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Classroom Management Strategies for Improving the Effectiveness of History Instruction in Grade 11A at SMAN 1 Sindue Tobata, Donggala Regency

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A B S T R A C T

Schools play a strategic role in developing students' potential through effective and conducive learning processes. Effective classroom management contributes to increased student engagement, discipline, and learning effectiveness. This study aims to analyze classroom management strategies in enhancing the effectiveness of history learning in Class XI A at SMAN 1 Sindue Tobata. The background of this study is based on the continued presence of various obstacles in the learning process, such as low student attention and participation, disruptive behavior, and an unproductive classroom environment. The study employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The results of the study indicate that the main challenges include students' lack of discipline, varying learning abilities, and an uncomfortable physical classroom environment. To address these challenges, the teacher implemented classroom management strategies through the enforcement of discipline based on class agreements, the use of varied teaching methods such as discussions and question-and-answer sessions, and the management of the physical classroom environment, including seating arrangements, cleanliness, lighting, and ventilation. These strategies proved effective in increasing student activity, concentration, and engagement in learning. Thus, effective classroom management plays a crucial role in creating a conducive learning environment and supports the optimal achievement of history learning objectives.

1. Introduction

Schools play a strategic role in developing students' potential through effective and conducive learning processes. One of the key factors determining the quality of learning is teacher competence, particularly in classroom management (Septiana et

al., 2024). Teachers are not only responsible for delivering content but must also be able to create, maintain, and control the classroom atmosphere to ensure optimal learning (Prihantini & Rustini, 2024). Effective classroom management contributes to increased student engagement, discipline, and the effectiveness of learning (Simbolan & Katarina, 2023).

In history education, classroom management strategies are crucial as they can influence students' interest, attention, and academic achievement. Previous research indicates that teachers' ability to manage the classroom has a positive impact on the effectiveness of history learning (Ferawati, 2021; Astriana, 2021). However, based on initial observations in Class XI A at SMAN 1 Sindue Tobata, various challenges were identified, such as low student attention, lack of participation, and disruptive behavior that hinders the learning process. These conditions highlight the need for more effective classroom management strategies to ensure that history learning can proceed optimally. Therefore, this study is important to analyze the strategies teachers use to improve the effectiveness of history learning in Class XI A at SMAN 1 Sindue Tobata, Donggala Regency.

A strategy is a plan or method systematically designed to effectively achieve specific goals (Purwanto, 2021). In the context of education, strategies serve as guidelines for teachers in managing the learning process so that educational goals can be optimally achieved (Kusuma et al., 2023). Classroom management itself is a series of actions taken by teachers to create, maintain, and control conducive learning conditions so that learning takes place effectively (Wibisono et al., 2024). Classroom management includes managing students through motivation and active engagement as well as physical management such as the arrangement of the space, facilities, and learning resources (Aliyyah et al., 2022). Given the teacher's crucial role in creating a learning environment that fosters student independence, appropriate, well-planned, and student-centered classroom management strategies are essential (Rifalda, 2025). Thus, classroom management strategies are deliberate steps teachers employ to create an orderly, comfortable, and supportive learning atmosphere that facilitates successful learning.

Classroom management is an effort made by educators to create an effective learning environment that motivates students to learn effectively according to their abilities, thereby ensuring that learning activities proceed as intended (Harahap, 2024). The primary goal of classroom management is to create learning conditions that enable students to learn effectively, actively, and optimally (Mahardika & Buana, 2022). Classroom management aims to enhance the effectiveness of learning, foster positive student behavior, reduce learning disruptions, and build good interpersonal relationships between teachers and students (Kartina et al., 2021). With effective management, the learning process can proceed more purposefully, and educational goals become easier to achieve. According to Datupongbe (2022), teachers must also create a pleasant classroom atmosphere, as a pleasant classroom environment enables students to respond positively or with enthusiasm during the learning process. To create such classroom conditions, it is necessary to provide optimal learning resources and activities for students in the classroom so that they can learn effectively (Widiasworo, 2018).

Learning effectiveness refers to the degree to which the teaching-learning process succeeds in achieving predetermined learning objectives (Alvira et al., 2024). Effective learning is characterized by the achievement of learning outcomes, active student engagement, the use of appropriate strategies, and a supportive learning environment (Rahayu & Abbas, 2024). Therefore, learning effectiveness serves as a key indicator in assessing a teacher's success in managing the learning process. Learning is considered effective when students actively participate in the process, both individually and in groups (Meldayani, 2025). Effectiveness is also a valuable indicator in the learning process (Akbar, 2022).

