu guru bilang besok harus lebih pagi
		Apakah kamu pernah mendapatkan pujian dari guru karena bersikap baik? Bagaimana rasanya?	Pernah, saya dipuji waktu bantu teman menjawab
		Apakah kamu melihat guru selalu datang tepat waktu dan memberi contoh disiplin?	Iya, bu guru cukup disiplin
3.	Pengelolaan Interaksi dan Kegiatan Pembelajaran	Apakah kamu mengerti penjelasan yang diberikan oleh guru?	Mengerti, karena dijelaskan pelan-pelan jika belum mengerti
		Apakah kamu senang belajar di	Tidak terlalu, kadang ada

		kelas bersama teman-teman?	teman yang rebut
		Apakah kamu merasa waktu belajar di kelas sudah cukup untuk memahami pelajaran?	Kurang, karena banyak yang ribut
4.	Kepatuhan terhadap Aturan Kelas	Apakah kamu datang ke sekolah tepat waktu setiap hari?	Iya, takut dimarahi bu guru
		Apakah kamu tahu aturan yang harus dipatuhi di kelas?	Tahu, bu guru sering mengingatkan
		Apakah kamu pernah melihat teman yang melanggar aturan? Apa yang terjadi?	Iya, teman saya diminta untuk menulis dibuku halus
5.	Kedisiplinan dalam Kegiatan Pembelajaran	Apakah kamu selalu mendengarkan guru saat sedang mengajar?	Iya, takut ketinggalan materi
		Apakah kamu mengerjakan tugas yang diberikan oleh guru?	Iya, saya selalu kumpulkan tepat waktu
		Apakah kamu tetap duduk tenang saat belajar di kelas?	Tidak selalu, tapi saya berusaha
6.	Sikap dan Perilaku dalam Interaksi Sosial	Apakah kamu berbicara dengan sopan kepada guru dan teman?	Kalau ke guru iya, kalau ke teman kadang
		Apakah kamu menunggu giliran sebelum berbicara di kelas?	Tidak selalu, saya suka buru-buru
		Apakah kamu mau bekerja sama dengan teman saat ada tugas kelompok?	Kadang susah, temannya tidak mau kerja

5. Fifth student

No	Aspek yang Diamati	Pertanyaan	Jawaban
1.	Pengelolaan Lingkungan Kelas	Apakah kamu ikut menjaga kebersihan kelas?	Tidak selalu, tapi saya bantu kalau lihat sampah
		Apakah kamu merasa nyaman belajar di kelas?	Kadang tidak nyaman kalau ribut
		Apakah kamu suka dengan tempat dudukmu di kelas?	Tidak suka, karena kadang kena sinar matahari didekat jendela
2.	Strategi Guru dalam Meningkatkan Disiplin Siswa	Apakah kamu pernah ditegur guru karena tidak patuh aturan? Apa yang guru katakan?	Iya, saya ditegur karena main saat guru menjelaskan
		Apakah kamu pernah mendapatkan pujian dari guru karena bersikap baik? Bagaimana rasanya?	Belum pernah, tapi saya ingin diberi pujian
		Apakah kamu melihat guru selalu datang tepat waktu dan memberi contoh disiplin?	Kadang kalau bu guru ada kesibukan lain jadi datang sedikit terlambat
3.	Pengelolaan Interaksi dan Kegiatan	Apakah kamu mengerti penjelasan yang diberikan oleh guru?	Iya, apalagi saat dojelaskan lewat permainan

	Pembelajaran	Apakah kamu senang belajar di kelas bersama teman-teman?	Senang banget, apalagi kalau ssambil permainan
		Apakah kamu merasa waktu belajar di kelas sudah cukup untuk memahami pelajaran?	Cukup, terbantu pas ada alat peraga
4.	Kepatuhan terhadap Aturan Kelas	Apakah kamu datang ke sekolah tepat waktu setiap hari?	Kadang terlambat, tapi saya langsung masuk kelas
		Apakah kamu tahu aturan yang harus dipatuhi di kelas?	Tahu sebagian, saya lihat dari teman
		Apakah kamu pernah melihat teman yang melanggar aturan? Apa yang terjadi?	Iya, tapi bu guru menasehati dengan baik
5.	Kedisiplinan dalam Kegiatan Pembelajaran	Apakah kamu selalu mendengarkan guru saat sedang mengajar?	Kadang tidak, kalau temannya ngajak ngobrol
		Apakah kamu mengerjakan tugas yang diberikan oleh guru?	Kadang saya kerjakan di sekolah
		Apakah kamu tetap duduk tenang saat belajar di kelas?	Tergantung pelajarannya, kalau seru ya tenang
6.	Sikap dan Perilaku dalam Interaksi Sosial	Apakah kamu berbicara dengan sopan kepada guru dan teman?	Iya, apalagi ke bu guru
		Apakah kamu menunggu giliran sebelum berbicara di kelas?	Iya, supaya tidak dimarahi
		Apakah kamu mau bekerja sama dengan teman saat ada tugas kelompok?	Iya, apalagi kalau teman saya aktif

