Teacher Classroom Management Skills: Case Study of the Activator School Programme in Indonesia

Ainun Nafisah[*] 🆔 **, Sri Marmoah** 🆔 **and Riyadi** 🆔
Universitas Sebelas Maret, Surakarta, Indonesia

Abstract. Classroom management is an important task and authority of teachers to increase student involvement in learning and regulate student behaviour in class. However, classroom management that is not optimal can disrupt students' learning processes and outcomes. This research aims to assess teachers' classroom management abilities in an activator programme and to identify any obstacles they face. The research method used was qualitative. The research design was a case study. The subjects of this research were six fifth-grade teachers at an activator programme elementary school in one of Indonesia's cities. Data collection techniques were interviews, observation and documentation. Data validity used triangulation techniques. Data analysis was carried out using Miles and Huberman interactive analysis, which consists of the process of data collection, data reduction, data display and conclusion. The results of this research show that teachers have done quite well in classroom management which consists of establishing rules and routines, praising students, giving consequences for misbehaviour and involving students in classroom learning, although there are still obstacles in implementing classroom management. The results of this research can contribute to improving teachers' skills in managing the classroom so that learning objectives can be achieved optimally and effectively. Recommendations for future research are to develop learning models or media to develop teacher skills in classroom management.

Keywords: Classroom Management; Skills; Teacher; Activator School; Indonesia

1. Introduction
Effective classroom management is necessary for students as it relates to student behavioural and academic outcomes, increased student productivity and accuracy, decreased off-task and disruptive conduct, increased classroom involvement and attention, and more balanced expected behaviour, emotional

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[*]Corresponding author: *Ainun Nafisah, ainunnafisah814@student.uns.ac.id*

development, and positive relationships between peers (Gaias et al., 2019; Thi & Nguyen, 2021). Classroom management is a collection of approaches used to establish student behaviour patterns to develop self-discipline and strategies for maintaining order (Gangal & Yilmaz, 2023). Classroom management is useful for monitoring student behaviour and participation in various activities along with paying attention to problems with social-emotional students (Cekaite & Bergnehr, 2023). Classroom management also functions to discipline students to further elaborate, design, enable, and sustain a successful learning environment in student development (Marder et al., 2023). Besides, quality teaching can create the circumstances for the student's knowledge of the topic to be reorganised through reflection (Kadum et al., 2022).

Classroom management is the foundation that drives the structure of the learning process in the classroom by balancing instructor needs, enhancing student engagement and addressing student requirements to be active and supported in the learning process (Freiberg et al., 2020). The goal of classroom management is to reduce disruptive student behaviour and create a safe and secure learning environment for teachers and students (Burke et al., 2011). For effective and strong classroom management, it is necessary to establish common rules and goals in regulating the behaviour of students and teachers (Marzano et al., 2005). Creating a positive classroom atmosphere necessitates a careful mix of rules, enjoyment and discovery to minimise poor conduct and promote successful learning for students (Franklin & Harrington, 2019).

Classroom management is underpinned by the principles of being respectful, being polite, being prepared, treating others as you would like to be treated and trying your best at all times (Vincent, 1999). The principles that need to be considered in class management include the nature of the class, the driving forces of the class, the class situation and effective and creative actions (Marmoah, 2022). Supporting factors that influence the implementation of classroom management are the availability of adequate facilities and infrastructure such as LCDs in the classroom, adequate library books, parental support, good coordination between teachers, and support from the school (Setyaningsih & Suchyadi, 2021). Meanwhile, the inhibiting factors in implementing classroom management are the lack of awareness of students in motivating themselves to study, the existence of activities that sacrifice class hours, the tiredness of students during the last lesson of the day, the lack of discipline in doing assignments and the presence of some less active students. Classroom management indicators used in this research are rules, routines, praise, deviant behaviour and involvement (Egeberg et al., 2016). This research is unique and different from the research conducted by Egeberg et al. (2016) because the researchers collected primary data directly from the research source, while the research conducted by Egeberg et al. (2026) was a literature study research that obtained data from secondary data sources.