History is one of the key subjects designed to instill knowledge, values, attitudes, and an understanding of the processes of change and societal development from the past to the present (Wiratama, 2021). As the oldest social science discipline in schools, history does not only focus on conveying facts of the past but also helps students understand chronological relationships, cause-and-effect, and socio-cultural dynamics in human life (Putri, 2024).

History education aims to shape students' character, historical awareness, sense of nationalism, and humanistic values (Muis et al., 2023). Through history, students are encouraged to understand the importance of honesty, wisdom, tolerance, cooperation, and respect for diversity as part of the nation's identity (Januardi, 2024). Furthermore, history education also plays a role in developing critical thinking and reasoning skills, as well as enhancing students' emotional and social maturity (Asmara, 2019). Thus, history education serves not only as a means of knowledge transfer but also as a medium for character development and the cultivation of national consciousness. Through an understanding of history, students are expected to be able to face the challenges of modern life with a wise and responsible attitude, as well as a sense of love for the nation and fellow human beings.

Several previous studies relevant to this research were used as references to strengthen the theoretical and empirical foundations. First, Ditha Astriana's (2021) study on classroom management strategies in history instruction at SMAN 1 Sirenja demonstrated that such strategies can achieve learning objectives and improve student academic performance. The similarity lies in the focus on classroom management strategies in history instruction, while the difference lies in the research orientation specifically, academic performance versus instructional effectiveness.

Second, Ferawati Kalade's (2021) study on teachers' classroom management skills in history instruction at SMA Labschool Untad Palu indicates that teachers possess strong abilities in creating an effective learning environment, managing disruptions, arranging seating, and fostering learning interactions. The similarity between this study and the present one lies in their shared focus on classroom management in history instruction, while the differences lie in the location and research subjects. Third, the study by Lilik Maftuhatin et al. (2024) on the influence of classroom management on learning outcomes in the history of Islamic culture shows that classroom management has a significant effect on student learning outcomes. The

similarity lies in the study of classroom management, while the difference lies in the research focus, which emphasizes learning outcomes rather than the effectiveness of history instruction.

The effectiveness of history instruction is greatly influenced by teachers' ability to implement appropriate classroom management strategies. These strategies include managing the physical classroom environment, regulating student behavior, and creating a conducive learning atmosphere. Effective classroom management enables the learning process to proceed optimally, increases student participation, and supports the achievement of history learning objectives. Therefore, this study aims to identify the classroom management strategies implemented by teachers and the obstacles they face in improving the effectiveness of history learning in Class XI A at SMAN 1 Sindue Tobata. The study uses a descriptive qualitative approach through observation, interviews, and documentation to obtain an in-depth picture of classroom management practices in the field.

This study aims to provide a comprehensive overview of the dynamics of classroom management in history instruction. Specifically, this study focuses on two main aspects. First, this study aims to describe the various challenges faced by teachers in classroom management during history instruction in Class XI A at SMAN 1 Sindue Tobata. Second, this study aims to analyze and describe the classroom management strategies implemented by teachers in an effort to improve the effectiveness of history learning in Class XI A at SMAN 1 Sindue Tobata. Thus, the results of this study are expected to provide theoretical and practical contributions to the development of more effective classroom management, particularly in history learning at the high school level.

2. Methodology

This study employs a descriptive qualitative approach to provide an in-depth description of classroom management strategies in history instruction. This method focuses on collecting descriptive data through observation, interviews, and documentation to gain a comprehensive understanding of field conditions (Sahir, 2022).

The research was conducted at SMAN 1 Sindue Tobata, Donggala Regency, with the research period beginning with initial observations in May 2025 and continuing during the odd semester of the 2025/2026 academic year. The research object was classroom management strategies, including student management and physical classroom management, while the research subjects consisted of history teachers, 11th-grade A students, the principal, and the vice principal for curriculum. The Observation Sheet for 11th-Grade A History Teachers at SMAN 1 Sindue Toabata can be seen in Table 1.

