

Analysis of Classroom Management Strategies Used by Geography Teachers in Senior High Schools

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Abstract

This study aims to analyze in depth the implementation of classroom management in Geography learning at public senior high schools in East Kampar to support effective and conducive learning processes. This research employed a descriptive qualitative approach, with data collected through field observations, in-depth interviews, and documentation. The findings indicate that Geography teachers implemented classroom management through structured lesson planning, flexible classroom arrangement, and the creation of a learning climate that encouraged students' active participation. Positive interpersonal communication between teachers and students also played an important role in maintaining discipline and minimizing disruptions during instruction. Other findings show that classroom management directly improved learning motivation, discussion engagement, and students' ability to understand Geography concepts contextually, although challenges remained, including differences in student characteristics and limited learning facilities. The theoretical and practical implications of this study strengthen the view that classroom management is an integral component of pedagogical strategy in Geography education. Practically, the findings may serve as a reference for teachers and schools in designing adaptive, effective, learner-centered management models. The study concludes that consistent classroom management improves Geography learning quality and outcomes.

I. INTRODUCTION

Classroom learning is the core of the entire educational process in schools. Through learning activities, educational objectives encompassing knowledge, attitudes, and skills are pursued systematically and continuously. The interaction established between teachers and students in the learning process is a determining factor in achieving these objectives, as the quality of teacher–student relationships and the classroom climate contribute to students' learning outcomes (Luo & Derakhshan, 2024). Teachers do not merely serve as transmitters of material but also as facilitators, motivators, and managers of the learning environment. Therefore, the quality of classroom learning is greatly influenced by teachers' ability to create a comfortable, orderly, and

conducive learning atmosphere so that students are encouraged to actively engage in every learning activity (Emmer & Stough, 2001; Korpershoek et al., 2016).

A conducive classroom atmosphere is a primary prerequisite for effective learning. A well-organized classroom, harmonious relationships between teachers and students, and clear rules help students feel safe and comfortable in learning. Conversely, a classroom that is not well managed tends to create various problems, such as low student concentration, increased disruptions during instruction, and decreased motivation and learning outcomes. These conditions indicate that learning success is not determined solely by teachers' mastery of the subject matter but also by their ability to manage the classroom comprehensively (Adedigba & Sulaiman, 2020).

Classroom management is one of the essential competencies that teachers must possess in carrying out instruction. Classroom management can be understood as a series of efforts made by teachers to create, maintain, and develop optimal learning conditions (Purnomo, 2022). With effective classroom management, learning activities can take place in a directed, effective, and efficient manner in accordance with the predetermined objectives. The implementation of effective classroom management requires teachers to have a deep understanding of students' characteristics. Each student has different backgrounds, academic abilities, learning styles, and social and emotional conditions. This diversity requires teachers to be flexible and adaptive in selecting classroom management strategies, because responsive instruction needs to consider students' readiness, interests, and learning profiles (Tomlinson et al., 2003). Teachers need to adjust their instructional approaches, methods, and patterns of interaction to suit students' needs and conditions. When teachers are unable to manage the classroom effectively, the learning atmosphere becomes uncontrolled, making it difficult for students to concentrate and reducing their motivation to participate in learning. Conversely, a positive classroom environment contributes to students' engagement and academic achievement (Wang & Holcombe, 2010).

Learning can be considered effective when teachers are able to anticipate and address various conditions that may potentially disrupt learning activities. Disruptions in learning may originate from various sources, including students themselves, the classroom environment, and other external factors. Poor classroom management and discipline may cause the learning process to run less than optimally, making learning objectives difficult to achieve. Therefore, teachers are required to have appropriate classroom management strategies, starting from the planning stage to implementation and evaluation of learning (Putra & Yanto, 2025). If these obstacles are not handled properly, students' engagement in learning will decrease and affect their learning outcomes. In the context of Geography learning, classroom management plays an increasingly important role. Geography not only requires students to master concepts and theories but also to develop critical thinking skills, spatial analysis, and an understanding of the relationship between humans and the environment. Ideally, Geography learning involves discussion, question-and-answer activities, observation, and analysis of natural and social phenomena. Therefore, Geography teachers need to create a classroom atmosphere that enables students to actively ask questions, discuss, express opinions, and collaborate in groups (NURSA'BAN et al., 2020; Nursa'ban & Mukminan, 2023).