However, the implementation of teacher-classroom management has not been carried out optimally and has not been maximised as expected (Sahib et al., 2021; Sulaiman, 2015). For example, if there are noisy students, this will disrupt the

learning of other students (Kurni & Susanto, 2018). Class discipline problems that have not been managed optimally include cases of truancy from school, fighting, cheating, theft and bullying (Pasikha, 2017). The main problem with classroom management arises from a lack of time management and well-structured lesson planning (Özreçberoğlu & Çağanağa, 2018). Therefore, classroom management is essential to address, monitor and correct children's actions (Cekaite & Bergnehr, 2023). Another problem of classroom management in elementary schools in the Philippines is that teachers have difficulty meeting and managing the classroom and the needs of students who have various backgrounds (Garcia & Pantao, 2021). A problem with classroom management in Thailand is that teachers who are not homeroom teachers, such as physical teachers, have poor teaching skills and are unable to control students' misbehaviour in class (Tulyakul et al., 2019).

The results of an interview with one of the teachers at an elementary school in Surakarta City, Indonesia revealed that classroom management needs to be done well because some students are not active in the learning process. Furthermore, dealing with students' problems in the learning process become the focus of classroom management instead of teaching. Classroom management is specifically examined as a mediator of the relationship between elementary school teachers' mastery goals, didactic interest, education, subjects and interest in students' mastery goals so that classroom management can support students' mastery of knowledge at school (Schiefele, 2017).

Based on the background above, it is important to carry out this research to determine the skills of classroom management of teachers in elementary schools with activator programmes. This is because good and effective classroom management by teachers will make a significant contribution to the achievement of learning outcomes in the learning environment, and will have an impact on creating an effective classroom environment as teachers design the teaching environment based on their classroom management style, which influences student learning (Aslan, 2022). Then, classroom management is effective in reducing student boredom (Chen & Lu, 2022). Apart from that, if problems occur in classroom management, the teacher can adopt an appropriate a management approach to deal with a specific problem.

Previous research on classroom management includes the influence of pre-service teachers' intentions on the use of classroom management strategies (CMS) for students with deficit/hyperactivity disorder (ADHD) (Enrica et al., 2020). The results of this research reveal that knowledge influences prospective teachers' attitudes toward CMS to build a classroom climate and effective learning influences the quality of learning and student learning satisfaction. Second, classroom management helps in improving the school learning process (Setyaningsih & Suchyadi, 2021). This research states that the implementation of classroom management consists of planning and implementation processes. The implementation of classroom management can improve the learning process with classroom management principles and several approaches. The strategy is carried out by involving students in the learning process, conditioning students

to be ready to learn in class, stimulating students to actively ask questions in class, applying varied and appropriate learning methods, providing examples of good behaviour and discipline to students and taking approaches in effective learning. Third, research on teachers' classroom management problems (Şanlı, 2019) shows that problems that occur in classroom management can come from teachers, parents and schools. Parents do not want to participate and take responsibility for students, and there are insufficient learning materials and suboptimal classroom conditions at school. From the teacher's perspective, the findings are that some teachers have effective communication skills. Experienced teachers are more empathetic toward their students, set rules and expectations together with students and can maintain student motivation. However, inexperienced teachers tend to be impatient with their students and still have shortcomings caused by their inability to guide their students properly. Fourth, research on effective classroom behaviour management in improving student achievement (Herman et al., 2020) explains that managing the classroom should be a priority for policymakers as a way of improving teacher skills. A focused training programme can improve teacher classroom management practices and students' social and academic abilities.

However, this research is different from previous research. This research assesses teachers' classroom management abilities in an activator programme according to indicators of effective classroom management and identifies obstacles in managing the classroom. In addition, the subjects of this research are teachers at an elementary school with an activator programme. The Activator Elementary Schools programme [*Sekolah Dasar Penggerak*] is one of the programmes of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in the context of implementing the independent curriculum [*Merdeka* Curriculum]. Activator Schools are those that emphasise holistically increasing student learning outcomes by implementing the *Pancasila* Student Profile, which encompasses skills and character, beginning with excellent human resources, particularly school leaders and instructors (Kemdikbud RI, 2021; Zamjani et al., 2020). *Pancasila* is the ideology of the Indonesian nation which is used as a guideline for behaviour in social, national and state life (Fajri et al., 2022). The *Merdeka* Curriculum is the newest educational curriculum implemented in Indonesia which focuses on developing students' character and competencies, as well as honing their interests and skills. The independent curriculum implemented in 2020 was introduced to overcome the learning crisis in Indonesia starting with low literacy levels, the education gap in Indonesia which is still large, and the impact of the COVID-19 pandemic (Kemdikbud RI, 2022).

