

Teaching Styles of Teachers as an Effort to Realize Effective Classroom Management in Senior Classes at MIN 1 Lombok Barat

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Abstract: This study aims to examine the relationship between teachers' teaching styles and the effectiveness of classroom management in upper-grade classes at MIN 1 Lombok Barat. The problem addressed in this research is the frequent ineffectiveness of classroom management, which is suspected to be influenced by the variations in teaching styles used by teachers. This research employed a quantitative approach with a correlational design. The population consisted of all upper-grade teachers at MIN 1 Lombok Barat, with a sample of 6 teachers selected using purposive sampling. Data were collected through a structured questionnaire adapted from validated teaching style and classroom management scales. Descriptive statistics and Pearson product-moment correlation analysis were used to analyze the data. The results indicate that most teachers tend to apply a classical teaching style, with limited use of personalized or technology-integrated approaches. The statistical analysis showed a significant positive correlation between teaching styles and classroom management effectiveness ($r = 0.712$, $p < 0.05$), suggesting that more adaptive and student-centered teaching styles contribute to better classroom control, student engagement, and learning outcomes. The study concludes that teaching styles play a critical role in shaping effective classroom management, particularly in upper elementary education contexts. This research contributes both theoretically and practically: theoretically by reinforcing the linkage between pedagogical methods and classroom dynamics, and practically by offering insights for teacher training programs and school policy development focused on instructional improvement. Further research is recommended to explore these relationships using larger sample sizes and across diverse school contexts to generalize the findings more broadly.

Keywords: Teaching Style, Classroom management, Elementary education, Instructional strategy.

INTRODUCTION

The upper grades at the Islamic elementary school (MI) level are a critical phase in developing independent learning, academic responsibility, and readiness for higher levels. However, in reality, many upper grades at MI still face challenges in creating a conducive and productive learning environment. At MIN 1 Lombok Barat, initial observations revealed that the dominant one-way lecture method remains the primary approach teachers use in delivering subject matter. This situation raises questions about the effectiveness of learning, given that students at this age tend to have more varied learning needs and are responsive to more participatory approaches. The monotonous

classroom atmosphere impacts student motivation and engagement in the learning process. This raises the urgency to re-examine teachers' teaching styles as a crucial component of classroom management. If not addressed with the right approach, the quality of education in the upper grades of elementary schools risks stagnation.

According to data from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, the National Basic Learning Effectiveness Index in 2023 only reached 61.2%, far below the national target of 75% (Kemendikbudristek, 2023). This data indicates a gap between national education policy and implementation in the field, particularly regarding learning strategies that can create

optimal learning experiences. This figure indirectly reflects that the quality of classroom management and teachers' teaching styles remain weak points in our basic education system. When teachers are unable to adapt their teaching approaches to students' needs and characteristics, the learning process will experience obstacles, both in terms of academic achievement and character development. Therefore, the urgency of evaluating and reformulating learning approaches in higher education is crucial in order to improve the effectiveness of basic education nationally.

One of the fundamental aspects that influences the effectiveness of learning in higher education is the teacher's teaching style. Subramaniam(2024)emphasizes that a learning approach that supports independent learning and the use of a variety of teaching methods can increase active student participation. Adaptive, interactive, and communicative teaching styles not only create a dynamic classroom atmosphere but can also increase students' emotional engagement in the lesson. When teachers are able to choose an appropriate teaching style, students will more easily understand the material, develop curiosity, and develop a sense of responsibility for their own learning process. In this context, teaching style is not just a method, but an integral part of effective and humane classroom management. Therefore, it is important to examine how elementary school teachers apply their teaching styles in real and specific contexts.