However, in practice, classroom management in Geography learning often faces various challenges. Differences in students' abilities and learning motivation, limited instructional time, and heterogeneous classroom conditions can affect the effectiveness of classroom management, as heterogeneity in students' prior abilities has been shown to limit teachers' capacity to adjust instruction to students' individual academic and affective needs (Evertson et al., 1981). In

addition, effective classroom management is not only related to discipline but also associated with students' learning engagement, academic achievement, behavior, and socio-emotional aspects. In the context of Geography learning, student motivation is also an important factor, as research indicates that secondary school students' motivation to learn Geography may vary according to grade level and aspects of interest, self-confidence, information acquisition, and learning performance (Yildirim, 2017).

Each teacher has their own methods and style in managing the classroom, influenced by teaching experience, pedagogical beliefs, self-efficacy, and the conditions of the school where they work. This is consistent with findings showing that classroom management practices are related to teachers' beliefs, teaching experience, and self-efficacy in managing instruction (Berger et al., 2018). Therefore, examining classroom management practices in Geography learning is important as an effort to understand field realities. SMA Negeri Kampar Timur is one of the senior high schools with diverse student characteristics in terms of social background, academic ability, and learning motivation. This condition presents a particular challenge for teachers, especially Geography teachers, in managing the classroom so that the learning process can run effectively. Teachers are required to create a conducive classroom atmosphere, manage individual student differences, and foster students' interest and motivation in Geography, as Geography teachers' communication is significantly related to students' motivation to participate in Geography lessons (AYDOGMUS et al., 2014).

Based on these conditions, a study of Geography teachers' classroom management at SMA Negeri Kampar Timur is relevant and important to conduct. This study aims to describe the implementation of classroom management by Geography teachers in the learning process, identify the strategies used to create a conducive classroom atmosphere, and reveal the factors that support and hinder the implementation of classroom management. The findings of this study are expected to provide a comprehensive overview of classroom management practices at SMA Negeri Kampar Timur. In addition, they may serve as evaluation material and input for teachers and school administrators in efforts to continuously improve the quality of Geography learning.

II. LITERATURE

Classroom learning is an educational interaction process between teachers and students that takes place in a planned manner to achieve educational goals. This process includes the delivery of material, the development of attitudes, and the formation of skills through various learning strategies and methods. The success of learning is strongly determined by the quality of interaction established between teachers and students, because positive teacher-student relationships are associated with increased learning engagement and students' academic achievement (Roorda et al., 2011). Teachers do not only serve as transmitters of knowledge but also as facilitators, motivators, and managers of the learning environment. This role is important because interpersonal relationships in learning contribute to students' motivation, engagement, and achievement (Martin & Dowson, 2009). Thus, effective learning requires teachers to be able to create a conducive classroom atmosphere so that students can be actively involved in the learning process. An orderly, comfortable, and well-managed classroom environment can support academic outcomes, learning behavior, socio-emotional development, and student engagement in learning.

Classroom management is one of the pedagogical competencies that teachers must possess in carrying out instruction. Classroom management can be defined as a series of systematic efforts made by teachers to create, maintain, and control classroom conditions so that the learning

process takes place effectively and efficiently. Suryana (n.d.) states that the essence of classroom management is to create conducive learning conditions as the main foundation for successful learning. In line with this view, (Purnomo, 2022) explains that classroom management is not limited to the physical arrangement of the classroom but also includes the management of social interactions, the enforcement of discipline, and the control of student behavior. Therefore, classroom management is a complex and continuous process that requires teachers' skills, patience, and sensitivity to classroom dynamics.

The main objective of classroom management is to create a learning environment that enables students to learn optimally. Classroom management aims to ensure that the learning process runs in an orderly, directed manner and aligns with predetermined objectives. In addition, classroom management also aims to increase students' learning motivation and minimize disturbances that may hinder the learning process (Purnomo, 2022). The functions of classroom management include preventive and curative functions. The preventive function relates to teachers' efforts to prevent learning disruptions through careful lesson planning, classroom arrangement, and the establishment of clear rules. Meanwhile, the curative function relates to teachers' ability to address problems that arise during learning appropriately and proportionally (Aluf et al., 2025).

Classroom management consists of several interrelated main components. The first component is the management of the physical classroom environment, which includes classroom layout, seating arrangements, cleanliness, and the availability of learning facilities and infrastructure. A good physical classroom arrangement can create learning comfort and support the smooth implementation of learning activities because the physical classroom environment is related to pedagogy, learning activities, and the organization of learning spaces (Brukštutė, 2019; Hoekstra et al., 2023). The second component is the management of interaction and communication in the classroom. Teachers need to build effective, open, and interactive communication with students to create harmonious learning relationships, because classroom management approaches that emphasize teacher support, positive relationships, student empowerment, and social connections are associated with students' connectedness at school (Wilkins et al., 2023). Good communication enables students to ask questions confidently, express opinions, and actively participate in learning, because an effectively managed classroom can maximize student participation, encourage positive behavior, prevent disruptions, and build a safe and supportive learning environment. The third component is the management of student behavior and discipline. Teachers need to establish clear and consistent classroom rules and enforce them firmly yet humanely, because classroom management interventions include teacher behavior, teacher-student relationships, student behavior, and socio-emotional development, which generally have positive effects on students' academic, behavioral, socio-emotional, and motivational outcomes (Korpershoek et al., 2025). A persuasive and communicative approach will be more effective in creating sustainable discipline, especially when discipline is understood as the reinforcement of positive behavior, restorative practices, mutually trusting relationships, and the enforcement of justice in the classroom.

