

# Academia Open



*By Universitas Muhammadiyah Sidoarjo*

**Table Of Contents**

<b>Journal Cover</b> .....	1
<b>Author[s] Statement</b> .....	3
<b>Editorial Team</b> .....	4
<b>Article information</b> .....	5
Check this article update (crossmark) .....	5
Check this article impact .....	5
Cite this article.....	5
<b>Title page</b> .....	6
Article Title .....	6
Author information .....	6
Abstract .....	6
<b>Article content</b> .....	7

**Originality Statement**

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

**Conflict of Interest Statement**

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

**Copyright Statement**

Copyright  Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licenses/by/4.0/legalcode>

**EDITORIAL TEAM**

**Editor in Chief**

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

**Managing Editor**

Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan

**Editors**

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia

Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia

Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia

M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia

Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

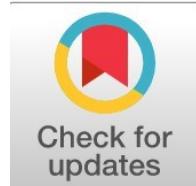
Complete list of editorial team ([link](#))

Complete list of indexing services for this journal ([link](#))

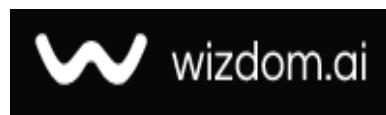
How to submit to this journal ([link](#))

## Article information

**Check this article update (crossmark)**



**Check this article impact (\*)**



**Save this article to Mendeley**



(\*) Time for indexing process is various, depends on indexing database platform

# **Obstacle in Elementary Education Classroom Management Barriers in Managing Elementary School Classrooms**

**Rizqiatin Rosa, rizqiatinrosa@gmail.com (\*)**

*Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*

**Nur Annisa Istifarin, annisafarin30@gmail.com**

*Program Studi Magister Ilmu Hadis, Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia*

(\*) Corresponding author

## **Abstract**

**General Background:** Classroom management is central to the success of learning processes, particularly in elementary education where learners undergo social, emotional, and moral development. **Specific Background:** Managing classroom dynamics and sustaining student engagement are complex in primary schooling because rule recognition, peer interaction, and discipline formation are still developing. **Knowledge Gap:** Although classroom management strategies are widely discussed, research detailing contextual obstacles in primary education remains limited and often prioritizes solution-oriented training without sufficiently examining underlying causes of management failure. **Aims:** This study identifies and analyzes obstacles in elementary classroom management and formulates conceptual recommendations for a conducive, productive, and sustainable learning environment. **Results:** Using a descriptive qualitative library research approach, the study finds that obstacles are multidimensional, stemming from teacher-related conditions (e.g., authoritarian leadership, monotonous instruction, limited knowledge, weak teacher-student rapport), student-related conditions (e.g., inconsistent behavior, low task responsibility, rule-breaking), family environment (parenting styles shaping discipline and motivation), and learning facilities (limited space, overcrowding, inadequate learning media and tools). These conditions reduce learning quality and contribute to less conducive classroom situations. **Novelty:** The article consolidates a contextual, factor-based mapping of primary education classroom management obstacles and aligns them with categorized handling domains (teacher authority, school authority, and issues requiring wider stakeholder involvement). **Implications:** Preventive, corrective, and curative actions—supported by collaboration among teachers, schools, committees, and parents—are indicated as essential pathways for addressing obstacles and guiding policy and strategy formulation in elementary education.

## **Highlights:**

- Obstacles originate from teacher-related conditions, learner conduct, family environment, and school facilities.
- These obstacles contribute to less conducive learning situations and reduced learning quality.
- Handling pathways include preventive action, corrective action, curative action, and coordination with school committees and parents.

