



TEACHERS' EFFORTS TO CREATE A GOOD AND COMFORTABLE CONDUCTIVE ENVIRONMENT DURING LEARNING IN CLASS IV

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ABSTRACT

This study aimed to examine and describe teachers' efforts in creating a conducive and comfortable learning environment during classroom instruction in Grade IV at SD Negeri 209 Palembang. Employing a qualitative descriptive approach, data were collected through systematic classroom observations, in-depth interviews with the Grade IV teacher, and relevant documentation. The data analysis process followed an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that effective classroom management, the implementation of varied instructional strategies, appropriate seating arrangements, the use of ice-breaking activities, and positive teacher–student interactions significantly contributed to improved student focus, active participation, and overall learning comfort. The results of this study are particularly relevant to elementary education contexts, as they provide practical insights into classroom management and instructional practices that support the development of effective and supportive learning environments. The novelty of this study lies in its emphasis on an integrated approach that combines physical classroom organization with psychosocial strategies, highlighting practical teacher-led efforts to foster a conducive learning atmosphere in elementary schools.

Keywords: Conducive Learning Environment, Classroom Management, Elementary School, Student Engagement, Teacher Efforts

1. INTRODUCTION

Education represents a deliberate and systematic endeavor aimed at developing students' knowledge, skills, and attitudes, thereby playing a fundamental role in preparing competent human resources to support national development. In the context of rapid technological change, education serves as a crucial medium for equipping learners with the competencies required to face 21st-century challenges, particularly amid the transition from the Industrial Revolution 4.0 to Society 5.0 (Romadhon, 2019; Shor, 2019; Ahmadi, 2024). The attainment of optimal learning outcomes is influenced not only by students' commitment to learning but also by a range of internal and external factors. Internal factors originate within the learners themselves, whereas external factors encompass the family, school, and broader social environments (Sapan, 2020; Palah et al., 2022; Sihite et al., 2024).

As formal educational institutions, schools hold a strategic position in determining the quality of human resources (Santos et al., 2024; Wahyuningsih et al., 2024; Jaya et al., 2025). The advancement or decline of a nation is closely associated with the effectiveness of its education system. Schools operate through the integration of interconnected components, including teachers, students, curriculum, and learning facilities, which collectively function to achieve national, institutional, and curricular objectives (Imants & Van Der Wal, 2020; Lahesti et al., 2023; Jaya et al., 2025b). The synergy among these elements significantly determines the effectiveness of the learning process.

Learning fundamentally involves dynamic interactions between teachers and students. According to Jones (as cited in Mutmainnah, Wahid, & Muali, 2022), learning is intended to assist students in constructing new meanings and developing

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deeper understanding. Such processes cannot occur in isolation but require supportive conditions, such as adequate facilities, engaging instructional strategies, and learning environments that encourage active participation. In line with Bloom's cognitive domain, understanding is a central component of learning, reflected in students' ability to interpret and apply ideas communicated during instruction (Afriani, 2022; Ahmed, 2023; Priestley et al., 2021).

To ensure learning that is both effective and meaningful, effective classroom management and a conducive learning environment are indispensable. Classroom management extends beyond behavior control to include the organization of instructional activities (Amiruddin et al., 2024; Muluk et al., 2021; Rais et al., 2022). Ideally, these two aspects operate simultaneously, as students who are actively involved in learning tasks tend to exhibit fewer behavioral issues. Effective classroom management fosters positive teacher-student interactions, optimizes instructional time, and creates a productive and comfortable classroom atmosphere (Mutmainnah et al., 2022; Suryana et al., 2020; Vuong thi hai et al., 2025).

Previous studies consistently emphasize the significance of the classroom environment in supporting student learning. Seifert and Sutton (as cited in Mutmainnah et al., 2022) note that classroom management poses considerable challenges for teachers due to the simultaneous nature of classroom activities, diverse student needs, and unpredictable learning situations. Moreover, students' perceptions of learning are shaped by their classroom experiences, which in turn influence motivation and engagement. Consequently, teachers are required to continuously motivate learners and design learning experiences that are both meaningful and enjoyable.