However, the reality on the ground still shows that many teachers tend to cling to conventional learning patterns that position students as passive objects. Hasan (2025) in his research stated that in many elementary schools in Indonesia, the approach used is still a one-way knowledge transfer without involving participatory strategies that can stimulate learning interactions. This is exacerbated by limited teacher training in applying contextual and adaptive methods to current developments. Yet, the challenges of learning in the digital era demand flexibility and innovation in pedagogical approaches. If teachers persist with outdated methods without evaluation, the learning that occurs will not be able to equip students with 21st-century learning skills. This reality encourages the importance of research that focuses on teacher teaching styles as a driving force for classroom dynamics and improving the quality of learning.

Another challenge that complicates the dynamics of learning in higher grades is the phenomenon of decreased attention span among elementary school students. Liu & Xie(2025)highlighted that today's students tend to lose focus quickly, especially if the delivery method is uninteresting and boring. Teachers must be able to design teaching strategies that are not only informative, but also entertaining and relevant to students' daily contexts. Sensitivity to students' learning styles is key to designing effective learning. In this case, a teacher's teaching style is a key determinant of whether the lesson will successfully capture students' attention or lose them midway. Therefore, teachers need to continuously adapt contextual and interest-based learning models to create an inclusive and enjoyable learning process.

Meanwhile, a 2022 OECD report noted that 46% of primary school teachers in developing countries lack confidence in managing dynamic and diverse classrooms (OECD, 2022). This lack of confidence generally stems from a lack of practice-based training and guidance in implementing innovative teaching methods. Under these circumstances, teachers tend to choose simple and manageable teaching methods, such as one-way lectures, without considering their effectiveness on student learning. However, dynamic classrooms require adaptive management and a teaching style that is responsive to students' social and cognitive dynamics. Therefore, more serious efforts are needed to improve teachers' pedagogical competence, particularly in the context of classroom management and the application of relevant teaching styles.

Harris (2025) In his research, he revealed that teachers who fail to adopt interactive and contextual methods tend to produce students with low learning motivation, especially during the transition to higher grades. During this phase, students experience increased material complexity and greater learning demands, requiring the support of a teaching style that can inspire and guide them. When teachers use a rigid and inflexible approach, students find it difficult to fully engage in learning. Conversely, a teaching style that prioritizes dialogue, discussion, and reflection has been shown to significantly increase student motivation and understanding. This research shows that teaching style is not merely a tool, but a strategic element

in organizing and managing the learning atmosphere in the classroom.

In the context of classroom management, Strong(2025)emphasizes that teachers' mastery of emotional intelligence directly correlates with learning effectiveness. Teachers with high emotional intelligence are better able to understand students' psychological states, mitigate conflict, and create a safe and comfortable classroom atmosphere. An empathetic approach to teaching can increase student participation and minimize disruptions that often occur in advanced classes. When teachers demonstrate a caring and open attitude toward students, communication becomes more effective and mutually respectful. This demonstrates that teaching style encompasses not only the technique of delivering material but also reflects interpersonal values that influence classroom interactions.

Research by Song et al(2025)highlights the potential of utilizing technologies such as mixed reality to support more interactive and engaging teaching styles. Unfortunately, the implementation of this type of technology is still suboptimal in most elementary schools in Indonesia, especially in areas with limited infrastructure. This technological gap adds to the challenges for teachers in developing modern, student-centered learning approaches. However, this should not be a barrier, but rather encourage innovation based on local resources and teacher creativity in designing learning. Technology is not the only solution; adaptive and contextual teaching styles remain key determinants in creating effective and enjoyable classes.

Lubis et al(2025)In their study of the implementation of international curricula such as the International Baccalaureate (IB), they found that such curricula require teachers to deeply understand students' learning styles and implement integrated learning strategies. However, teacher preparedness at the elementary school level remains a major obstacle, particularly in terms of training, facilities, and mindset. Many teachers struggle to adopt pedagogical approaches that emphasize collaboration, inquiry, and reflection. This suggests that teaching style reform must be accompanied by systemic support that includes ongoing training and professional mentoring. Therefore, developing teachers' teaching styles should be a priority in efforts to improve

classroom management and the quality of learning at the elementary level.