Geography learning has special characteristics because it requires students to understand natural and social phenomena spatially, as well as the relationship between humans and their environment. Spatial thinking ability is considered an important foundation in Geography learning because it helps students understand location, patterns, spatial relationships, and problem-solving based on geographical contexts (Council, 2006; Jo et al., 2010). Ideally, the Geography learning process involves discussion, observation, case analysis, group work, and field experiences because these approaches can strengthen students' understanding of

geographical concepts through real experiences, analytical skills, and social interaction in learning (FULLER et al., 2006). Therefore, the implementation of effective classroom management is very important in Geography learning. Good classroom management enables teachers to manage various learning activities without reducing students' orderliness and focus, and it has been shown to contribute to students' academic, behavioral, socio-emotional, and learning outcomes (Korpershoek et al., 2016). A conducive classroom atmosphere will encourage students to think critically, express opinions, and collaborate in groups, whereas ineffective classroom management can increase learning disruptions and reduce student engagement in the learning process (Oliver et al., 2011).

The success of classroom management is influenced by various internal and external factors. Internal factors include teacher readiness, mastery of subject matter, pedagogical competence, and the teacher's leadership style in the classroom. Teachers who have good lesson planning and are able to use varied teaching methods tend to be more successful in managing the classroom (Hoekstra et al., 2023). External factors include diverse student characteristics, family backgrounds, social environments, and the availability of school facilities and infrastructure. Differences in students' abilities and learning motivation require teachers to be flexible and adaptive in implementing classroom management strategies (Purnomo, 2022).

The implementation of classroom management, which includes lesson planning, classroom arrangement, communication between teachers and students, and classroom control, can improve the effectiveness of the teaching and learning process. However, in its implementation, there are still various obstacles, such as limited teacher competence and inadequate school facilities and infrastructure. Effective classroom management also plays an important role in creating a positive learning climate and improving student learning outcomes. Teachers who are able to manage the classroom well will find it easier to guide students to become actively involved in the learning process (Hoekstra et al., 2023; Purnomo, 2022).

Based on the literature review, it can be concluded that classroom management has a strategic role in supporting the success of Geography learning. Teachers who are able to plan, implement, and control the classroom effectively will create a conducive learning atmosphere, increase students' motivation, and support the achievement of learning objectives (Purnomo, 2022). Therefore, research on the classroom management of Geography teachers at SMA Negeri Kampar Timur is important in order to obtain an empirical description of classroom management practices as well as the factors that support and hinder their implementation.

III. RESEARCH METHOD

This study employed a descriptive qualitative approach with a case study design. The descriptive qualitative approach was selected because this study aimed to obtain an in-depth description of classroom management practices carried out by Geography teachers in the learning process at SMA Negeri Kampar Timur. This study was not intended to statistically examine relationships among variables, but rather to contextually understand how teachers plan, implement, control, and evaluate classroom management in real learning situations.

A case study design was used because the focus of the study was limited to a specific context, namely, classroom management practices in Geography learning at SMA Negeri Kampar Timur. Through this design, the researcher was able to examine in greater detail the teachers' strategies in creating a conducive classroom atmosphere, building communication with students, organizing learning activities, handling classroom disruptions, and dealing with various supporting and inhibiting factors in the learning process. Thus, this approach was considered

appropriate for producing a comprehensive understanding of the implementation of Geography teachers' classroom management in accordance with empirical conditions in the field.

This study was conducted at SMA Negeri Kampar Timur, Kampar Regency, Riau Province. The research location was selected purposively because the school has diverse student characteristics in terms of academic ability, learning motivation, and social background. This diversity is relevant to the focus of the study because it provides an appropriate context for examining how Geography teachers apply classroom management strategies to create an orderly, conducive, and participatory learning atmosphere.

This study was carried out over a period of two months during the even semester of the current academic year. This period included the preparation of research instruments, observation of Geography learning, interviews with informants, collection of supporting documents, data analysis, and preparation of the research findings. The timing of the study was adjusted to the Geography learning schedule at the school so that the researcher could obtain data that reflected the actual learning conditions in the classroom.