The activator school curriculum also focuses on holistically improving student learning outcomes, which include competency (literacy and numeracy) and character, beginning with competent human resources (Qolbiyah & Ismail, 2022). The school is activating one of the new policies planned by the Ministry of Education and Culture to make changes so that it can improve the quality of Indonesian education (Mariana, 2021). Mariana said that activator schools can be used as inspiration for principals and other teachers whose schools want to have

quality and become role models. The activator school programme is a government initiative aimed at advancing the education transformation programme, striving to attain a distinguished, sovereign, dignified, character-based, and high-quality Indonesian education (Alida, 2022).

Learning in activator schools as a form of implementing the independent curriculum consists of three activities, namely intracurricular, Strengthening *Pancasila* Student Profile Project, and extracurricular (Marmoah et al., 2022). Intracurricular activities are learning activities that refer to learning that involves several subjects, focusing on content and field practice. The Strengthening *Pancasila* Student Profile Project activity is an activity that aims to strengthen the achievement of competencies and character through activities designed based on themes, dimensions and phases. Furthermore, extracurricular activities are curricular activities carried out outside class learning time and supervised by the education unit.

This research aims to assess teachers' classroom management abilities in an activator programme and to identify any obstacles they face. It is very important to know the purpose of this research so that solutions to problems in classroom management can be found and learning objectives can be achieved effectively and efficiently. The results of this research can contribute to increasing teacher competence in managing the classroom so that learning becomes effective and efficient. Furthermore, this research contributes to enhancing the effectiveness of achieving outcome learning. This is a relevant and important goal, as effective classroom management is crucial for student engagement and outcomes. Therefore, the research question in this study is "What are the abilities of teacher classroom management and its obstacles in elementary schools activator programmes?"

2. Methodology
2.1 Research Design
The research was qualitative. The approach used in this research was a case study. A case study is a qualitative approach that explores a system or problem in real life or several systems related to the case over time, through detailed and in-depth data collection involving various sources of information (Creswell, 2018). The background to the selection of case studies in this research was that there were classroom management cases that needed to be described in depth.

2.2 Participants
The subjects of this research were six fifth-grade teachers at elementary school activator programmes in Surakarta City, Central Java, Indonesia. The elementary schools for the activator programme were Elementary School Ta'Mirul Islam, Elementary School Al-Firdaus, Public Elementary School Bayan, Public Elementary School Rejosari, Elementary School Muhammadiyah 4 Kandangsapi, and Public Elementary School Bibisluhur II. The subjects of this research were selected using a purposive sampling technique. The purposive sampling technique is a sampling technique known as judgement sampling, namely the deliberate selection of samples from a study based on specific criteria (Etikan et

al., 2016). The criteria were that the teachers were teaching in an elementary school with an activator programme. Not every elementary school is selected to be an activator school. This research was conducted in July-August 2023.

2.3 Data Collection
The data collection techniques used to collect teacher classroom management profile data were interviews, observation and documentation. These instruments were content-validated by experts consisting of two lecturers from the Faculty of Teacher Training and Education Universitas Sebelas Maret and one lecturer from the Faculty of Teacher Training and Education Universitas Muria Kudus who validated it linguistically. The instrument indicators used in the research were adapted from (Egeberg et al., 2016). The following were the instrument indicators in this research:

Table 1: Classroom Management Indicators

No.	Indicator	Description
1.	Rules	Establish and teach classroom rules to express behaviour expectations.
2.	Routines	Create frameworks and routines that assist students in a range of settings.
3.	Praise	Positive conduct should be reinforced through praise and other ways.
4.	Misbehaviour	Consistently impose penalties for inappropriate behaviour.
5.	Engagement	Encourage and sustain student involvement by delivering compelling classes with chances for active student participation.

Source: (Egeberg et al., 2016)

Structured interviews were used to determine the teachers' classroom management skills with closed questions. The observation was passive observation where the researcher observed the participants and gathered information about the actual condition of classroom management according to the observation checklist instrument that had been created. In the passive form of participant observation, researchers observe and record the behaviours of their subjects in their own environment without conversing or interacting with their subjects in any way. Observations were carried out to find out and check the alignment with respondents' interview answers. Documentation analysis was used to explore archival documents and photos of learning activities that supported the implementation of classroom management.

