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## Classroom Management Strategies To Enhance Learning Independence In Elementary School Students

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### ABSTRACT

This study aims to identify classroom management strategies and their implementation in enhancing the learning independence of fourth grade students at SD Inpres 1 Tanamodindi in the 2023/2024 academic year, located in Palu, Central Sulawesi. The research is based on the importance of learning independence as one of the key indicators of educational success in elementary schools, which requires teachers to have effective classroom management strategies tailored to students' characteristics. This study employs a descriptive qualitative approach, with data collected through interviews, observations, and documentation involving the principal, classroom teacher, and students. The findings indicate that teachers apply strategies such as flexible seating arrangements, assigning students responsibilities in learning activities, and creating a positive and conducive classroom atmosphere. The implementation of these strategies positively influences students' learning independence, as reflected in their ability to manage study time, complete tasks independently, and show increased motivation and learning discipline. Thus, well-designed and effectively implemented classroom management contributes significantly to fostering students' learning independence at the elementary school level. In conclusion, appropriate classroom management strategies play a vital role in creating a learning environment that encourages students to become more independent, active, and responsible in their learning process.

## 1. Introduction

Education serves as a means of shaping high-quality human resources. According to Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education, Article 1 paragraph (1), education is a conscious and planned effort to create an active learning atmosphere and process to develop students' potential in terms of spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society,

the nation, and the state through the integrated and balanced involvement of ethics (heart), literacy (mind), and kinesthetic (body).

In the school environment, the educational process occurs through interaction between teachers and students in an educational atmosphere. In this context, the teacher does not only act as a knowledge transmitter but also as a facilitator, guide, and classroom manager. One of the essential competencies a teacher must have is the ability to manage the classroom. Replianis (2019) stated that mastering classroom management is the key to creating an effective learning process. According to Rika and Replianis (2017), classroom management is a complex behavior used by teachers to create a conducive, orderly, and enjoyable learning environment. Janisa (2023) also emphasized that classroom management can be defined as the teacher's ability to utilize classroom potential by providing broad opportunities for each individual to engage in creative and purposeful activities.

Furthermore, the success of learning is also influenced by students' learning independence. Learning independence refers to students' ability to direct, manage, and control their learning process independently without relying on others. Purnomo (2017) argued that neglecting the aspect of learning independence could result in lower intelligence and academic achievement. Mariana (2021) defined learning independence as a learning approach characterized by students' responsibility in planning, implementing, and evaluating their learning process. This indicates that learning independence is a life skill that must be instilled from an early age, especially at the elementary level.

Siagian et al. (2020) explained that learning independence can foster self-confidence, learning motivation, and students' readiness to engage in lifelong learning. Independent students tend to be more proactive in seeking learning resources, managing their study time, and completing tasks without constant teacher direction. However, in reality, many students still show a high level of dependence on teachers and lack strong learning initiative. This suggests that classroom management reinforcement by teachers still requires more attention, especially in shaping a learning climate that promotes student independence.

On the other hand, there is still a lack of research that specifically explores the direct relationship between classroom management strategies and the improvement of learning independence at the elementary level. Therefore, it is essential to examine how teachers design and implement classroom management strategies that not only focus on controlling student behavior but also on developing students' character and learning independence.

Preliminary observations at SD Inpres 1 Tanamodindi revealed that the learning independence of fourth-grade students remains relatively low. This is shown by students' habit of solely relying on the teacher's explanation without making efforts to explore or understand the material independently. The lack of active participation and initiative in the learning process is one of the indicators that the current classroom management has not fully supported the development of student learning independence.

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Given the crucial role of teachers in creating a learning environment that encourages student independence, appropriate, well-planned, and student-centered classroom management strategies are needed. These strategies are expected to foster a positive learning environment, cultivate a sense of responsibility in students toward their own learning, and encourage active engagement in every learning activity.

Based on the aforementioned background, this study aims to explore the classroom management strategies implemented by teachers and how these strategies contribute to enhancing the learning independence of fourth-grade students at SD Inpres 1 Tanamodindi.