The main subjects of this study were Geography teachers who teach at SMA Negeri Kampar Timur. Geography teachers were selected as the main informants because they are directly involved in planning, implementing, controlling, and evaluating the classroom learning process. In addition to teachers, this study also involved students and school representatives as supporting informants so that the data obtained would be more comprehensive.

The research informants were determined using purposive sampling, namely the selection of informants based on certain considerations relevant to the focus of the study. The criteria for selecting informants were based on their direct involvement in the Geography learning process, experience in classroom management, and ability to provide relevant information regarding classroom management practices at SMA Negeri Kampar Timur.

Table 1. Research Informants

No.	Research Informant	Number	Selection Criteria	Role in the Study
1	Geography teachers	1–2 people	Teachers who actively teach Geography at SMA Negeri Kampar Timur	The main informants who explain the planning, implementation, control, and evaluation of classroom management
2	Students	6–10 people	Students who participate in Geography learning and are selected from the observed classes	Supporting informants who provide information about the classroom atmosphere, teacher communication, discipline, and learning participation
3	Principal / Vice Principal for Curriculum Affairs	1 person	School personnel who understand learning policies and classroom management	Supporting informants who explain school policies, institutional support, and learning conditions
4	Learning documents	As needed	Teaching modules/lesson plans, attendance lists, classroom rules, learning notes, and activity documentation	Additional data sources were used to strengthen the results of observations and interviews.

With this composition of informants, the study is expected to obtain data from various perspectives: teachers as implementers of classroom management, students as participants in the learning process, school personnel as policymakers, and learning documents as supporting evidence for the implementation of classroom activities.

To provide a systematic overview of the research implementation flow, the stages of this study were arranged sequentially, beginning with a preliminary study and ending with the reporting of

research findings. Each stage was designed to ensure that the research process was conducted in a focused manner, in accordance with the descriptive qualitative approach used. The stages of this study included problem identification, literature review, research design, determination of location and informants, preparation of instruments, data collection, data analysis and validation, and preparation of research findings. The complete research stages are presented in Figure 1.

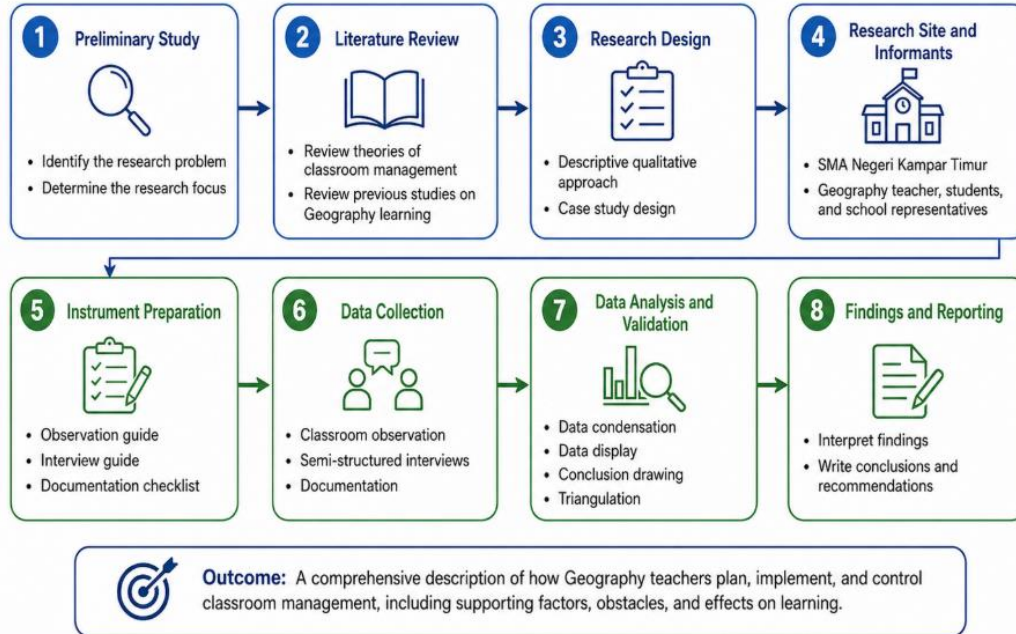


Figure 1. Research Stages

Based on Figure 1, this study began with a preliminary study to identify the problem and determine the research focus, followed by a literature review as the theoretical foundation. The next stage involved designing the study and determining the research location and informants, followed by the preparation of research instruments. After that, data were collected through observation, semi-structured interviews, and documentation. The data were then analyzed through the stages of data condensation, data display, and conclusion drawing, strengthened by triangulation. All of these stages produced a comprehensive description of how Geography teachers plan, implement, and control classroom management, along with its supporting factors, obstacles, and impacts on learning.