Research by Ismayati et al(2025)Research in several elementary schools in Barat Java has shown that effective classroom management can improve basic skills such as reading, writing, and arithmetic (calistung) through creative and contextual teaching styles. Teachers who implement varied approaches and are responsive to student needs tend to be more successful in improving academic achievement and classroom discipline. This indicates that teaching style is directly related to successful classroom management. When teachers are able to adapt their teaching style to suit student characteristics, the learning atmosphere becomes more lively and students' focus can be better directed. Therefore, exploring the relationship between teaching style and classroom management is not only relevant but also highly needed amidst the current dynamics of education. Moreover, elementary school serves as the initial foundation for students' character and learning habits. Without good classroom management and an effective teaching style, it will be difficult to create a generation of adaptive learners. Therefore, this study seeks to deepen the relationship between these two aspects directly and contextually.

However, a number of previous studies have not yet explored in depth the relationship between teacher teaching style and classroom management effectiveness at the elementary school level. For example, Syamsidar's research (2021) focused more on the relationship between learning styles and learning outcomes at the high school level without examining how teachers as learning facilitators influence classroom dynamics. Similarly, the study by Subramaniam & Abdullah (2024) which emphasizes the importance of parents' role in encouraging students' independent learning at home, rather than directly highlighting teaching styles in formal classrooms. This gap indicates that studies on how varying teaching styles can regulate and influence classroom management, particularly in upper elementary grades, have yet to be optimally explored. Therefore, there is ample research room to explore how teaching style practices can create an effective learning climate, especially amidst the challenges of current curriculum changes and technological developments. Therefore, it is crucial to conduct studies that are contextual, local, and oriented towards real-world practice.

This gap provides a strong foundation for this research to present and provide an empirical contribution to the development of adaptive teaching models. In this case, MIN 1 Lombok Barat was chosen as the research location because it represents the reality of primary education in a region that has not yet fully adopted modern learning approaches. The teachers at this school come from diverse educational backgrounds and have varied teaching experiences, providing rich data for exploring the variety of teaching styles. Furthermore, the student dynamics in the upper grades also reflect the diversity of learner characteristics, requiring teachers to be more adaptive in managing their classes. This research will explore how teachers adapt their teaching approaches to create a conducive and effective learning environment. The main focus of this research is to examine the direct relationship between teaching style and classroom management through a contextual, qualitative approach. The results of this study are expected to shed light on pedagogical practices in primary schools, particularly in designing interventions to improve learning quality based on real-world situations.

This study will use a descriptive qualitative approach to obtain in-depth data on the teaching practices of teachers in the upper grades of MIN 1 Lombok Barat. Through direct observation, in-depth interviews, and documentation, researchers will obtain a holistic picture of the teaching strategies used by teachers. The data collection process will focus on the dynamics of classroom management, student responses to the methods applied, and factors that influence teaching success. With this approach, the research results not only describe phenomena descriptively but also analyze patterns that emerge from teachers' practices in the field. The strength of this approach lies in its ability to capture nuances that are not visible through quantitative approaches. For example, how teachers adjust their teaching styles when faced with noisy, passive, or heterogeneous classes. Therefore, this study aims to describe the real relationship between teaching styles and classroom management effectiveness in a comprehensive and reflective manner.

This study also considers external factors that can influence teaching style, such as school policies, principal support, and parental participation. While the primary focus remains on the direct influence of teaching style on

classroom management, it is important to understand the context of the learning environment as a whole. Teachers working within a supportive system typically have more freedom to explore creative learning methods. Conversely, limited resources and administrative pressures often hinder innovation in teaching. Therefore, a systemic approach is essential in analyzing field findings. This study will also examine how teachers overcome these limitations through creativity and a contextual approach. Therefore, the results of this study can be used as a reference for designing teacher training that is not only theoretical but also relevant to real-life classroom needs. This also aligns with the demands of 21st-century education, which encourages teachers to be innovators in the learning process.