## **2. Methodology**

According to Sugiyono (2017), the qualitative method is a research approach used to understand social phenomena from the perspective of the research subjects in a deep and contextual manner. This study employed a descriptive qualitative method with the aim of describing classroom management strategies and their implementation in enhancing the learning independence of fourth-grade students at SD Inpres 1 Tanamodindi. The research was conducted at SD Inpres 1 Tanamodindi, located in Palu City, Central Sulawesi. The data sources in this study included the principal, the fourth-grade homeroom teacher, and fourth-grade students selected through purposive sampling based on their roles and involvement in the learning process.

Data collection techniques included in-depth interviews, participant observation, and documentation. Interviews were conducted to obtain direct information from informants regarding classroom management strategies and their implementation. Observations aimed to directly observe classroom dynamics and teacher-student interactions, while documentation served to support the data through records, photographs, and relevant learning documents.

The collected data were analyzed using qualitative descriptive analysis techniques, which involved data collection, data reduction, data presentation, and drawing conclusions. Data validity was tested using source triangulation and member checking techniques to ensure the accuracy and credibility of the research data. By employing this method, the study provides a comprehensive overview of the classroom management strategies implemented and their impact on fostering student learning independence at the elementary school level.

## **3. Result and Discussion**

### **Classroom Management Strategies**

A teacher holds a highly strategic role in creating a conducive learning environment that supports the development of students' learning independence. A teacher is not

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merely a transmitter of knowledge, but also the driving force behind effective classroom management. According to Suparno (2016), teachers have the responsibility to manage the classroom atmosphere dynamically in order to foster students' enthusiasm for learning and to build positive discipline. This is supported by research conducted by Widyastuti (2018), which states that the success of classroom management greatly depends on the teacher's skills in organizing interactions, establishing rules, and building harmonious relationships with students. Furthermore, Fatmawati (2022) emphasizes that teachers who are able to facilitate an active and democratic learning process will encourage the growth of student learning independence. Thus, the teacher's role as the main driver of classroom management is crucial in creating a productive learning atmosphere that focuses on the holistic development of students' potential.

Classroom management is a series of efforts made by teachers to design, organize, and manage the learning environment in order to create conditions that support the achievement of educational goals. In the context of elementary school learning, classroom management is not only about the physical arrangement of the classroom, but also involves how teachers prepare for social interaction, time management, and the preventive and corrective handling of student behavior. Through well-planned classroom management, teachers can create a safe, comfortable, and conducive learning atmosphere.

According to Mulyasa (2015), effective classroom management is an integral part of the learning strategy that must be designed to create an enjoyable learning environment and promote active student engagement. This engagement becomes the foundation for the development of learning independence, as students feel valued, given the space to explore their abilities, and encouraged to take responsibility for their own learning process. In addition, Sugiyo (2018) emphasizes that classroom management is the key to building a positive learning culture.

Rizal, Afni and Gagaramusu (2025) also states that effective classroom management involves managing physical aspects, student interactions, discipline, learning methods, as well as teacher reflection and evaluation. Therefore, when a teacher is able to organize the classroom systematically, students will become accustomed to learning in an orderly and independent manner without relying too heavily on the teacher's guidance at all times. Thus, classroom management is not merely about control, but rather a structured preparation process aimed at creating an effective learning space that empowers students to learn independently and responsibly.

Based on the results of the interviews, it was found that several classroom management strategies are directly aimed at enhancing students' learning independence. These strategies include the participatory creation of class rules, the implementation of cooperative learning, the assignment of individual tasks, and the creation of a supportive learning environment. With effective classroom management, teachers are greatly assisted in managing the learning process efficiently, particularly in fostering students' learning independence.

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## Participatory Creation of Class Rules

Participatory creation of class rules is a classroom management strategy that actively involves students in formulating the rules to be applied throughout the learning process. This approach not only makes the rules clearer and easier to understand but also fosters a sense of ownership and responsibility among students toward the agreed-upon regulations. By involving students in rule-making, the teacher provides them with the opportunity to learn about the consequences of their actions and the importance of discipline in creating a conducive learning environment.

The Principal of SD Inpres 1 Tanamodindi explained that involving students in the formulation of class rules is an important initial step. *“I believe that when students are involved in creating class rules, they will feel more responsible for their learning,”* he stated in an interview.