IV. RESULTS AND DISCUSSION

The focus of this study is directed toward the classroom management practices of Geography teachers in the learning process at SMA Negeri Kampar Timur. This focus includes planning, implementation, classroom control, supporting and inhibiting factors, and their impact on the Geography learning process.

Table 2. Research Focus

No.	Research Focus	Aspects Examined	Observation Indicators
1	Classroom management planning	Teacher readiness before learning	Preparation of learning materials, selection of methods, determination of media, arrangement of learning strategies, and establishment of classroom rules
2	Implementation of classroom management	Application of classroom management during learning	Seating arrangement, use of learning media, teacher-student communication, management of discussions, and organization of learning activities

3	Classroom control	Teachers' efforts to maintain classroom order and discipline	Handling learning disruptions, giving instructions, reinforcing positive behavior, enforcing rules, and managing students' attention
4	Supporting and inhibiting factors	Conditions that influence the success of classroom management	Teacher readiness, student characteristics, learning motivation, availability of facilities, learning time, and support from the school environment
5	Impact of classroom management on Geography learning	Influence of classroom management on students' learning process	Learning motivation, student participation, involvement in discussions, discipline, understanding of Geography concepts, and a conducive learning atmosphere

Primary data in this study were obtained through direct observation of the Geography learning process and interviews with research informants. Secondary data were obtained through learning documents, such as teaching modules, lesson plans, teachers' notes, classroom rules, and documentation of learning activities.

The data collection techniques in this study consisted of observation, interviews, and documentation. These three techniques were used in an integrated manner so that the data obtained could provide a more complete description of Geography teachers' classroom management practices, including the aspects of planning, implementation, classroom control, as well as supporting and inhibiting factors in the learning process.

Observation was conducted directly during the Geography learning process in the classroom. This observation aimed to examine how teachers managed the classroom during learning, starting from opening activities, classroom atmosphere arrangement, use of media, communication with students, control of student behavior, and closing activities. Observation was carried out using an observation guideline so that the data collected were in accordance with the focus of the study.

Table 3. Research Observation Indicators

No.	Observation Aspect	Indicators Observed
1	Learning readiness	Teacher readiness, teaching materials, learning media, and learning rules
2	Physical classroom arrangement	Seating arrangement, classroom cleanliness, room neatness, and learning comfort
3	Teacher-student communication	Clarity of instructions, question-and-answer activities, provision of directions, and teacher feedback to students
4	Management of learning activities	Organization of discussions, group work, use of media, and student involvement in learning activities
5	Control of student behavior	The way teachers handle students who are passive, undisciplined, noisy, or disruptive to learning
6	Student participation	Students' active involvement in asking questions, answering questions, discussing, expressing opinions, and working collaboratively
7	Lesson closure	Providing conclusions, learning reflection, evaluation, and follow-up learning activities

Documentation was conducted to strengthen the data obtained through observation and interviews. The documents collected included learning materials, teaching modules or lesson plans, student attendance lists, assessment records, classroom rules, learning media, photographs of learning activities, and other documents relevant to the implementation of classroom management. Documentation data were used as supporting evidence to examine the alignment between lesson planning, classroom implementation, and information obtained from informants.

Table 4. Types of Research Documents

No.	Type of Document	Function in the Study
1	Teaching module/lesson plan	To identify lesson planning and classroom management

		strategies
2	Student attendance list	To examine students' attendance and involvement in learning
3	Assessment records	To identify the forms of learning evaluation conducted by the teacher
4	Classroom rules	To examine the rules used to maintain student discipline
5	Learning media	To identify the tools used by the teacher to support Geography learning
6	Photographs of learning activities	To provide visual evidence supporting the implementation of classroom learning
7	Teacher reflection notes	To identify the teacher's evaluation of the learning and classroom management process

The main instrument in this study was the researcher, because the researcher played a direct role in collecting, interpreting, and analyzing the data. To maintain the focus of data collection, the researcher used supporting instruments in the form of observation guidelines, interview guidelines, documentation sheets, and field notes.

The data analysis technique was carried out through the stages of data condensation, data display, and conclusion drawing. The data obtained from observations, interviews, and documentation were classified based on the research focus and then analyzed to identify patterns related to the classroom management practices of Geography teachers, supporting factors, inhibiting factors, and their impact on the learning process.