2.4 Data Validity
The data validity technique used in this research was the triangulation method. The triangulation method is a data validity checking technique and ensures that study findings are accurate (Natow, 2020). In this research, data on teachers' classroom management abilities were checked for accuracy through interviews, observation and documentation. In the data validation process, after collecting data through interviews, the researcher then checked the research results with data from observation and documentation. After the data was checked, the same findings were obtained from the three methods, so the data is said to be valid. Reliability testing was carried out by checking the results of the research

transcripts to ensure that the transcripts did not contain material errors during the transcription process (Creswell, 2018). The steps taken were discussing the research transcript codes, ensuring that there were no incorrect definitions and meanings in the transcription process, checking all the transcript data results, and asking the supervisor to check all the transcript data.

2.5 Data Analysis
The data analysis in this research was interactive analysis (Miles et al., 2019). This interactive analysis has three stages: data reduction, data display and conclusion. To begin with, data reduction is the process of choosing, condensing, simplifying, merging and converting raw data from field reports. Second, the data presentation presents information logically, such as narrative prose, graphs or diagrams and then leads to conclusions. Miles et al. (2019) say that limiting data display to structured information leads to a conclusion. Images, tables and narratives may all be used to display data. Based on these responses, this study made broad inferences and generalised its findings after showing and summarising the data.

2.6 Procedure of Research
The research procedure began by planning the research. This process was carried out by determining the problem statement. Then, the research objectives were drafted. Next, the researcher created a research instrument. After creating the research instrument, the researcher checked the validity of the instrument by asking experts to confirm the content validity. Then, the researchers collected data through interviews, observation and documentation. After the data was collected, the data was analysed using a data reduction process, data display and conclusion. The researchers also tested the trustworthiness of the data by checking the truth and credibility of the data obtained from interviews, observations and documentation. Thereafter, the report was written.

3. Result

The following research results were obtained from the observations.

Table 2: Results of Research Data on Teacher Classroom Management Ability

No.	Indicator	Observation Results
1.	Rules	All teachers set the rules in class. The goal is for students to be obedient and disciplined and the learning process runs smoothly. The teachers draft the class agreements and inform students directly by reading the rules at the beginning of the lesson.
2.	Routines	All teachers have a routine in class. Teachers use different routines. The usual activities are singing obligatory songs, religious observances, literacy, singing playground songs, sports from Monday to Friday. Teachers also make it a habit to behave positively, use different types of praise, motivate and give advice. The impact is that students become organised and engaged. Routines in a classroom provide structure, consistency and familiarity, promoting a conducive learning environment that helps students feel secure, focus better and engage more effectively with academic tasks. Finally, learning is more effective

No.	Indicator	Observation Results
		so routine has an impact on increasing the ability to think critically.
3.	Praise	Teachers give recognition to students who behave well. Rewarding is done by giving praise and applause or stars. The impact is that students become more productive, more enthusiastic and more motivated in learning.
4.	Misbehaviour	All teachers revealed that there was deviant student behaviour during lessons. Examples of misbehaviour include talking inappropriately, being busy and making a noise, disturbing friends, joking and not paying attention to the teacher. The way teachers deal with this behaviour is by advising and discussing it with the students. Deviant behaviour interferes with or inhibits students' critical thinking abilities.
5.	Engagement	Teachers involved students in the learning process. The way teachers involve them is by making agreements about the rules, active learning scenarios, dividing groups and discussions, using peers to teach students who do not understand, and using questions and answers during the learning process.

The results of the interview data were in line with the results of observations. In the teacher's classroom management ability in the first indicator (rules), the teachers created and established rules during the learning process in the classroom. The rules aimed to regulate student behaviour so that they were disciplined and obedient during class. In addition, regulations were made so that learning that took place during class could run optimally and effectively. One teacher stated in an interview:

> "Yes. I make rules to achieve learning goals by setting the ground rules."
> (AF)