Table 1. Observation Sheet for the History Teacher of Class XI A at SMAN 1 Sindue Toabata

No	The aspect that is turned off	Considerations		Information
		Yes	No	
1	The teacher is prepared to teach and has a firm grasp of the material.			
2	The teacher explains the material by stating the learning objectives.			
3	The teacher communicates and reinforces the class agreements.			
4	The teacher reprimands students who break the rules.			
5	The teacher is able to maintain control when the class is noisy.			
6	The teacher uses a variety of teaching methods.			
7	The teacher uses icebreakers when students are unfocused.			
8	The teacher adapts instruction to students' needs.			
9	The teacher evaluates and summarizes the material.			
10	There is a sense of rapport between the teacher and students			

Data sources were divided into primary data (results of direct observations and interviews) and secondary data (relevant documents, books, and journals). Data collection techniques included observations of the learning process, interviews with key informants, and documentation as supporting data. Data analysis was conducted using the Miles and Huberman interactive model, which consists of three stages: data reduction, data presentation, and drawing conclusions. This process was carried out continuously to ensure the validity and depth of the analysis, thereby yielding findings consistent with the empirical conditions in the field.

3. Result and Discussion

Overview of the Research Location

SMAN 1 Sindue Tobata is a public high school located in Sindue Tobata Subdistrict, Donggala Regency, Central Sulawesi. The school was established on September 15, 2015, pursuant to Decree No. 188.45/0532/DISDIK/2015 and operates under the Ministry of Education and Culture. With a campus area of approximately 19,100 m² and a five-day school week, SMAN 1 Sindue Tobata

possesses sufficient capacity to support the learning process. Institutionally, the school's vision is to produce outstanding students who are devout and possess a global perspective rooted in the values of Pancasila. This vision is articulated through various missions, including improving the quality of learning, strengthening character, developing academic and non-academic potential, and creating a conducive learning environment. The school's human resources consist of 44 educators and support staff, including 34 teachers and 10 support staff. Meanwhile, the student body comprises 476 students distributed across 15 classes, spanning grades 10, 11, and 12.

In terms of facilities and infrastructure, the school is equipped with supporting facilities such as classrooms, laboratories, a library, and various other learning resources. The availability of these facilities indicates that the school has sufficient infrastructure to support the effectiveness of the learning process. Overall, the conditions at SMAN 1 Sindue Tobata are quite suitable as a research site, particularly for examining classroom management strategies aimed at improving the effectiveness of history instruction. The following are the interview guidelines for this study.

Table 2. Interview Guidelines

No	Interview Guidelines for History Teachers
1.	How do you usually manage the classroom when teaching history?
2.	What challenges do you often face when managing the classroom in Class XI A?
3.	What strategies do you most frequently use to maintain a conducive classroom environment?
4.	How do students respond to the methods or strategies you implement?
5.	What steps do teachers take when students are not paying attention or causing a disturbance?
6.	To what extent do school facilities support classroom management during history lessons?
No	**Interview Guidelines for Students in Class XI A**
1.	What do you think of the way the teacher teaches history in class?
2.	Do you feel comfortable with the classroom atmosphere when studying history? Why?
3.	Which of the teacher's history teaching methods do you find more interesting, and which do you find less interesting?
4.	How does the teacher manage the class when students are noisy or not paying attention?
5.	Do the seating arrangement and classroom atmosphere help you focus better on learning?
6.	Does the history teacher establish class rules or agreements at the beginning of the lesson?
7.	Do those rules help you stay more disciplined and focused while learning history? Why?
8.	Does the teacher do icebreakers or motivate students when they start to get bored? How does that affect you?
9.	Does the teacher pay attention to the classroom environment, such as opening windows or rearranging seats during discussions?
10.	In your opinion, does the classroom environment support the learning process?
11.	How does the teacher handle differences in student personalities in the classroom?
No	**Interview Guidelines with the Principal**
1.	What is your policy for supporting teachers in managing their classrooms effectively?
2.	To what extent do you monitor and evaluate the classes taught by history teachers?
3.	What efforts do you make to provide facilities and resources to support history learning?
4.	How do you provide guidance to ensure a more conducive classroom environment?
No	**Interview Guidelines for the Vice Principal of Curriculum**
1.	What is your strategy for designing the curriculum to support effective history learning?

2.	To what extent are you involved in supervising or providing guidance regarding classroom management by history teachers?
3.	Does the school offer any training or special programs to improve teachers' classroom management skills?
4.	How do you assess the relationship between classroom management strategies and student learning effectiveness?