The validity of the data in this study was tested through source triangulation and technique triangulation. Source triangulation was carried out by comparing information from Geography teachers, students, and school personnel. Technique triangulation was conducted by comparing the results of observations, interviews, and documentation. In addition, the researcher also conducted member checking to ensure that the data obtained were consistent with the experiences and perspectives of the informants.

This study employed a descriptive qualitative approach with a case study design. This approach was selected because the study aimed to describe in depth the classroom management practices of Geography teachers in the learning process at SMA Negeri Kampar Timur. This study focused on planning, implementation, classroom control, as well as supporting and inhibiting factors in the implementation of classroom management. Through the qualitative approach, the researcher was able to obtain a more contextual understanding of teachers' strategies in creating an orderly, conducive, and participatory learning atmosphere.

The study was conducted at SMA Negeri Kampar Timur. The research informants were determined using purposive sampling, namely the selection of informants based on their direct involvement with the research focus. The main informants in this study were Geography teachers, while the supporting informants consisted of students and school personnel who understood the learning process. The research data consisted of primary and secondary data. Primary data were obtained through direct observation of the Geography learning process and interviews with informants. Secondary data were obtained through documentation, such as teaching modules, lesson plans, attendance lists, learning notes, classroom rules, and documentation of learning activities.

Data collection techniques were carried out through observation, interviews, and documentation. Observation was used to directly examine the classroom management practices carried out by the teacher, including classroom arrangement, teacher-student communication, management of learning activities, control of student behavior, and student participation in learning. Interviews were conducted in a semi-structured manner with Geography teachers,

students, and school personnel to obtain information about the strategies, obstacles, and impacts of classroom management. Documentation was used to strengthen the data obtained from observations and interviews through learning documents and evidence of classroom activities.

The data analysis technique was carried out through the stages of data condensation, data display, and conclusion drawing. The data obtained from observations, interviews, and documentation were grouped based on the research focus and then analyzed to identify patterns related to the classroom management practices of Geography teachers. The validity of the data was tested through source triangulation and technique triangulation. Source triangulation was carried out by comparing information from teachers, students, and school personnel, while technique triangulation was conducted by comparing the results of observations, interviews, and documentation. Through these procedures, the research findings are expected to provide a valid and comprehensive description of Geography teachers' classroom management at SMA Negeri Kampar Timur.

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The results of the study showed that Geography teachers carried out classroom management planning before the learning process took place. This planning included preparing learning materials, selecting teaching methods, preparing media, arranging learning strategies, and establishing classroom rules. Teachers prepared learning materials as guidelines for carrying out learning activities so that the learning process could run more systematically and purposefully.

In lesson planning, teachers adjusted learning methods and strategies to the characteristics of Geography materials and the conditions of students in the classroom. For materials that required an understanding of spatial concepts, environmental phenomena, and the relationship between humans and nature, teachers tended to use lectures, question-and-answer activities, discussions, and group work. The use of these methods aimed to ensure that students did not merely receive material passively but could also be actively involved in understanding and analyzing geographical phenomena.

In addition, teachers also prepared learning media such as maps, pictures, textbooks, and simple visual materials to help students understand the subject matter. These media were used to clarify abstract concepts and connect the material with real conditions in the students' surrounding environment. Teachers also established classroom rules, such as paying attention to the teacher's explanation, not making noise, being active in discussions, and completing assignments within the given time. These rules served as the basis for maintaining students' order and focus during the learning process.

The implementation of classroom management was carried out by the teacher from the beginning of the lesson. The teacher opened the lesson by greeting students, checking their attendance, stating the learning objectives, and relating the material to students' experiences or

environmental conditions. These opening activities aimed to build students' readiness to learn before entering the main learning activities.

During the main activities, the teacher managed the classroom by organizing learning interactions, explaining the material, asking questions, and giving students opportunities to participate in discussions. In Geography learning, the teacher attempted to connect the material with real phenomena, such as environmental conditions, community activities, or natural events that were close to students' lives. This strategy helped students understand the material more contextually because learning was not only theoretical but also related to everyday experiences.

The teacher also organized students' learning activities through discussions and group work. Student grouping was carried out to improve cooperation, participation, and students' ability to express opinions. In its implementation, some students appeared active in asking questions, answering, and participating in discussions, while others still tended to be passive and required direct guidance from the teacher. This condition indicates that classroom management needs to be implemented flexibly so that teachers can adjust their strategies to students' levels of activity and characteristics.

The results of the study showed that classroom control was carried out by the teacher through a firm, communicative, and persuasive approach. The teacher gave directions to students who paid less attention, reprimanded students who made noise, and reminded students of the classroom rules that had been agreed upon. Classroom control was not carried out in an authoritarian manner but through an approach that built students' awareness so that they continued to participate in learning in an orderly manner.