**Keywords:** Classroom Management, Elementary Education, Teacher Factors, Student Behavior, Learning Facilities

Published date: 2026-01-06

## Introduction

Education is one of the fundamental aspects that forms the foundation of human resource development and the progress of a nation. There are three elements that form the basis for educational activities, particularly in the school environment. The first element is that education serves as a goal to be achieved, which includes the development and skills of children. The second element is that education is an intentional and planned effort, especially in determining learning materials, teaching strategies, and assessment techniques. The third element is that the educational process takes place in an environment that has been prepared in advance.[1] The classroom is the main arena in the education process, serving as the place where learning interactions between teachers and students take place. Therefore, classroom management becomes an important factor that determines how effectively the learning process can occur. Classroom management is a crucial aspect of learning activities, where it is one of the skills that teachers must possess to understand, diagnose, make decisions, and take actions toward improving the dynamic classroom environment.[2] The goal of classroom management is nothing other than to create a conducive and effective learning environment. Therefore, the success of the learning process often depends on the teacher's ability to manage classroom dynamics and maintain student engagement during learning activities.

This condition becomes more complex when applied to the context of primary education, where students are in a phase of complex social, emotional, and moral development. At this age, they begin to learn to recognize rules, interact with peers, and understand the values of discipline.[3] Therefore, the role of the teacher is not only to teach but also to guide and manage student behavior. However, in practice, classroom management often faces various obstacles. These obstacles can arise from various factors such as the teacher, students, family, and facilities. Factors from the teacher include insufficient knowledge in managing the class, factors from students include low awareness in fulfilling their tasks and responsibilities, factors from family include behaviors that are imitated by students, poor parenting styles that can also affect students in learning activities, as well as facility factors such as inadequate facilities provided and limited learning aids, which further worsen classroom management conditions. A case study at elementary schools in SLB Yapenas shows that the classroom management implemented is still not optimal due to limited infrastructure available at the school, limited classroom space, and seating arrangements management.[4]

Similar results were also found, showing that teachers' low skills in classroom management significantly contribute to increased deviant behavior and decreased student learning motivation. Without effective classroom management, it will be difficult for teachers to carry out disciplined learning.[5] Thus, from the results of this study, it is clearly seen that there is a correlation between teachers' skills in managing the classroom and the level of discipline among elementary school students. Meanwhile, research conducted at Madang Jaya Private Elementary School shows that the main challenges in classroom management stem from the limited learning media used by teachers during lessons, inadequate classroom conditions such as cracked walls (furniture that is no longer suitable for use, school roofs beginning to deteriorate), as well as inconsistency in implementing classroom discipline. This study emphasizes that the quality of physical facilities and the support of the school environment have a direct impact on the effectiveness of classroom management.[6]

Furthermore, Khotimah and Sukartono also explained that in thematic learning, classroom management obstacles often arise due to the lack of variety in teachers' strategies in adapting cross-theme learning. Teachers still tend to use traditional approaches that emphasize lectures, limiting students' active participation in learning.[7] This study emphasizes that variations in teachers' use of teaching strategies are one of the important factors in classroom learning. The findings indicate that obstacles in classroom management are multidimensional, encompassing internal factors such as teacher competence and student behavior, as well as external factors such as policy support, facilities, and school culture. If these obstacles are not promptly and properly addressed, they will lead to an unconducive classroom environment and disrupt learning activities, making it difficult to achieve learning objectives.

However, although several studies have discussed strategies and the effectiveness of classroom management, research on empirical obstacles in the context of primary education is still limited. Most studies focus on solution-oriented approaches based on teacher training without thoroughly examining the factors that cause classroom management failures. Therefore, research that examines classroom management barriers contextually, taking into account socio-cultural factors and primary education infrastructure, is needed. Accordingly, this study is important to provide a more comprehensive understanding of the obstacles faced by primary school teachers in classroom management. Through the identification of inhibiting factors such as limitations in facilities and infrastructure, lack of professional training, low student awareness, and the influence of the family environment, this research is expected to serve as a basis for the formulation of policies and strategies to improve the quality of learning in elementary schools. Explicitly, the purpose of this article study is to identify and analyze various obstacles in classroom management at the elementary education level, as well as to develop conceptual recommendations that can assist teachers in creating a conducive, productive, and sustainable learning environment.