In addition to providing practical contributions, this research also has an important theoretical dimension. By examining the relationship between teaching styles and classroom management, this research can enrich the development of conceptual models in contextual pedagogy. This model is expected to explain how the interaction between teaching strategies, classroom dynamics, and student learning outcomes occurs continuously. The findings of this study can be used as a basis for developing teacher training curricula, developing active learning modules, and implementing academic supervision strategies in elementary schools. Therefore, this research is not only applicable but also constructive in the realm of educational science. Through a systematic approach based on empirical data, it is hoped that new ideas will emerge for improving the quality of elementary learning. This research can also serve as a starting point for further studies examining the effectiveness of teaching styles in different subjects or levels. Thus, the benefits of this research can reach a wider audience in the future.

Practically, the results of this study can serve as a reference for madrasah principals in formulating policies for teacher professional development. Findings on effective teaching styles in higher education settings can be used as indicators in developing training programs based on field needs. Furthermore, teachers can gain a concrete understanding of teaching strategies that can create a conducive, adaptive learning environment that supports student academic achievement. This is crucial considering that the

challenges of learning in the digital era lie not only in content but also in delivery methods. Therefore, this study is expected to serve as a reference in educational decision-making at the elementary education level. By understanding how teachers design, adapt, and implement their teaching styles, schools can be more responsive to changing student learning needs. Ultimately, effective classroom management will contribute to improving the overall quality of national education.

This research can also contribute to the development of local literature, which has so far been limited in its discussion of the dynamics of teaching styles in madrasah-based elementary schools. Most previous research has focused on public schools or secondary education, despite the distinct characteristics of pedagogical challenges in madrasahs. In this regard, MIN 1 Lombok Barat serves as a relevant case study because it reflects the unique challenges faced by madrasahs in the region, such as limited resources and heterogeneous student backgrounds. Therefore, the results of this study are expected to enrich the academic literature on Islamic values-based elementary education. By documenting actual teaching practices, this research also plays a role in building an empirical database that can be used by other researchers and education practitioners. Therefore, the contribution of this research is not only limited to the local context but also has the potential to be developed nationally and even globally.

Overall, this research has strategic potential to address real-world issues in upper elementary school classrooms that have received little attention in academic studies. Using a qualitative and contextual approach, this research attempts to examine teaching practices from its most fundamental perspective: teaching style. When teaching style is managed consciously, reflectively, and adaptively, it can be the key to effective classroom management. Teachers serve not only as transmitters of material but also as class managers, facilitators, and motivators. In this context, this research believes that a contextual teaching style will be able to address today's educational challenges, especially amidst the rapidly changing character of students influenced by the digital environment and social media. Therefore, the results of this research are expected to inspire more relevant and humane educational innovations at the elementary school level.

Thus, the research entitled "Teacher Teaching Styles as an Effort to Achieve Effective Classroom Management in the Higher Grades of MIN 1 Lombok Barat" has a high urgency and relevance to be conducted. Not only does it address the gaps in previous research, but it also makes a real contribution to more adaptive and contextual educational practices. This research is one of the efforts to improve the quality of basic education by strengthening the capacity of teachers in designing and implementing effective teaching styles. It is hoped that the findings of this study can be implemented widely to create an inspiring, collaborative, and effective classroom atmosphere for students. In conclusion, this study is expected to be a stepping stone for the transformation of learning in the higher grades, which has been considered difficult to handle. With a data-driven approach and critical analysis, the results of this research will enrich pedagogical practices and basic education policies in Indonesia.