The principal’s opinion is reinforced by an interview with the fourth-grade teacher, who stated, *“I try to give students responsibility by involving them in creating class rules so that they feel free to express their ideas and comply with the agreed-upon regulations. This strategy also helps train their critical thinking skills.”*

This strategic approach aligns with the view of Wahyuni and Putri (2017), who state that student participation in creating class rules can increase students’ motivation and awareness of the importance of discipline. When students feel that the rules are made based on their own agreement, they tend to have a greater sense of responsibility to comply with those rules. This directly encourages the development of learning independence because students learn to manage their behavior and choose appropriate actions without constant supervision from the teacher. In other words, rules created participatively facilitate the internalization of discipline and responsibility values within the students themselves.

Furthermore, Rizki (2019) emphasizes that the participatory process of creating class rules can strengthen social relationships among students and create an inclusive and democratic classroom climate. Such an atmosphere allows students to respect differing opinions and learn to communicate effectively, which ultimately increases their engagement in learning. This positive classroom environment is crucial for building students’ self-confidence and courage to take the initiative in learning independently.

Furthermore, according to Suharto and Kurniawati (2020), the implementation of class rules formulated participatively also makes it easier for teachers to manage the classroom, as students have understood and agreed upon the consequences of rule violations. Teachers can focus more on the learning aspects without spending excessive time dealing with recurring disciplinary issues. With this effective classroom management, the learning process can run more smoothly, efficiently, and enjoyably, thereby providing students with the space to optimally develop their learning potential.

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Thus, the participatory creation of class rules is not merely an administrative task but an important strategy in fostering students' learning independence. Through this process, students learn to take responsibility for their behavior, actively participate in decision-making, and develop a mature attitude that is essential both in the learning process and daily life.

### **Implementation of Cooperative Learning**

The implementation of cooperative learning is one of the effective classroom management strategies to enhance social interaction, student engagement, and ultimately promote learning independence. Cooperative learning is an approach that organizes students into small heterogeneous groups to work together in completing tasks or solving problems, with clear academic and social goals. This strategy emphasizes not only learning outcomes but also the processes of collaboration and shared responsibility.

Pendekatan dengan s This aligns with the interview results from the fourth-grade teacher, who stated, *"I usually divide students into several small groups with diverse members, and assign tasks to be completed together. This way, students learn to take responsibility for their group tasks. It also naturally fosters their learning independence."*

This strategy aligns with the opinion of Sulistyowati (2016), who states that cooperative learning enables students to actively learn in groups, share ideas, and help each other. In this process, each group member has their own role and responsibility, which indirectly trains students' ability to learn independently within a framework of collaboration. The teacher acts as a facilitator who guides the group work and provides support when needed, rather than being the main source of information.

Furthermore, Handayani (2018) states that cooperative learning can increase students' motivation because they feel supported by their group members. They learn to be responsible for their individual tasks while also ensuring the success of the group. This condition strongly supports the growth of self-confidence, personal responsibility, and social skills—all of which are important components of learning independence.

The implementation of cooperative learning also allows teachers to directly observe students' development of independence through their active contributions within the groups. Students who consistently participate in discussions, express their opinions, and complete group tasks demonstrate their ability to manage learning independently within a collaborative structure. Thus, cooperative learning not only functions as a method for delivering material but also serves as a tool in classroom management to build students' learning independence through cooperation, responsibility, and active engagement in the learning process.

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## Assignment of Individual Tasks

Assigning individual tasks is an important strategy in classroom management aimed at fostering students' learning independence. Through individual assignments, students are encouraged to develop time management skills, independent thinking, and the ability to complete their learning responsibilities without relying on others. This strategy positions students as active subjects in the learning process, where they are required to understand the material, work on exercises, or complete projects according to their own abilities.

This aligns with the interview with the fourth-grade teacher, who stated, "*I intentionally assign tasks that require them to find out on their own, so they get used to not always depending on me.*"

Based on the interview above, assigning individual tasks is very important in the learning process because it trains students' responsibility, independence, and discipline. By working on tasks independently, students learn to manage their time, understand the material deeply, and make decisions without relying on others. According to Hasanah (2017), individual assignments designed by considering students' abilities and needs can boost their self-confidence and sense of responsibility in learning. When students feel capable of completing tasks independently, they begin to develop intrinsic motivation to continue learning and growing. This becomes a crucial foundation for the formation of learning independence, as students learn not only to follow instructions but also to make their own decisions in their learning process.