## Method

This study applies a descriptive qualitative method with a library research approach. Qualitative methods are understood as a scientific approach aimed at revealing various phenomena through a comprehensive description of data and facts in verbal form related to the subject being studied.[8] In literature review research, there are at least four main characteristics that authors must pay attention to, namely: First, the author or researcher interacts directly with texts (nash) or numerical data, not with direct field experience. Second, library data is "ready to use," meaning the researcher does not go directly to the field because they deal directly with data sources available in the library. Third, library data is usually a secondary source, which means the researcher obtains materials or data from a secondary source, not original data from direct field observations. Fourth, the conditions of library data are not limited by space and time.[9] The data analysis process in library

research is a series of systematic stages to trace and manage data from various sources, both primary and secondary. This technique is implemented through activities such as organizing data, presenting detailed information, performing synthesis, arranging patterns, and formulating conclusions.[10] This method is operationalized through comprehensive data collection stages from primary and secondary literature sources. Primary data refers to the main information obtained directly from the research subjects or first-hand sources. This data is authentic, objective, and reliable, so it can be used as a basis for solving a research problem.[11] Primary sources include books, scholarly journal articles related to research, etc. Meanwhile, secondary data refers to data that is not obtained directly from the subjects or main sources of research. The existence of secondary data serves as a complement and reinforcement for the primary data that has been collected.[11] Secondary data includes other relevant contemporary academic works (as secondary sources).

## Results and Discussion

### A. Barriers in Classroom Management

Classroom management consists of two terms, namely management and class. The word management comes from the English term 'management,' which means the process of managing various resources optimally to achieve certain goals. This management includes supervisory activities over all aspects related to the implementation of policies and the realization of learning objectives. The term class is generally understood as a group of students who study at the same time and are guided by the same teacher. Thus, classroom management can be understood as an effort to create conditions or a learning environment that is conducive so that all students in the class can participate in the learning process effectively and efficiently at the same time under the guidance of the same teacher.[12]

Classroom management has the primary goal of organizing learning activities while also creating a conducive learning environment throughout the learning process. Elementary school is the initial stage in the formal education system in Indonesia, with students typically aged between 6 and 12 years. According to the National Education System Law Number 20 of 2001, Article 17, basic education serves as a foundation for secondary education. From a developmental psychology perspective, this age stage falls within the late childhood phase, which is the transition period from childhood to adolescence. At this stage, children tend to spend a lot of time playing, learning to live alongside their peers, and beginning to develop the ability to adapt to their social environment. Therefore, teachers are required to be able to implement appropriate approach strategies and manage the classroom effectively during the learning process.[13]

However, classroom management in elementary schools will not always run smoothly; there are several obstacles arising from various factors that can hinder the implementation of classroom management, impacting the class's condition to become less effective and efficient, making it more difficult to achieve learning outcomes and educational goals. Some obstacles in classroom management come from several factors, as follows:

1. Teacher Factors Teachers, as classroom managers, are required to optimize the management of learning. However, there are still several problems originating from the educators themselves due to the complexity of the tasks they carry. Educators are not only responsible for teaching but also for several other duties. For instance, absences due to official assignments or administrative affairs. In addition, teachers also have responsibilities within the classroom. According to Indonesian Law No. 14 of 2005, an educator has the responsibility to educate, teach, guide, provide direction, train, assess, and evaluate students. Obstacles arising from teacher-related factors, such as:[14]
  - a. Teachers with an authoritarian leadership style. Teachers with an authoritarian leadership style in managing learning activities will foster passive and aggressive attitudes in students. These student attitudes can create an unhealthy learning environment and become a source of problems in classroom management.
  - b. A monotonous teaching and learning format. A monotonous teaching and learning format can create a boring atmosphere for students. A lack of variety in the teaching and learning format can lead to students feeling bored, frustrated, and disappointed.
  - c. Teacher's personality. A successful teacher is one who can create a learning environment with a pleasant emotional atmosphere. Where the teacher is warm, fair, flexible, and just.
  - d. Teacher knowledge. The level of a teacher's knowledge about effective classroom management, whether theoretical or practical experience, will affect classroom management.
  - e. The low level of closeness between teachers and their students in the classroom. To facilitate classroom management, teachers need to have a good rapport with their students because with this closeness, teachers can better understand the character of each student in their class. Additionally, if teachers are close to their students, students will automatically develop a sense of belonging and a sense of responsibility toward their teacher, the class, and the learning process. However, if the closeness between students and teachers is lacking, it will automatically trigger students to feel irresponsible toward themselves, their teacher, the class, and their learning.[15]
2. Student Factors Students are part of the class who experience a sense of togetherness, which is an important factor in creating an active and lively classroom atmosphere. Therefore, students need to feel accepted by their class in order to participate in various class activities. [16] Barriers originating from students include inconsistent behavior during the learning process, difficulty focusing, and breaking classroom rules. The attitudes of students vary. These attitudes can be

influenced by each student's background, including economic, social, and family environment aspects. Low student awareness of fulfilling their duties and rights as class members is a major factor in the challenges of classroom management.[15]

3. Family Factors Families play an important role in shaping a child's behavior and character, including in learning activities at school. The parenting style adopted by parents can have a significant impact, such as an overly protective parenting style that makes children heavily dependent on their parents, making it difficult for them to face challenges at school and be independent. In addition, permissive parenting, which gives children too much freedom without clear boundaries, can make it difficult for children to understand responsibility and discipline, ultimately hindering teaching and learning activities. Furthermore, a parenting style that overly controls every aspect of a child's life tends to result in the child having low self-confidence and low initiative. On the other hand, a parenting style that always indulges a child's wishes can make the child less appreciative of rules and tend to be egocentric. Not only that, parents' overly high ambitions for their child without considering the child's abilities can make the child feel burdened and lose motivation to learn. However, wise parents who accept and appreciate their child's strengths and weaknesses can create a positive atmosphere that supports the child's proper and optimal development. Students' behavior in the classroom reflects the condition of their family. Therefore, it is important to have a good cooperative relationship between the school and the family to create harmony between the situations and demands in the family environment and at school.[15]
4. Facility Factor Facilities are everything that supports the smoothness and success of teaching and learning activities, including learning media, teaching tools, and so on. Learning facilities include the infrastructure and resources needed for learning, not just buildings. [17] Ahmad Rohani describes obstacles based on facility factors, including the large number of students in the class, which is not balanced with the limited size of the classroom, and the inadequate availability of tools to meet students' needs.[18]

## B. Efforts to Overcome Barriers in Classroom Management

Essentially, classroom management aims for each student to be able to work in an orderly manner in order to achieve learning objectives effectively and efficiently. To ensure learning activities run in an organized, smooth manner and are free from various obstacles that may result in teaching stagnation, poorly conducted learning activities, lack of understanding of the material, inappropriate use of methods, and other potential issues, concrete efforts are needed to address these matters.[19] The things that can be done by teachers include using several principles such as conducting learning activities in a warm and enthusiastic manner, using teaching methods or strategies, learning tools/media, and varied interaction patterns, emphasizing positive aspects to students, and instilling self-discipline.[20] In addition to these principles, there are actions taken to overcome obstacles related to classroom management through preventive, corrective, and curative measures, as well as collaborating with the school and committee.