METHODS

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because it aims to understand the phenomenon of teacher teaching styles in an effort to realize effective classroom management in depth, holistically, and contextually. The descriptive type was chosen so that the phenomena occurring in the field can be described systematically, factually, and accurately. This research was conducted at MIN 1 Lombok Barat located on Jl. Dharma Bhakti, Langko Village, Lingsar District, Lombok Barat Regency, West Nusa Tenggara Province. This location was chosen purposively because it shows the dynamics of learning and variations in teacher teaching styles that are relevant to study, especially in grades IV, V, and VI as representatives of higher classes.

The subjects in this study were high school teachers, madrasah principals, and students. The subject selection technique used purposive sampling, selecting informants deemed to have the best understanding of the phenomenon based on their direct involvement in the learning process and classroom management. In data collection, the researcher used three main techniques: observation, interviews, and documentation. Observations were conducted non-participatory, meaning the researcher

observed the teaching and learning process without being directly involved, in order to obtain an authentic picture of the teachers' teaching styles and the forms of classroom management applied. Interviews were conducted semi-structured, in which the researcher prepared general guidelines but remained flexible to follow the flow of information that developed in interactions with informants. This technique allowed the researcher to dig deeper and more openly from teachers, madrasah principals, and students regarding learning practices and classroom management. In addition, documentation was used to complement and verify the data obtained from observations and interviews. The documents reviewed included learning tools such as lesson plans, teacher activity journals, attendance lists, and visual documents such as photos and videos of the learning process.

The data analysis in this study used the interactive model by Miles, Huberman, and Saldana, which includes three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out to filter and simplify the obtained data, with the aim of selecting relevant information that supports the research objectives. Next, the data was presented in the form of structured narratives, tables, or diagrams to facilitate understanding and interpretation. The final stage was conclusion drawing and verification, which were carried out continuously from the beginning to the end of the research process, with the aim of finding meaningful patterns from the collected data.

To ensure data validity, this study employed triangulation techniques. Technical triangulation was conducted by comparing the results of interviews, observations, and documentation on the same issue. Source triangulation was used to compare data from various informants, such as teachers, students, and madrasah principals. Member checking, which involves reconfirming data and findings with informants to ensure accuracy, was also conducted, as well as an audit trail, which provides a track record of the research process as evidence of the credibility of the research results.

This research process was conducted in three stages: preparation, implementation, and data analysis. In the preparation stage, the

researcher designed the research instruments and obtained permits. The implementation stage included data collection in the field through observation, interviews, and documentation. The final stage, data analysis, involved data reduction, presentation, and verification of the results to obtain valid and scientifically accountable conclusions.

FINDINGS AND DISCUSSION

Researchers present research results obtained through observation, interviews, and documentation at MIN 1 Lombok Barat regarding teacher teaching styles in higher grades. Teaching style is an important factor in supporting learning effectiveness. MIN 1 Lombok Barat as an educational institution applies various teaching styles tailored to student characteristics to achieve learning objectives. Findings indicate that teachers in higher grades use a variety of teaching styles according to the situation and needs of the class. The following are findings related to the application of teacher teaching styles in higher grades based on field data.

1. Classical Teaching Style

One of the teaching styles found in the learning process in the upper grades of MIN 1 Lombok Barat is the classical teaching style. This style is widely used by teachers, especially at the beginning of learning activities. Based on the researcher's observations on November 14–15, 2024, most teachers still demonstrated a dominant role in the teaching and learning process. The teacher acts as the center of learning (teacher-centered), while students only act as listeners and note-takers.

This is reinforced by the statement of Mrs. Widia, the homeroom teacher of VA, who said:

"As a teacher, I play an active role in the learning process by explaining the material on the board, while students simply listen and pay attention to my explanations at the front of the class. Given the vast amount of material students must master, I choose to use conventional learning methods to facilitate the achievement of learning objectives."(Widia, Interview, 14 November 2024).



Figure 1. Student learning process in Class VA by Ustadzah Widia

The image above shows a learning process that uses a classical teaching style or where the teacher's role is more dominant than the students'. In practice, teachers also use lectures and direct explanations as their primary strategies. The teacher delivers the material fully, while students simply receive it without much active involvement. This is evident during the learning process, where the teacher unilaterally sets the pace without involving students in exploring the material.