Next, based on the results of interviews and documentation, after setting the rules, the teachers read out the rules and agreements at the beginning of the lesson; for example, the class chose the schedules for who would be responsible for class cleanliness which were then posted them the classroom walls. The following is an example of the results of the class cleanliness schedule by students:
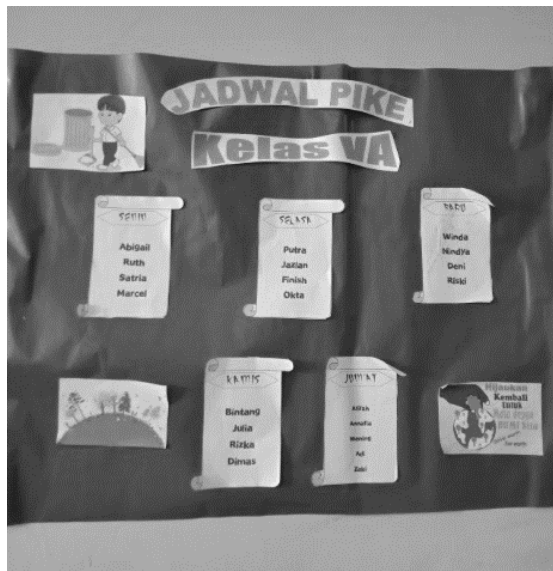
Figure 1: Class Cleanliness Picket Schedule

In terms of the second indicator (routine), all teachers familiarised themselves with the routines that needed to be carried out by students. Each school had a different routine. An example of a routine required by a teacher was *adab* or good behaviour. Apart from that, teachers also provided positive affirmations by giving applause, motivation and advice to students. In addition, one of the teachers also revealed the routines carried out by students during one week:

> *"Yeah. I familiarise students with singing obligatory songs on Mondays, on Tuesdays with religious activities, namely reciting the Koran, on Wednesdays with literacy reading books, on Thursdays singing playground or regional songs, on Fridays filled with sports activities."* (BY)

Based on the results of the interviews, the existence of habits or routines has an impact on student order, and conducive class conditions can be maintained by the teacher. Based on the results of documentation in one of the elementary schools, a routine that was often implemented was maintaining cleanliness by putting posters on the wall:
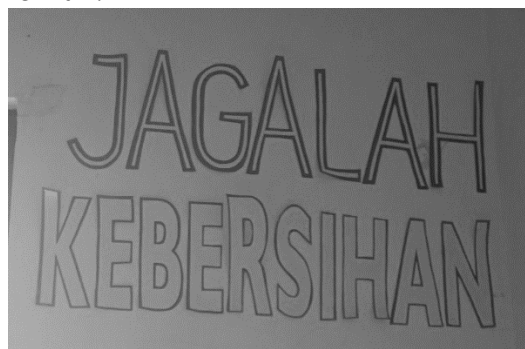

Figure 2: Poter on Maintaining Cleanliness Routines

In terms of the third indicator (praise), all teacher respondents said that they gave appreciation or praise during the lesson. Forms of rewards given by

teachers to students included commendations, applause and star points for students. According to respondents, these rewards had an impact on increasing students' enthusiasm, motivation and productivity in learning.

> *"Yes, the teacher gives rewards in the form of praise and applause. Students will be more motivated."* (BL)

The following is an example of a teacher giving praise by giving star points to students in class:
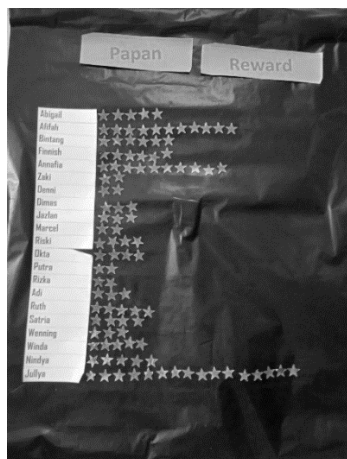

Figure 3: Student Reward Board

In terms of the fourth indicator (misbehaviour), all respondents said that there was student behaviour that was not up to expectations. Some of these behaviours included speaking out of turn (not according to the rules and norms), not paying attention during the lesson, disturbing friends during learning, joking and not disregarding the teacher. Several teachers said that the way to deal with deviant behaviour was by giving advice, giving positive punishment and inviting discussions with students so that their focus was on the learning material.

> *"There are some students who speak when they shouldn't. I overcome this by giving advice and providing videos to encourage talking and good behaviour."* (AF)

In terms of the fifth indicator (engagement), the teachers involved students in class activities by formulating ground rules, dividing the class into discussion groups, asking questions, and providing opportunities for students who have mastered the material to teach their friends who have not been able to master the lesson material. One teacher stated that:

> *"Yes, I involve students with group discussions during the learning process."* (MK)

The following figure shows students in a discussion group:

Figure 4: Learning Discussion

Based on the explanation of the research results, the teacher's classroom management skills, which consisted of determining rules, routines, praise, overcoming misbehaviour, and involving the active participation of students in learning at activator elementary schools, are quite good.