Challenges in Classroom Management in History Instruction

Based on the results of interviews and observations, the main challenges in classroom management in Class XI A at SMAN 1 Sindue Tobata include student behavior, differences in learning abilities, and the physical condition of the classroom. Teachers face difficulties in managing diverse student behaviors, such as talking, disrupting the class, and entering and exiting the classroom, which hinders the effectiveness of instruction. This aligns with the view that classroom management is a critical factor in creating effective learning (Wibisono et al., 2024).

As one teacher stated: "I have to divide my attention between explaining the material and reprimanding students… so the learning becomes less effective" (Interview, February 19, 2026). Additionally, differences in student ability also pose a challenge: "Some students grasp concepts quickly, but others need more time" (Interview, February 19, 2026), which requires adjusting teaching strategies (Kartina et al., 2021). Based on the interviews and observations conducted, this can also be seen in the documentation below, which shows a teacher reprimanding students who frequently leave and re-enter the classroom.

Figure 1. Students Entering and Exiting the Classroom

From the students' perspective, less-than-conducive classroom conditions also impacted concentration. Students stated, "The classroom atmosphere is often disturbed by noisy classmates coming and going" (Interview, February 19, 2026), as well as environmental factors such as heat and stuffiness, "The stifling atmosphere makes it difficult to focus on learning" (Interview, February 19, 2026).

Observation findings also indicated that the physical condition of the classroom impacted learning comfort.

Classroom Management Strategies to Improve the Effectiveness of History Learning

Classroom management strategies to improve the effectiveness of history learning in grade XI A of SMAN 1 Sindue Tobata were implemented through school support, discipline implementation, varied methods, and management of the learning environment. The school encouraged teacher competency improvement through evaluation and provision of learning resources, as stated by the principal: "I always motivate teachers to improve their competencies and provide learning needs" (Interview, December 19, 2025). This aligns with the SINTA 3 study, which confirmed that institutional support and teacher competency influence the effectiveness of classroom management (Nurlatifah et al., 2024). From the results of the interviews and observations carried out, this can also be seen from the documentation results below:

Figure 2. Teacher Conveys Class Agreement Orally

In addition, discipline strategies are implemented through class agreements. The teacher stated: “We implement class agreements so that students understand the rules and are more disciplined” (Interview, December 18, 2025). Students also confirmed, “the teacher always reminds us of the rules so we don’t make noise.” This approach has proven effective in creating a conducive learning environment, as supported by SINTA 3 research (Kartina et al., 2021). Based on the interviews and observations conducted, this can also be seen in the documentation below:

Furthermore, the use of various teaching methods such as lectures, discussions, and question-and-answer sessions increases student engagement. The teacher explained, “I use discussion and ice-breaking activities to keep students from getting bored.” A student added, “Discussions make us more confident and help us understand the material more easily.” This finding aligns with a SINTA 3 study stating that method variation enhances learning engagement (Masfufah et al., 2023).

Figure 3. Students' Seating Arrangements Are Adjusted According to Their Groups, and Students Can Be Seen Actively Asking Questions

Finally, classroom environment management also involves maintaining physical comfort. The teacher stated: "When the classroom gets hot, I tell them to open the windows to make it more comfortable." Students also noted, "If the classroom is comfortable, we can focus better on learning." This is supported by SINTA 3 research emphasizing the importance of a conducive learning environment in enhancing learning effectiveness (Rahayu & Abbas, 2024). Thus, an integrated classroom management strategy combining discipline, teaching methods, and the physical environment has proven effective in enhancing the effectiveness of history learning. Based on the interviews and observations conducted, this can also be seen in the documentation below:

Figure: 4. Clean Classroom and Open Ventilation

Thus, classroom management constraints are multidimensional, encompassing student behavior, differences in academic ability, and the learning environment, all of which simultaneously influence the effectiveness of history learning (Rahayu & Abbas, 2024).

Discussion

Constraints Faced by Teachers in Classroom Management in History Learning in Grade XI A of SMAN 1 Sindue Tobata

Constraints in classroom management in history learning in Grade XI A of SMAN 1 Sindue Tobata include student behavior, differences in learning ability, and the unsupportive physical condition of the classroom. Student behaviors such as talking during class and coming and going create a less conducive atmosphere and disrupt concentration, requiring teachers to divide their attention between teaching and maintaining classroom order. This aligns with the findings of Hakim et al. (2025) who stated that disruptive student behavior can reduce focus and learning effectiveness.