Recent empirical findings further confirm that classroom environment remains a persistent concern in educational practice. Aini and Hadi (2023) report that poorly arranged classroom settings can impede effective instructional interaction between teachers and students. Similarly, Daryanto et al. (2022) highlight that classrooms function

as learning laboratories where management practices and discipline play a critical role in shaping students' academic experiences and learning outcomes.

Despite its importance, many teachers continue to encounter difficulties in managing classrooms effectively. Arends (as cited in Abd Gafur & Mustafida, 2021) identifies classroom management as one of the most challenging aspects of teaching, particularly in efforts to establish an optimal learning environment. Inadequate classroom management may result in reduced student motivation, limited participation, and ineffective learning processes (Meesuk et al., 2020).

Ideally, classroom instruction should cultivate a positive and conducive learning climate that promotes creativity, critical thinking, and active student engagement. However, instructional practices often remain teacher-centered, with minimal opportunities for student involvement. In such contexts, teachers are frequently positioned as the primary source of knowledge rather than facilitators of learning, which can diminish the meaningfulness of the learning experience.

Preliminary observations conducted in a Grade IV classroom at SD Negeri 209 Palembang revealed that the limited use of varied instructional strategies posed challenges in creating a supportive, comfortable, and conducive learning environment. This condition negatively affected both the classroom atmosphere and students' learning outcomes. Accordingly, there is a need for teachers to implement effective classroom management strategies and diverse instructional approaches to enhance the quality of learning. Based on these considerations, this study focuses on examining teachers' efforts in creating a conducive, positive, and comfortable learning environment during classroom instruction in Grade IV of SD Negeri 209 Palembang.

2. LITERATURE REVIEW

Several previous studies have examined the role of teachers in creating a conducive learning environment in

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elementary schools. These studies emphasize that classroom atmosphere and teacher–student interactions play a crucial role in supporting effective learning processes.

Puja Lestari, Tjut Afrida, and Dine Trio Ratnasari (2023) conducted a study entitled “Analisis Hubungan Siswa dengan Guru dalam Menciptakan Situasi Lingkungan Belajar yang Kondusif Kelas I di SDN 1 Ciparasi.” The study revealed that the quality of learning is influenced by various factors, including the interaction between teachers and students. This research shares similarities with the present study in terms of research setting (elementary school) and focus on creating a conducive learning environment. However, the difference lies in the research subject, as the study was conducted in grade I, whereas the present study focuses on grade IV students.

Similarly, Jiwandono, Degeng, and Kusmintardjo (2020), in their study entitled “Peran Guru dalam Menciptakan Lingkungan Belajar yang Kondusif di SDN Wonorejo 01 Lawang,” found that teachers are required to prepare learning activities thoroughly to create a supportive classroom environment. This study is relevant to the current research because it highlights the importance of the teacher’s role in classroom management. Nevertheless, the research was conducted in grade III, while the present study examines learning conditions in grade IV.

Another relevant study was conducted by Rahma, Rahmawati, and Setyawan (2022) entitled “Pengaruh Kejenuhan terhadap Konsentrasi Belajar dan Cara Mengatasinya pada Peserta Didik di SDN 1 Pandan.” Their findings indicate that the use of appropriate learning strategies can help reduce student boredom and create a more conducive learning atmosphere. Although this study aligns with the current research in terms of its focus on elementary education and classroom conditions, it differs in scope, as it involved students in grades V and VI, whereas the present study focuses on grade IV.

Wulandari and Nurjaman (2023) also examined this issue in their research entitled “Analisis Peran Guru dalam Menciptakan Lingkungan Belajar yang Kondusif di Kelas II SDN Cimekar.” The results showed that

creating a conducive learning environment requires effective classroom management that considers both physical and psychosocial dimensions, such as classroom arrangement and seating organization. While this study is similar to the present research in its focus on the teacher’s role and learning environment, it differs in terms of the grade level examined.

Furthermore, Jaelani, Damiany, and Mayasari (2022), in their study “Kemampuan Kinerja Guru dalam Menciptakan Iklim Kelas yang Kondusif di SDN 34 Mataram,” concluded that establishing clear rules and expectations and applying effective classroom management techniques are essential in creating a conducive classroom climate. This study has similarities with the current research in terms of research variables and educational setting, but it was conducted in grade V, whereas the present study focuses on grade IV.