1. Taking Preventive or Precautionary Actions Preventive actions are carried out before any deviations occur in order to avoid disruptions in classroom learning activities. Teachers need to identify potential problems arising from either individual or group student behavior, instill a sense of discipline, and create an atmosphere of mutual respect among students. Pre-learning activities are also important to focus students' attention on the material to be taught, thereby reducing the potential for disruptions, giving warnings for student actions that could cause commotion in the classroom, and preventing an unconducive classroom situation. Additionally, teachers should provide an understanding of the importance of discipline and establish clear rules to help students control their behavior. Firmness is very necessary for teachers in handling any deviant behavior exhibited by students. John W. Santrock argues that a firm attitude is the best way to deal with existing problems.[21]
2. Taking Corrective Action When deviations occur, corrective action is necessary to address existing problems. Teachers should find out the cause of the violation and provide educational consequences, not just punishment. In this way, students learn from their mistakes, are deterred, and prevent other students from repeating similar actions. In addition, teachers also need to supervise student behavior and provide guidance to ensure that violations do not happen again. Teachers can also monitor student progress through evaluation books so that students feel they are under teacher supervision and assessment. This action aims to maintain a conducive classroom environment.[14]
3. Taking Curative Action Curative action focuses on correcting deviant behavior. Teachers should take an approach that supports and motivates students to behave better. Teachers also need to identify the causes of such behavior, and occasionally, they may ask students who show indifferent attitudes towards learning directly. Furthermore, teachers can make the classroom atmosphere more enjoyable through interactive learning methods. [21]
4. Cooperating with the School and the Committee The success of classroom management also depends on cooperation between teachers, the school, and the school committee. The school committee plays an important role as stated in the Ministry of National Education Decree No. 044/U/2002, namely as an advisory agency, a supporting agency for educational service activities, a controlling agency for educational service activities, and a mediating agency serving as a communication link between the community and the government.[22] Involving students' parents and committee members in the educational process can provide additional support in addressing issues in the classroom. Positive communication among all parties involved helps ease the teacher's burden in overcoming existing obstacles. This cooperation is important for creating a better learning environment and supporting the overall development of students.

## C. Categories of Handling Obstacles in Classroom Management

1. Problems in Teacher Authority There are several classroom management issues that fall within the teacher's scope of authority. This means that teachers who are conducting learning activities are required to be able to create, monitor, and restore a positive learning environment if disruptions occur. As a result, students have the opportunity to gain the maximum benefit from the learning activities they participate in. Examples include arranging students' seating according to the learning format, reprimanding students who fight during class, mediating conflicts between students, and reporting students' violations of school rules, after giving them a warning, to the school principal or the students' parents.[1]
2. Problems in School Authority In reality, there are obstacles in classroom management that fall under the authority of the school and are beyond the classroom teacher's ability to handle. These problems need to be addressed by the school as an educational institution. There may even be management issues that cannot be solved by a single educational institution alone but require joint handling among schools.[2] Such as fair division of classroom space for each grade level, organizing the flag ceremony every Monday, reprimanding students who are always late for the flag ceremony, reminding students who do not wear the school uniform properly, giving stern warnings to students who smoke in class or at school and engage in other negative behaviors, and mediating students if disputes occur between schools.
3. Problems Beyond the Authority of Teachers and Schools There are also management issues that are beyond the reach of teachers and schools, which require the involvement of other parties such as parents and community institutions. These problems include the role of parents in shaping good behavior at home, providing a safe and healthy environment for student activities, addressing issues such as watching age-inappropriate movies, causing disturbances on the street, school fights, and criminal acts like theft.[1]

## Conclusion

Classroom management in elementary schools will not always run smoothly; there are various obstacles that will be encountered, originating from factors related to teachers, students, families, and facilities. These obstacles can hinder the implementation of classroom management, which impacts the classroom situation, making it less effective and efficient, thus making it more difficult to achieve learning outcomes and educational goals. To overcome obstacles in classroom management, preventive, corrective, and curative actions, as well as cooperation with the school and committee, need to be carried out. Preventive actions involve measures to prevent problems, corrective actions address violations, curative actions aim to correct deviant behavior, and cooperation with the school and committee includes parents. This cooperation is important to create a better learning environment and support the overall development of students. Handling obstacles in classroom management can be categorized into issues that fall under the teacher's authority, the school's authority, and outside the control of both the teacher and the school. Each category requires a different approach to achieve an effective solution.