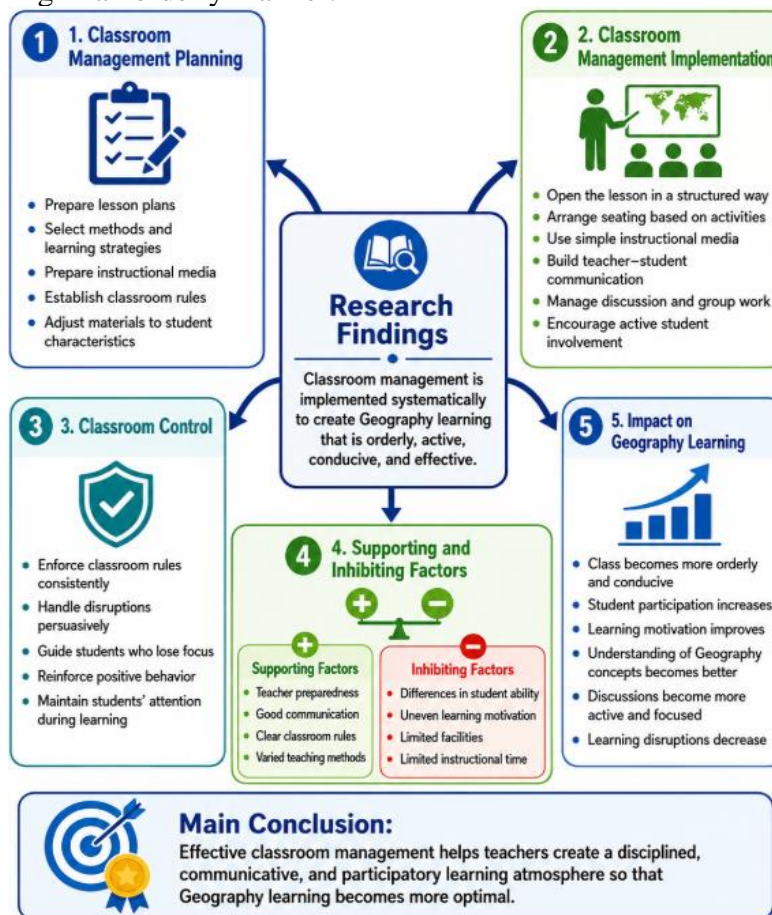


Figure 2. Overview of Research Findings

The teacher also attempted to maintain students' attention by asking questions, involving students in discussions, and relating the material to everyday life. These strategies were quite helpful in reducing students' boredom during the learning process because a positive classroom climate and good teacher-student relationships can support student engagement and learning outcomes (Luo & Derakhshan, 2024). In the context of Geography learning, relating the material to students' real-life experiences is also relevant because students' motivation to learn Geography is influenced by their interest, engagement, and the way they understand the material contextually (Yildirim, 2017). The teacher provided positive reinforcement to students who actively answered questions, asked questions, participated in discussions, and demonstrated good learning behavior. This reinforcement encouraged other students to participate more confidently in learning, in line with findings that effective classroom management strategies have a positive impact on students' behavior, engagement, and academic achievement (Korpershoek et al., 2016).

Nevertheless, several obstacles were still found in classroom control. Some students were still less active, talked with their friends while the teacher was explaining, or lacked focus on learning activities. In dealing with these conditions, the teacher gave direct and proportional reprimands, asked questions to passive students, and redirected students' attention to the material being studied. This shows that classroom control is an important part of maintaining the continuity of the Geography learning process so that it remains orderly and effective, because classroom management essentially aims to create, maintain, and control learning conditions so that the learning process can run optimally (Purnomo, 2022).

The implementation of classroom management by Geography teachers was influenced by several supporting and inhibiting factors. The main supporting factors were the teacher's readiness to teach, the teacher's ability to build communication with students, the use of appropriate teaching methods, and the existence of clear classroom rules. The teacher's readiness in preparing learning materials and determining learning strategies made the learning process more focused and systematic. This is in line with the view that classroom management practices are related to teaching experience, pedagogical beliefs, and teachers' ability to manage classroom dynamics (Berger et al., 2018).

Good communication between teachers and students was also an important factor in supporting the success of classroom management. Teachers who were able to build open communication made students feel more comfortable asking questions, answering questions, and expressing opinions. In addition, clear classroom rules helped teachers maintain order and direct students' behavior during the learning process. The use of varied teaching methods also helped increase students' interest in learning Geography, because a supportive learning environment is associated with student engagement and academic achievement (Wang & Holcombe, 2010).