Despite these relevant findings, a research gap still exists. Most previous studies focus on different grade levels in elementary school, such as grades I, II, III, V, and VI, while studies that specifically examine teachers’ efforts in creating a conducive, comfortable, and positive learning environment in grade IV are still limited. In addition, previous research has not sufficiently explored the specific strategies employed by teachers during classroom instruction to maintain a supportive learning atmosphere.

Therefore, this study seeks to address this gap by examining teachers’ efforts in creating a conducive, positive, and comfortable learning environment during classroom instruction in grade IV at SD Negeri 209 Palembang. This research is expected to contribute to the existing literature by providing empirical insights into classroom management practices at the fourth-grade level in elementary education..

3. METHODS

This study employed a qualitative descriptive research design to explore teachers’ efforts in creating a conducive, positive, and comfortable learning environment during classroom instruction. The qualitative approach was selected to obtain an in-depth understanding of the

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learning process and classroom management practices as they naturally occur in the school setting (Neuman, 2019; Tisdell et al., 2025; Patton, 2020). The focus of this research was not on measuring variables statistically, but on describing and interpreting phenomena related to classroom conditions and teacher strategies.

The study was conducted at SD Negeri 209 Palembang, located on Jalan K.H. Marogan, Lorong Bahagia, Kemang Agung Sub-district, Kertapati District, Palembang City, South Sumatra. The research took place during the odd semester of the 2025/2026 academic year. The research subjects consisted of 18 fourth-grade students, along with the homeroom teacher as the main informant.

The data in this study were qualitative in nature and were collected from both primary and secondary sources. Primary data were obtained directly through classroom observations, interviews, and documentation, while secondary data included supporting documents such as lesson plans (RPP/modul ajar), student worksheets (LKPD), and school records related to the learning process.

Data collection techniques consisted of observation, interviews, and documentation (Herdayati & Syahrial, 2019; Anufia, 2019; Susanto et al., 2023). Classroom observations were conducted using an observation guideline to examine teacher preparation, classroom environment, learning processes, and student behavior during instruction. Interviews were carried out with the fourth-grade homeroom teacher using a semi-structured interview guide to obtain information about teaching strategies, classroom management, learning media, and efforts to create a conducive learning environment. Documentation was used to support observation and interview data in the form of photographs, videos, lesson plans, and learning materials.

To ensure data validity, this study applied triangulation of sources and methods by comparing data obtained from observations, interviews, and documentation. Data analysis followed the Miles and Huberman model, which includes data reduction, data display, and conclusion

drawing/verification. Data reduction involved selecting and focusing relevant information related to classroom management and learning environment. Data were then presented in the form of narrative descriptions and tables to facilitate interpretation. Finally, conclusions were drawn based on patterns and relationships found in the data, and continuously verified throughout the research process.

This qualitative research was conducted under natural classroom conditions without manipulation of variables. The findings are expected to provide a comprehensive description of teachers' efforts in creating a conducive learning environment in fourth-grade elementary classrooms and may serve as a reference for similar qualitative studies in primary education contexts.

4. RESULTS AND DISCUSSION

This study was conducted in Grade IV of SD Negeri 209 Palembang during the first semester of the 2025/2026 academic year and involved 18 students. The research was carried out over a period of fourteen days through three main stages: planning, implementation, and evaluation.

During the planning stage, the teacher prepared learning instruments, including lesson plans, student worksheets (LKPD), and observation and interview guidelines. Initial classroom observations were also conducted to identify students' characteristics and classroom conditions, which served as the basis for selecting appropriate classroom management strategies.

The implementation stage was conducted through face-to-face learning activities. The learning process began with greetings, prayers, apperception, and the explanation of learning objectives. To support a conducive learning environment, the teacher arranged students' seating in a U-shaped formation to facilitate interaction and classroom control. During the lesson, LKPD and group discussions were used to encourage students' active participation. Observation results indicated that most students were more focused, actively involved in discussions, and showed

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increased confidence when completing learning tasks.