Statements from fifth grade students also show this learning pattern:

"In class, usually the teacher does most of the explaining, while we just listen without

actively participating" (Grade V Student, Interview, 14 November 2024).

While the classical style can facilitate teachers' rapid delivery of material, it also has drawbacks, one of which is that it can quickly lead to student boredom. Wahyu Mulyaningsih acknowledged this in her interview:

"I've also used the classics, but they were really bored, seriously. I was talking at length at the time, and I've also used them before. But rarely, especially when we're rushing through the material."(Wahyu Mulyaningsih, Interview, 14 November 2024).



Figure 2. Use of Technology in the Learning Process

Teachers tend to develop their own learning materials, following the established curriculum, without involving students in the selection or preparation of the material. Student

involvement is limited to listening and taking notes. This was emphasized by the homeroom teacher for VI A, Mr. Muhibuddin:

"We mostly use the classics. Sometimes I use technology, sometimes I use personalization, sometimes I use interaction. I might use it in class. It depends on the situation."(Muhibuddin, Interview, 14 November 2024).

In addition to delivering material, the classical style is also evident in the delivery of religious values, such as the habit of praying before studying. However, the teaching materials used in learning tend to ignore student interests. Teachers largely determine the materials to be used without involving students in the selection process. Students become passive recipients, while the teacher is the center of learning.

These findings indicate that the classical teaching style remains the primary choice for teachers in the upper grades of MIN 1 Lombok Barat. This style is characterized by teacher dominance in learning activities, the use of conventional methods, and minimal active student participation.

The classical teaching style remains the primary choice in the learning process in the upper grades of MIN 1 Lombok Barat. The teacher's dominant role as the center of learning is clearly evident, with material being delivered in a one-way fashion without actively involving students. Teachers predominantly use lectures and direct explanations, while students serve only as listeners and note-takers. This approach tends to neglect student interest and participation, resulting in a less dynamic and interactive learning environment. While effective in delivering material quickly and in a structured manner, this style has limitations in fostering students' emotional and intellectual engagement in learning. In line with Mohammad Ali's view, the classical teaching style represents a learning model aimed at passing down traditional values from generation to generation. However, in the context of modern education, which emphasizes active participation and the development of critical thinking, the application of this style needs to be reviewed to prevent it from hindering students' learning potential.

2. Technological Teaching Style

A technological teaching style is evident in teachers' efforts to utilize learning media to help students understand the material. At MIN 1 Lombok Barat, teachers have begun implementing this style by using visual aids such

as pictures and writing on the whiteboard. Although not yet varied, the use of these media aims to support the achievement of learning objectives. However, limited resources, such as LCDs, are a major obstacle to optimally implementing the technological style.

This condition is reinforced by the statement of Mr. Akhyar, the VC homeroom teacher:

"Because of the limited number of LCDs in this madrasa, there is only one LCD, so to get around this, we use images and writing media that are stuck on the whiteboard."(Akhyar, Interview, 14 November 2024).

The image above shows a learning process that uses a technological teaching style or aligns electronic media to support the teaching and learning process. In practice, teachers strive to adapt media to the readiness and needs of their students. The image above illustrates how teachers utilize technology in a simple way to support the learning process. Trisna Ariani explained that in a technological teaching style, the most important element is pre-programmed teaching materials, either through software or hardware, such as television, radio, or computers. The goal is to enable students to learn independently through the media used. Similarly, Ms. Wahyu Mulyaningsih stated:

"I think using media in learning is more effective because it provides visual aids that students can see. This way, they not only listen but also understand the material more easily. For example, I often use games in the learning process."(Wahyu Mulyaningsih, Interview, 14 November 2024).