However, even though the classroom management that has been carried out is quite good, there were still obstacles encountered by teachers, including:

1. Student deviant behaviour that did not following existing rules, for example often going in and out of class on the pretext of wanting to go to the bathroom.
2. The layout of objects did not comply with the rules of the classroom, for example, classroom cleaning equipment after use was stored carelessly.
3. Students talked or chatted with their classmates while the teacher was explaining the lesson material.
4. Students talked disrespectfully in class.

These problems were caused by students' lack of awareness of the rules and agreements in class. Additionally, teachers were not firm in addressing students' deviant behaviour. The teachers did not use a classroom management approach that was suitable for the problems and classroom situations that occurred.

Based on these issues, the challenges teachers faced when implementing classroom management were twofold: challenges from students and challenges originating from the teachers themselves. Challenges stemming from students included behavioural and psychological aspects. Disruptive behaviour during the learning process involved chatting, speaking impolitely using regional language terms and frequent bathroom breaks.

Teachers faced challenges in classroom management due to numerous administrative tasks, which resulted in less-than-optimal time management. Apart from teaching, teachers had additional administrative duties such as overseeing learning and class administration, as well as managing school operational assistance funds. This presented a challenge for teachers in managing both the classroom environment and student behaviour. To address

these issues and challenges, teachers need to implement suitable CMS or approaches that align with the problems, conditions, and student needs within the class.

4. Discussion

Based on the research findings, teachers implemented all aspects of classroom management quite effectively, encompassing setting rules, routines, praising students, giving consequences for deviant behaviour, and involving students in classroom management and learning. However, the findings highlighted obstacles that teachers faced in executing classroom management, as detailed in the research results. For instance, instances of student deviant behaviour were observed, which did not align with existing rules. Additionally, frequent disruptions occurred, such as students frequently leaving the classroom with excuses related to restroom visits, as well as misalignment with physical classroom layout and lack of compliance with established rules. Moreover, disruptive behaviours like chatting during learning sessions and impolite language usage were noted among students.

Previous research depicted the classroom management profiles of pre-service teachers as falling under the categories of "authoritative" and "Laissez-faire" styles (Sadik & Sadik, 2014). In a study conducted on pre-service teachers at a university education faculty in Turkey, the authoritative classroom management style was identified as a prevailing profile (Obispo et al., 2021). This style involves setting rules and boundaries for students to follow while also encouraging them. On the contrary, the "Laissez-faire" class management style exhibited little control over student behaviour, prioritising student will over teacher control (Gangal & Yilmaz, 2023). In this research, teachers used a class management profile similar to the authoritative style, establishing ground rules together with students at the lesson's outset.

The research outcomes echoed earlier studies, pinpointing classroom management issues, including inadequate seating arrangements due to space constraints, suboptimal time management, elevated noise levels and clashes arising from divergent student personalities and backgrounds (Ezemba et al., 2022). Moreover, the study revealed deficiencies in classroom management, such as infrequent usage of effective classroom approaches, oversight in classroom management planning and tendencies toward harsh, critical or emotional reprimands as responses to problematic student behaviour (Collier-Meek et al., 2019). Similarly, this research identified problems in classroom management, particularly in the teachers' failure to implement suitable classroom management approaches and their inadequate firmness in addressing students' deviant behaviour.

The challenges in implementing classroom management stem from both students and teachers. Teachers grappled with adopting classroom management approaches due to the weighty administrative responsibilities they bore, including managing school operational funds. Conversely, challenges stemming

from students included disruptive behaviour, impoliteness, and frequent restroom visits during learning sessions.

Previous studies outlined classroom management challenges as instructional, behavioural, psychological, and contextual (Soleimani & Razmjoo, 2016). Instructional challenges encompassed incomplete homework assignments, inconsistencies, and variations in students' first language proficiency. Behavioural and psychological challenges included students' reluctance to participate, diminished motivation in learning, tardiness and inappropriate use of cell phones and apps during class sessions.