At the evaluation stage, several students were found to occasionally lose focus, such as talking to peers or asking permission to leave the classroom. However, the teacher addressed these issues through persuasive approaches, motivational reinforcement, and positive feedback. These efforts were effective in restoring a calm and comfortable classroom atmosphere.

The interview with the Grade IV teacher revealed that creating a pleasant classroom atmosphere was a deliberate strategy. The teacher stated:

“My principle is to make the classroom atmosphere enjoyable. Before starting the lesson, I invite students to do ice breaking activities so they feel relaxed. When students are comfortable, they can understand the material more easily, and the classroom becomes more conducive.”

This statement indicates that emotional readiness and teacher–student interaction play a crucial role in supporting a conducive learning environment. Documentation in the form of photographs and videos further confirmed positive teacher–student interactions and students’ engagement during the learning process.

The findings indicate that a conducive learning environment can be achieved through effective classroom management that integrates both physical and psychosocial aspects. The U-shaped seating arrangement contributed to increased interaction, improved classroom control, and greater student participation during learning activities. This supports the view that appropriate classroom layout positively influences student engagement and learning effectiveness.

The use of ice breaking activities, motivational reinforcement, and learning media such as LKPD helped reduce student boredom and foster a positive learning atmosphere. This is consistent with Abdullah et al. (2025), who emphasize that students’ emotional readiness at the beginning of learning significantly affects their engagement and concentration.

The teacher’s application of varied teaching methods and strategies, including

discussions and differentiated instruction, also played an important role in maintaining students’ attention and minimizing disruptive behavior. These findings align with Wulandari and Nurjaman (2023), who argue that effective classroom management requires balanced attention to both physical classroom settings and psychosocial interactions.

Furthermore, the teacher’s understanding of students’ individual characteristics and the use of a personal, humanistic approach were essential in maintaining a positive classroom climate. Teachers who recognize students’ differences are better able to manage behavior and create meaningful learning experiences. This finding is in line with Jaelani, Damiany, and Mayasari (2022), who highlight the importance of clear classroom rules and empathetic teacher attitudes in creating a conducive classroom environment.

Overall, the results of this study reinforce the notion that teachers play a central role in creating a comfortable and conducive learning environment. Through careful planning, effective classroom management, and the use of varied instructional strategies, teachers can enhance student engagement and support an optimal learning process in elementary school settings.

5. CONCLUSION

Based on the findings, this study concludes that teachers hold a pivotal role in establishing a learning environment that is conducive, comfortable, and supportive of students’ academic and emotional needs. The research objective, which aimed to describe teachers’ efforts in creating a conducive learning environment in Grade IV of SD Negeri 209 Palembang, was successfully accomplished. The results demonstrate that effective lesson planning, systematic classroom management, and the implementation of varied instructional strategies and learning media significantly enhance students’ focus, engagement, and active participation during classroom instruction. Additionally, the findings reveal that teachers’ understanding of students’ individual characteristics, combined with a

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persuasive and humanistic approach, contributes to the maintenance of a positive and harmonious classroom atmosphere. The integration of physical classroom organization with psychosocial interactions further supports students' emotional readiness and learning comfort, thereby fostering meaningful learning experiences.

In terms of implications, this study provides practical insights for elementary school teachers, emphasizing the importance of integrating pedagogical, managerial, and communicative strategies in classroom practice. Schools and educational stakeholders may use these findings as a reference for designing professional development programs that strengthen teachers' classroom management skills and their ability to create supportive learning environments. Theoretically, this study contributes to the existing literature on classroom management by highlighting the interconnection between physical learning spaces and psychosocial teacher-student interactions in elementary education contexts.

Regarding future research, further studies are recommended to explore teachers' efforts in creating conducive learning environments using different research approaches, such as mixed-methods or experimental designs, to examine their impact on specific learning outcomes. Future research may also investigate similar phenomena across different grade levels, subjects, or school contexts to provide broader generalization. Additionally, incorporating students' perspectives and examining the role of language use in classroom interaction could offer deeper insights into how classroom environments influence learning effectiveness.

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