## References

1. M. Astrini, A. Syafrina, and Nurmasyita, "Hambatan-Hambatan Yang Dihadapi Guru Dalam Pengelolaan Kelas Di SD Negeri 71 Banda Aceh," *Elem. Educ. Res.*, vol. 2, no. 1, pp. 7–14, 2017, doi: 10.24815/primary.v2i1.7010.
2. M. Nugraha, "Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran," *Tarbawi J. Keilmuan Manaj. Pendidik.*, vol. 4, no. 1, pp. 27–44, 2018, doi: 10.32678/tarbawi.v4i01.1769.
3. S. Setiana and E. I. Eliasa, "Karakteristik Perkembangan Fisik, Kognitif, Emosi Sosial, Dan Moral Pada Anak Usia Sekolah Dasar (7–12 Tahun)," *J. Hum. Educ.*, vol. 4, no. 6, pp. 127–138, 2024, doi: 10.31004/jh.v4i6.1742.
4. F. O. Sulistyaningsih, "Studi Kasus Tentang Manajemen Kelas Dalam Proses Pembelajaran Anak Autis Kelas 5 SD Di SLB Yapenas Yogyakarta," *Jurnal Ilm. Mhs. Widia Ortodidaktika*, vol. 4, no. 1, pp. 1–8, 2015. [Online]. Available: <https://journal.student.uny.ac.id/plb/article/view/5417>
5. W. Wulandari, A. S. G. N. Agnia, E. Jannatin, S. N. Azizah, and D. Rostika, "Pengaruh Keterampilan Guru Dalam Mengelola Kelas Terhadap Tingkat Kedisiplinan Siswa Di Sekolah Dasar," *J. Pendidik. Guru Sekol. Dasar*, vol. 1, no. 2, pp. 1–12, 2023, doi: 10.47134/pgsd.v1i2.217.
6. F. Kristina, Wakidi, and N. A. Jamal, "Kendala-Kendala Manajemen Pengelolaan Kelas Dalam Proses Pembelajaran Di Sekolah Dasar Swasta (Studi Analisis Di SD Swasta Madang Jaya)," *IEMJ Islam. Educ. Manag. J.*, vol. 2, no. 2, pp. 45–53, 2023. [Online]. Available: <https://journal.almaarif.ac.id/index.php/iemj/article/view/214>
7. A. K. Khotimah and Sukartono, "Strategi Guru Dalam Pengelolaan Kelas Pada Pembelajaran Tematik Di Sekolah Dasar Annisa," *J. Basicedu*, vol. 6, no. 3, pp. 4794–4801, 2022, doi: 10.31004/basicedu.v6i3.2940.
8. F. R. Fiantika et al., *Metodologi Penelitian Kualitatif*. Padang, Indonesia: PT Global Eksekutif Teknologi, 2022.
9. Sulkifli, A. M. Bahtiar, A. H. P. Putra, and A. S. Al Makassary, "Manajemen Kelas: Definisi, Tujuan, Kegiatan, Dan Indikator Keberhasilannya," *J. Buana Kata Pendidik., Bahasa, Dan Ilmu Komun.*, vol. 2, no. 2, pp. 60–67, 2025, doi: 10.23960/buanakata.v2i2.554.
10. U. Sidiq and M. M. Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*. Ponorogo, Indonesia: CV Nata Karya, 2019. [Online]. Available: <http://repository.iainponorogo.ac.id/484/1/METODE%20PENELITIAN%20KUALITATIF%20DI%20BIDANG%20PENDIDIKAN.pdf>
11. A. F. Nasution, *Metode Penelitian Kualitatif*. Bandung, Indonesia: CV Harfa Creative, 2023.
12. A. Munandar et al., "Manajemen Pengelolaan Kelas Dalam Meningkatkan Mutu Pembelajaran Siswa Di Sekolah Dasar Negeri 79 Sungai Duren Kabupaten Muaro Jambi," *J. Masy. Huk. Pendidik. Indoneisa*, vol. 5, no. 2, pp. 1–7, 2025. [Online]. Available: <https://jumas.ourhope.biz.id/ojs/index.php/JM/article/view/77>
13. A. Rahmania, "Pengelolaan Kelas Dalam Kegiatan Pembelajaran Bagi Siswa Sekolah Dasar Pada Masa Pandemi Covid-19," *J. Pendidik. Manaj. Perkantoran*, vol. 7, no. 1, pp. 30–43, 2022, doi: 10.17509/jpm.v7i1.41732.