3B Class Management Strategy Planning at SDN 1 Sumber, Classroom management strategy planning is an important foundation in creating an orderly and comfortable learning environment. The class 3B teacher at SDN 1 Sumber, Mrs. Ellys Sumiyati, prepared a class plan based on an analysis of student characteristics, social dynamics in the class, and the need to strengthen disciplinary character. In the interview, the teacher said that planning begins with participatory preparation of class rules: This is in accordance with the interview conducted on the teacher interview instrument sheet regarding the teacher's strategy aspect in improving student discipline: "Before the school year starts, I first prepare the basic rules in the class, including sanctions. But usually I discuss them first with the children so that they feel involved." (Interview, Class 3B Teacher, June 10 2024). This planning also considers the physical environment of the classroom, such as flexible seating, reading corners, and educational visual decorations that support a conducive learning atmosphere. Teachers also prepare daily schedules and picket rules as part of the discipline routine. Research by (Yantoro, 2020:19), also shows that systematic classroom management planning and involving students has a positive impact on disciplinary attitudes. Another positive strategy is a photo sequence-based attendance system, where students who arrive early have the opportunity to put their photo in the top position. The teacher explained: "The children are fighting to come early so that the photo is at the top. I use that to train them to be responsible about time." This shows that teachers design intrinsic reinforcement to foster discipline motivation. This planning is not only administrative in nature, but also reflects systematic efforts to build a classroom culture that supports character growth. Teachers always carry out routine evaluations through reflection and behavior notes, as well as adapting strategies flexibly to improve classroom management every year.

Classroom Management Strategies Applied by Class 3B Teachers, Classroom management strategies implemented by teachers include five main aspects, namely physical management, time management, behavior management, instructional strategies, and interpersonal interaction. From the results of classroom management observations for teachers, all aspects such as classrooms are neatly arranged, clean and attractive. The walls are decorated with student work, schedules, and class rules. Teachers understand the importance of learning spaces that motivate and support student engagement. Teachers use time efficiently by dividing learning time into clear sessions, and using nonverbal cues such as the sound of small bells and applause. During observation, students immediately responded to the teacher's cues without needing to be verbally reprimanded. This strategy is in line with the results of research by (Yantoro, 2020:19), which states that the use of signals and routines helps maintain class stability and minimize disruption. In terms of behavior management, teachers avoid stressful punishments. Instead, he uses a reflective approach. Students who violate are asked to write promises or thoughts in a soft book. A student said, "I was once asked to write because I was chatting while studying. Now I remember it all the time, so I don't repeat it." These results are in accordance with the student interview instrument sheet on the aspect of compliance with class rules. The teacher emphasized that this approach fosters awareness, not fear. Class 3B teachers apply humanistic strategies, namely by providing positive role models, empathetic communication, and positive reinforcement for good behavior. Strategies such as giving responsibility to students, selecting group leaders, and reward systems are used to establish discipline. As the teacher said: "I usually entrust children who show a disciplined attitude to be group leaders. That makes them enthusiastic." These results were obtained through interview instruments for teachers on aspects of managing interactions and learning activities.

The Impact of Classroom Management on Improving Student Discipline. The impact of classroom management can be seen significantly in changes in student behavior. Based on the results obtained through student discipline observation instruments on the aspect of complying with class rules, 90% of students attend on time every day. The attendance photo sequence board is a strong motivation for students. They feel proud if they are at the top and have the opportunity to become group leader. The teacher stated: "If someone always comes on time and has a good attitude, I usually give them confidence, for example to become a group leader or something." These results were obtained through interview instruments for teachers on aspects of managing interactions and learning activities. Apart from attendance, students show discipline in listening to lessons, completing assignments, and being polite when interacting. This statement is in accordance with the results of the student discipline observation instrument on aspects of social interaction attitudes and behavior. They don't easily disturb friends, sit orderly, and complete assignments on time. A light sanction in the form of writing in a soft book is an effective reminder. From the documentation results, it can be seen that the quality of learning ethics and student involvement in every class activity has increased. This strategy also forms self-control in social interactions. Conflicts between students are reduced. In the interview, the teacher stated, "Students are now calmer when there is a problem. They can say 'ma'am, I'm not comfortable sitting with A, can I change places?' That's progress for me." Students learn to express their needs assertively, not through anger or disruptive behavior. These results are obtained through teacher interviews on aspects of managing interactions and learning activities. However, now student seating has changed to individual seating and is rotated every week by the teacher. This is reinforced by the student's explanation in his interview regarding the aspect of compliance with

class rules: "If you break it, you won't be allowed to play, so I try to obey the rules." (Student Interview, June 11, 2024). Research by (Bella Puspita Sari, 2017:21) supports this result, that good classroom management makes a major contribution to improving student discipline.

CONCLUSION

Based on the research results and discussions that have been conducted, it can be concluded that the Class 3B teacher at SDN 1 Sumber, Mrs. Ellys Sumiyati, has carried out a thorough planning of classroom management strategies. The planning includes the preparation of class rules made with students, rotating seating arrangements, arranging a conducive physical classroom environment, and strategies for building positive relationships with students. In addition, the teacher also prepared a reward and punishment system and efficient time management. All of this planning aims to create an orderly classroom atmosphere and support increased student discipline. In implementing classroom management, the teacher applies several strategies such as a humanistic approach in communication, the use of varied learning methods, and consistency in enforcing rules. The teacher also pays attention to individual student needs, provides motivation, and creates positive interactions. These strategies include physical classroom management, time management, student behavior management, instructional strategies, and effective interactions between teachers and students. Good classroom management has a positive impact on improving the discipline of Class 3B students. This is evident in the increase in student attendance, active participation in learning, compliance with class rules, and a responsible attitude in completing assignments. In addition, students showed progress in learning independence and were able to control their emotions well during the learning process.

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