Teachers sought to mitigate these issues by implementing positive sanctions based on pre-established agreements and providing guidance to prevent a recurrence of similar issues. Earlier research revealed that teachers' classroom management profiles were influenced by the school climate and their experience in managing classroom learning (Clark et al., 2023). Similarly, teachers in the current study received training on student-centred learning and reflection post-learning, which facilitated their handling of classroom management problems.

Various classroom management approaches were recommended to address classroom issues. Behaviouristic approaches were preferred by teachers to counter disruptive behaviour, emphasising the elimination of disruptive conduct and encouraging desired behaviour (Affandi et al., 2020). Additionally, the "Prohibitions" and "Recommendations" approach provided a swift solution to emergent problems (Rusman, 2018). Moreover, employing a recipe book approach aided in mitigating classroom issues by outlining recommended practices (Marmoah, 2022). Establishing a class agreement contract proved effective in averting classroom problems.

The strength of this research lies in its focus on activator school teachers in Indonesia, who received specialised training on planning, implementing and reflecting on classroom learning. The findings contribute solutions for managing classrooms effectively, enhancing learning outcomes. However, the limitations include its narrow scope, being city-wide, and its focus on elementary schools within the activator programme. Further research should explore learning models or media to enhance teachers' classroom management skills. Developing effective classroom management models and media could lead to well-organised learning environments, fostering optimal student learning. Additionally, aligning classroom management approaches with specific issues, class conditions, and desired objectives is crucial for teachers

5. Conclusion

Human elements in the classroom, facilitated by the teacher to support student learning activities and teacher duties, foster a positive and evolving learning environment by nurturing caring and supportive relationships among students. Teachers organise and implement instructional methods conducive to profound and meaningful learning, encouraging student engagement and motivation tailored to individual abilities, thereby cultivating self-discipline and employing

effective class organisation strategies. This research aimed to evaluate teachers' classroom management abilities, conducted across six activator programme elementary schools in Indonesia.

The research outcomes revealed commendable performance by teachers across various classroom management indicators, including establishing rules and routines, acknowledging student achievements, enforcing consequences for misconduct, and actively involving students in classroom management and learning. However, despite these achievements, some challenges persist. The findings of this research are poised to enhance teachers' classroom management skills, thus optimising learning outcomes and addressing classroom issues effectively. Recognising the pivotal role of effective classroom management in student engagement and achievement, this research is relevant and significant.

Further research endeavours should focus on developing learning models or media aimed at augmenting teachers' proficiency in classroom management, thereby elevating their expertise in this domain. Additionally, the recommendation stemming from this research emphasises the importance of aligning classroom management approaches with specific problems, prevailing class conditions and intended learning objectives.

Conflicts of Interest: The authors declare no conflicts of interest

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Appendix 1: Interview Instrument

No.	Indicator	Description	Interview Question
1.	Rules	Establish and teach classroom rules to express behaviour expectations.	• What is the teacher's aim in making these rules? • How does the teacher communicate the rules and the purpose of these rules to students?
2.	Routines	Create frameworks and routines that assist students in a range of settings.	• What habits do teachers carry out earners? • What is the impact of the habits carried out by teachers? • Does it have an impact on improving outcome learning?
3.	Praise	Positive conduct should be reinforced through praise and other ways.	• What form of appreciation is given by the teacher? • What is the impact of appreciation on students? • Does it have an impact on improving outcomes for learning students?
4.	Misbehaviour	Consistently impose penalties for inappropriate behaviour.	• What examples of deviant behaviour do students do? • How teachers can deal with behaviour deviant? • Does the teacher consistently carry out the method? • Is this deviant behaviour of students able to hinder learning?
5.	Engagement	Encourage and sustain student involvement by delivering compelling classes with chances for active student participation.	• How does the teacher involve students in the learning process? • What forms of activities involve students in learning? • Whether the activity can improve students' abilities?

Appendix 2: Observation Instrument

No.	Indicator	Description	Observation result
1.	Rules	Does the teacher create and establish rules during the learning process for students?	
		Types of rules set in the classroom?	
2.	Routines	Does the teacher familiarise students' behaviour during the learning process?	
		Type of routine established in classroom learning?	
3.	Praise	Does the teacher give appreciation to the students during learning?	
		Type of praise given by the teacher?	
4.	Misbehaviour	Is there any student behaviour that deviates when learning in class?	
		Types of student behaviour that deviate from the rules?	
5.	Engagement	Does the teacher involve students in the process of learning?	
		Types of learning activities that involve students in learning?	