Meanwhile, the inhibiting factors found included differences in students' abilities, uneven learning motivation, limited learning facilities, and limited time. Differences in students' academic abilities required teachers to adjust the way they delivered material so that it could be understood by all students. Uneven learning motivation also caused student participation in learning to be less than optimal. In addition, limited learning facilities affected the variety of media and methods that teachers could use, while limited time meant that not all learning activities could be carried out in depth. This condition shows that the success of classroom management is influenced not only by teachers' abilities but also by students' conditions, the availability of facilities, and support from the learning environment (Korpershoek et al., 2016; Purnomo, 2022).

The classroom management implemented by Geography teachers had a positive impact on the learning process. An orderly and conducive classroom made it easier for students to concentrate, understand the material, and participate in learning activities. Students were also more encouraged to ask questions, answer questions, discuss, and work together in groups when the teacher was able to create a comfortable learning atmosphere. This finding is in line with studies showing that classroom management strategies can have a positive influence on academic outcomes, learning behavior, socio-emotional aspects, and student engagement (Korpershoek et al., 2016).

In addition, good classroom management helped teachers guide students to understand Geography concepts more contextually. Geography material related to natural, social, and environmental phenomena became easier to understand when the teacher was able to connect it with students' everyday lives. Thus, classroom management functions not only to maintain discipline but also to support the achievement of Geography learning objectives. This is relevant to findings that students' motivation in learning Geography can be influenced by learning experiences, interest in the material, and student involvement in the learning process (Yildirim, 2017).

Another visible impact was the improvement of classroom order, student participation, learning motivation, and student involvement in discussions. The teacher also found it easier to reduce learning disruptions because students had understood the classroom rules and were accustomed to following directions during the learning process. This indicates that effective classroom management plays an important role in creating active, communicative, and meaningful Geography learning, because a positive classroom climate and teacher-student relationships can strengthen student engagement and their perceptions of learning outcomes (Luo & Derakhshan, 2024; Wang & Holcombe, 2010).

Overall, the research findings show that classroom management by Geography teachers at SMA Negeri Kampar Timur has been carried out through fairly systematic planning, implementation, and classroom control. The teacher attempted to create an orderly, communicative, and participatory learning atmosphere. Although several obstacles remained, particularly those related to differences in student characteristics, varied learning motivation, limited facilities, and limited learning time, the classroom management strategies implemented by the teacher still played an important role in supporting the effectiveness of Geography learning. Thus, the findings of this study strengthen the view that classroom management is an important component in improving the effectiveness of the teaching and learning process and creating a conducive learning environment (Korpershoek et al., 2025; Purnomo, 2022).

V. CONCLUSION

Based on the research findings, it can be concluded that the classroom management of Geography teachers at SMA Negeri Kampar Timur has been implemented systematically through planning, implementation, and classroom control. The teacher prepared learning materials, selected appropriate methods, used learning media, organized learning activities, and built good communication with students. The implementation of classroom management was able to create an orderly, conducive, communicative learning atmosphere oriented toward students' active involvement.

The classroom management applied by Geography teachers contributed positively to the learning process. Students found it easier to concentrate, became more active in asking questions and participating in discussions, and were better able to understand Geography material

contextually. Relating the material to everyday life also helped students see the connection between Geography concepts and natural and social phenomena in their surrounding environment.

Thus, classroom management is an important aspect in supporting the success of Geography learning. Effective classroom management not only functions to maintain order but also supports the creation of active, participatory, and meaningful learning. Therefore, the consistent and focused implementation of classroom management can improve the quality of Geography learning at SMA Negeri Kampar Timur.

The limitation of this study lies in the scope of the research, which focused only on the classroom management practices of Geography teachers at SMA Negeri Kampar Timur. Therefore, the findings cannot yet be broadly generalized to other schools or subjects with different characteristics. In addition, this study used a descriptive qualitative approach, so the findings emphasized an in-depth understanding of classroom management processes, strategies, and practices rather than the quantitative measurement of cause-and-effect relationships. The research data also depended on observations, interviews, and documentation, meaning that the researcher's interpretation remained an important part of the analysis process. Therefore, future research may expand the research location, involve more informants, or use a mixed-methods approach so that studies on classroom management in Geography learning can become more comprehensive.

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VII. SUPPORTING INFORMATION

Additional supporting information for this study is provided in the [Appendix](#). The appendix contains supplementary materials that support the research process and strengthen the transparency of the qualitative findings. These materials are intended to provide further context regarding the observation, interview, documentation, and validation procedures used in examining classroom management practices in Geography learning at SMA Negeri Kampar Timur. The supporting information serves as complementary evidence and does not change the main findings, interpretations, or conclusions presented in this article.

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