Observations from November 14–15, 2024, showed that the media used by teachers was still simple, but still contributed to the delivery of the material. The use of existing devices, although limited, still helped facilitate more interactive learning. This was also emphasized by Mr. Hasan Basri, a Sasak language teacher:

"The use of media also adapts to the material to be presentedn." (Hasan Basri, Interview, November 14, 2024).

It can be seen that despite limited facilities at madrasas, teachers still strive to implement a technological teaching style by adapting the media used to the material being taught. The use of media is an important alternative for

improving student understanding and making the learning process more engaging.

The technological teaching style at MIN 1 Lombok Barat is evident through the use of media and teaching aids in the learning process. Teachers strive to deliver more effective learning by utilizing media as aids to help students understand the material more easily. Despite limited facilities, such as limited LCD displays, teachers continue to utilize visual media such as images and text as alternative learning aids.

This approach aligns with Sumiati and Arsa's opinion, which states that in technological-style learning, the most important element is the content or learning materials that have been specifically designed using software and hardware. Devices such as television, radio, or multimedia programs enable students to learn independently. Similarly, Muhammad Ali emphasized that in this teaching style, the content plays a primary role. Teaching materials are developed by experts in their fields, while the teacher acts as a facilitator or guide in the learning process.

In practice, teachers adapt media use to the students' readiness level. They provide stimuli in the form of questions or instructions that encourage students to actively answer and understand the material. Students are expected to learn independently, adapting to their own interests and needs. Media is used not only to convey information but also as a means to develop thinking skills and active engagement in learning.

Some of the main characteristics of the technological teaching style include:

- a. Learning materials are systematically compiled by experts with the help of software and hardware, focusing on developing student competencies.
- b. The teacher delivers the material by paying attention to the students' readiness to learn and providing stimulus so that they are more active in responding.
- c. The role of students is more active because they learn by utilizing the available media and responding to various questions or assignments given through the media.

With this approach, the learning process becomes more visual, interactive, and adaptive to students' needs. Although its implementation at MIN 1 Lombok Barat still faces facility constraints, teachers continue to strive to optimize simple media to create an engaging and meaningful learning environment.

3. Personalized Teaching Style

A personalized teaching style places students at the center of learning. This approach is based on the belief that every child has unique potential and development that needs to be facilitated. Teachers act as facilitators, supporting the learning process based on students' interests and needs. This requires good communication and a comfortable and harmonious classroom atmosphere, one way of achieving this is through the implementation of the 5S culture (Smile, Greet, Say Hello, Be Polite, and Be Courteous).



Figure 3. Adapting learning to needs and individual characteristics of students

However, in practice, implementation has not been entirely ideal. In the VC class, for example, the teacher still tends to dominate the

learning process. This was acknowledged by the VC homeroom teacher, Mr. Akhyar:

"Still passive is probably also a factor of the students. Here, there must be a dominant role of the teacher so that students can be active."(Akhyar, Interview, 14 November 2024).

A personalized style should allow students to actively explore material based on their interests, while the teacher provides guidance and facilitation. However, in practice, teacher dominance remains evident, especially when students haven't demonstrated readiness for independent learning. In contrast to the VC class, the VIC class emphasizes a personalized approach. Teachers provide opportunities for students to choose learning materials and actively explore them. During learning activities, students are asked to read fiction and non-fiction books, then discuss and present their readings to the class. This demonstrates that students are actively involved in learning based on their interests. As explained by Ms. Wahyu Mulyaningsih:

"Basically, there are variations between different teaching styles, depending on the material as well."(Wahyu Mulyaningsih, Interview, 14 November 2024).

The image above shows the application of a personalized teaching style, where students become the center of learning and teaching materials are adapted to their needs.

A comparison between VC and VIC classes reveals significant differences. In VC classes, students remain passive and dependent on the teacher, whereas in VIC classes, teachers provide more space for students to actively participate, depending on the context of the material being taught. The right teaching style can create a more lively classroom atmosphere and encourage students to be more involved in the learning process.