Furthermore, differences in student understanding levels pose a challenge, as some students within a class grasp the material quickly while others require repeated explanations. This situation can cause boredom for students who are quick to grasp and difficulties for students who are slow, thus affecting learning participation. This finding is supported by Purnasari & Alfiandra (2024) who stated that differences in student characteristics and learning styles require adaptive learning strategies so that all students can be actively involved. Another obstacle is the hot and uncomfortable classroom conditions, so that students easily feel tired, lose focus, and tend to come and go from class. This situation has a direct impact on decreasing student concentration and activeness in participating in learning. This is in line with Rahma & Mujazi (2024) who emphasized that an unconducive learning environment can hinder the effectiveness of learning. Thus, these three obstacles are interrelated and influence the effectiveness of history learning. Therefore, teachers need to have appropriate classroom management strategies, both in controlling student behavior, adapting learning to students' abilities, and creating a comfortable learning environment so that learning objectives can be optimally achieved.

Classroom Management Strategies to Improve the Effectiveness of History Learning in Grade XI A of SMAN 1 Sindue Tobata

Classroom management strategies in Grade XI A of SMAN 1 Sindue Tobata have been shown to play a crucial role in improving the effectiveness of history learning through teacher preparedness, student management, and the organization of the learning environment. Teachers first prepare lesson plans, mastery of the material, and evaluation as the basis for implementing directed learning, in line with Somantri et al. (2021) that planning is key to effective learning. Furthermore, checking student attendance and coordinating with the homeroom teacher are carried out to improve student discipline and participation.

Enforcing discipline through class agreements is a key strategy for creating a conducive atmosphere. Rules such as arriving on time, not making noise, and completing assignments help reduce disruptions to learning. This aligns with Wiguna & Muhroji (2022) that consistent classroom discipline can improve order

and learning effectiveness. The use of varied learning methods such as lectures, group discussions, and question-and-answer sessions also increases student engagement. Discussion methods have proven to be the most effective because they encourage interaction, critical thinking, and collaboration among students, in line with Simatupang et al. (2024) and Karina et al. (2024). In addition, the implementation of ice breaking helps maintain student concentration and motivation, especially during the afternoon, as stated by Audria et al. (2024).

Classroom environment management also involves arranging seating during discussions, maintaining cleanliness, and ensuring proper air circulation and lighting. A comfortable environment has been shown to enhance student focus and engagement, consistent with Suci & Ginting (2023), who note that a conducive classroom environment supports effective learning. Thus, an integrated classroom management strategy that combines discipline, teaching methods, and the physical environment can address learning challenges and enhance student engagement and understanding, thereby ensuring that history learning objectives are optimally achieved.

Based on the research findings, it can be concluded that the effectiveness of history instruction in Class XI A at SMAN 1 Sindue Tobata is significantly influenced by the teacher's ability to implement appropriate classroom management strategies. The main challenges faced include students' lack of discipline, varying learning abilities, and a classroom environment that is not conducive to learning. These three factors are interrelated and contribute to a decline in students' concentration and participation in learning. To address these challenges, the teacher implemented classroom management strategies, including enforcing discipline through class agreements, using varied teaching methods such as discussions and Q&A sessions, and managing the physical classroom environment which encompasses seating arrangements, cleanliness, lighting, and ventilation. Additionally, teachers' preparedness in planning and evaluating learning is a crucial factor in supporting learning success. The implementation of these strategies has proven effective in creating a more conducive learning atmosphere, increasing student engagement and participation, and helping students better understand the material. Thus, effective classroom management is the key to achieving optimal learning outcomes in history.

4. Conclusion

Based on the research findings and discussion outlined above, it can be concluded that classroom management strategies to improve the effectiveness of history learning in Class XI A at SMAN 1 Sindue Tobata, Donggala Regency, were implemented to achieve the desired objectives. The challenges faced by the history teacher in managing Class XI A at SMAN Sindue Tobata include a) student behavior that disrupts the learning process, b) differences in student ability, and c) a stuffy and poorly ventilated classroom that makes students uncomfortable and makes it difficult for them to focus. These three issues are interrelated because they result in less effective learning processes, as students' focus is easily disrupted and

teacher-student interaction becomes less than optimal. To address these issues, the history teacher implemented classroom management strategies by paying attention to students through (1) enforcing student discipline through class agreements, (2) the use of varied teaching methods, and (3) the management of the physical classroom environment, which includes arranging desks and chairs during discussions, maintaining classroom cleanliness, and managing lighting and ventilation. The implementation of these strategies creates a more conducive learning atmosphere and enhances student engagement and focus, thereby making history instruction more effective.

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