Furthermore, Widodo and Anggraini (2019) explain that individual assignments provide space for teachers to assess students' learning progress personally and objectively. Teachers can determine the extent of students' understanding of the material and help identify difficulties students face during the learning process. Through reflection on the assignment results, teachers can also provide constructive feedback that encourages students to improve independently.

Additionally, Sari and Putra (2021) emphasize that individual tasks that are challenging yet realistic can train students' critical thinking, decision-making, and long-term learning planning skills. Students learn to take responsibility for their own time and work results, which are strong indicators of learning independence. Moreover, a supportive classroom environment for individual tasks—such as clear teacher guidance, good time management, and a quiet learning atmosphere—also strengthens the effectiveness of this strategy.

Thus, assigning individual tasks is not only a tool for evaluating learning but also an important means of developing independence, discipline, and responsibility within students. This strategy helps teachers create a learning process that is not only results-oriented but also focused on shaping students' character and learning independence.

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## Creating a Supportive Learning Environment

A supportive learning environment is one of the important elements in classroom management aimed at creating a comfortable, safe atmosphere that motivates students to be actively engaged in learning. A supportive learning environment includes a well-organized and functional physical classroom arrangement, positive social relationships between teachers and students, and an emotional climate that encourages students to be brave in asking questions, expressing opinions, and trying new things without fear of making mistakes.

This statement is supported by an interview with a fourth-grade student who said, *“I like it when the classroom is comfortable, clean, and organized. I can focus better on my studies.”*

This aligns with the statement by Fitriani and Susanto (2016), who argue that a positive learning environment can boost students’ enthusiasm and focus because they feel valued and cared for. A warm, open, and psychologically supportive classroom atmosphere helps students develop self-confidence and the courage to learn independently. Teachers play a crucial role in creating such an environment, both through friendly communication and consistency in giving praise and guidance.

Teachers hold a central role in shaping this supportive learning environment. When teachers are able to create a warm, open, and communicative classroom atmosphere, students feel safer and more comfortable expressing their opinions, asking questions, and actively participating in learning activities. This sense of security is the key for students to begin taking initiative and responsibility for their own learning process. In other words, a supportive classroom atmosphere can reduce fear, anxiety, and pressure, which often hinder students from learning independently. Moreover, positive interactions between teachers and students, as well as among students themselves, are also important elements of a supportive learning environment. When students feel valued, heard, and treated fairly, they are encouraged to become more engaged in learning activities. The mutual respect and cooperation developed in the classroom create an enjoyable atmosphere where every student feels like an important part of the learning community.

The implementation of the classroom management strategies described above has proven to be very effective according to the teachers, as it allows them to observe significant improvements in students’ learning independence. With more personalized and flexible approaches, such as differentiated instruction and more structured classroom management, students can develop according to their individual abilities and needs. This provides students with opportunities to take greater responsibility for their own learning process, enhances intrinsic motivation, and fosters self-confidence. Over time, these changes become evident in the way students complete tasks independently, manage their time, and actively participate in learning activities. Thus, the implementation of these classroom management strategies serves as an important bridge toward cultivating independent learning

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attitudes, where students are able to self-direct, take responsibility, and possess the willingness to keep learning without relying heavily on the teacher.

#### 4. Conclusion

Based on the results of the research conducted, it can be concluded that the classroom management strategies applied to enhance the learning independence of fourth-grade students include: (1) participatory formulation of classroom rules, (2) implementation of cooperative learning, (3) assignment of individual tasks, and (4) creation of a supportive learning environment. These four strategies complement each other in creating a focused, active, and student-centered learning atmosphere.

In its implementation, the teacher actively involves students in formulating classroom rules so that they develop a sense of responsibility towards order and discipline. Cooperative learning is applied to train collaboration while encouraging each student to remain active and responsible for their respective tasks. The structured assignment of individual tasks is carried out to train students in managing time, thinking independently, and completing tasks responsibly. Meanwhile, the creation of a supportive learning environment is done by establishing a comfortable, safe, and positive classroom atmosphere so that students feel free to learn and develop their independence.

With these strategies and their implementation, students' learning independence appears to improve through active involvement, a sense of responsibility, and the courage to make decisions and complete tasks independently.

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