14. W. Al Aluf, T. Supriyatno, and B. Widodo, "Pengelolaan Kelas Di Sekolah Dasar: Hambatan-Hambatan Yang Dihadapi Guru Dan Solusinya Dalam Manajemen Kelas Di SD Sana Tengah 1," *Al-Madrasah J. Pendidik. Madrasah Ibtidaiyah*, vol. 9, no. 2, pp. 781–794, 2025, doi: 10.35931/am.v9i2.4227.
15. Aslamiah, D. A. Pratiwi, and A. R. Agusta, *Pengelolaan Kelas*. Jakarta, Indonesia: Rajawali Pers, 2022.
16. A. C. Purnomo, "Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar," *J. Ilm. Pendidik. Dan Keislam.*, vol. 2, no. 1, pp. 27–34, 2022, doi: 10.55883/jipkis.v2i1.22.
17. C. Anggraini and N. Imaniyati, "Fasilitas Belajar Dan Manajemen Kelas Sebagai Determinan Terhadap Prestasi Belajar Siswa," *J. Pendidik. Manaj. Perkantoran*, vol. 3, no. 2, pp. 206–213, 2018, doi: 10.17509/jpm.v3i2.11766.
18. C. Kirana, "Implementasi Pengelolaan Kelas Dan Permasalahannya," *MindSet J. Manaj. Pendidik. Islam*, vol. 2, no. 1, pp. 210–221, 2023, doi: 10.58561/mindset.v2i1.75.
19. N. S. Hamida, L. Usriyah, N. J. Sri, and M. Yusqilmadad, "Hambatan-Hambatan Yang Dihadapi Guru Dalam Pengelolaan Kelas Di MI Al Azhar Jember," *At-Ta'dib J. Pendidik. Guru Madrasah Ibtidaiyah*, vol. 2, no. 1, pp. 154–164, 2025. [Online]. Available: <https://jurnal.staisam.ac.id/index.php/attadib/article/view/264>
20. Z. Azman, "Pengelolaan Kelas Dalam Pembelajaran," *Edif. J.*, vol. 2, no. 2, pp. 51–64, 2020, doi: 10.37092/ej.v1i2.136.
21. I. Isnanto, S. Pomalingo, and M. N. Harun, "Strategi Pengelolaan Kelas Di Sekolah Dasar," *J. Pendidik. Glas.*, vol. 4, no. 1, p. 7, 2020, doi: 10.32529/glasser.v4i1.392.
22. Ig. A. A. Pratiwi, H. ZM, and M. Muntari, "Peran Komite Sekolah Dalam Meningkatkan Mutu Layanan Pendidikan Di Sekolah Dasar Negeri Se-Kecamatan Cakranegara," *J. Ilm. Profesi Pendidik.*, vol. 1, no. 1, pp. 91–98, 2016, doi: 10.29303/jipp.v1i1.7.
23. R. Efendi and D. Gustriani, *Manajemen Kelas Di Sekolah Dasar*. Indonesia: Penerbit Qiara Media, 2020.