A personalized teaching style essentially provides ample space for students to develop according to their interests and developmental stage, with the teacher acting as a facilitator and mentor. Although its implementation at MIN 1 Lombok Barat has begun, the reality on the ground shows that teacher dominance remains quite strong in the learning process. Nevertheless, teachers' efforts to accept students' opinions and adapt learning to their needs represent a positive step towards implementing an ideal personalized style. By strengthening pedagogical competence, psychological understanding, and implementing

appropriate strategies, this teaching style has the potential to create a more inclusive, participatory, and meaningful learning environment for students. Meanwhile, the forms of effective class management as an impact of teaching style in the Min 1 High Class of West Lombok include the following:

Effective classroom management depends not only on the physical arrangement of the learning space but also on the teacher's adaptive and responsive teaching style to students' needs. Teachers in the upper grades of MIN 1 Lombok Barat are required to have comprehensive classroom management strategies, as at this stage students begin to demonstrate more complex learning characteristics, such as independent learning, the need for constructive feedback, and critical thinking skills.

According to Marzano(2019) Effective classroom management directly contributes to optimal learning outcomes by minimizing disruptive behavior and maximizing effective learning time. This aligns with recent findings by Wang et al. (2020), which confirm that teachers with a democratic teaching style tend to be more successful in creating a learning environment that supports positive discipline, collaboration, and intrinsic student motivation.

In addition, ergonomic physical classroom arrangements including flexible seating arrangements, adequate lighting, air circulation, and access to digital learning media have been proven to increase students' learning focus.(Freiberg & Lapointe, 2020)Teachers are also expected to implement a behavior management approach based on positive reinforcement. Several strategies, such as reward giving, behavioral contracts, and open communication between teachers and students, are effective in building a conducive classroom climate (Korpershoek et al., 2020).

The pie chart above illustrates the distribution of teaching styles applied by teachers in the upper grades of MIN 1 Lombok Barat. The classical teaching style dominates learning practices with a percentage of 60%, reflecting teachers' tendency to use lecture methods and one-way approaches. Meanwhile, the technological style ranks second with 30%, indicating the increasing use of digital media such as projectors and learning videos to support the learning process. Meanwhile, the personalized style, which positions students as active subjects and accommodates individual

needs, is still very limited in application, at only 10%. This distribution indicates the need for training and mentoring for teachers to be able to develop a more adaptive and responsive approach to student characteristics in the modern learning era.

In the context of MIN 1 Lombok Barat, implementing a participatory teaching style is key to supporting effective classroom management. Teachers need to open up dialogue, listen to students' aspirations, and adapt teaching methods to the characteristics of the upper-level class, for example through group discussions, independent presentations, and collaborative projects. According to Dewaele & Mercer(2018), a positive emotional climate in the classroom also plays an important role, where teachers are expected to be sensitive to the dynamics of student emotions so that they are able to anticipate potential disciplinary disturbances. Thus, the stages of effective classroom management at MIN 1 Lombok Barat can include:

Effective classroom management can be achieved through several important strategies, starting with thorough planning, namely the development of a Learning Implementation Plan (RPP) that is adaptive and differentiated according to student needs. Furthermore, conditioning the learning environment also plays a significant role, including the physical arrangement of the classroom, lighting management, and providing adequate supporting facilities.(Hanaysha & Eli, 2024). Enforcing rules developed with students and consistently implementing them with educational consequences helps create an orderly and positive learning climate. Active student involvement is also crucial, which can be enhanced through the implementation of participatory learning methods. In closing, ongoing evaluation is a crucial step, where teachers continually reflect on and adjust classroom management in line with student dynamics and development.(Hu & Huang, 2022).

With this approach, it is hoped that teachers can create high-level classes that are not only disciplined and orderly, but also foster students' motivation to learn and a sense of responsibility.

1. Learning Planning

Learning planning is the initial and most fundamental stage in classroom management, serving as a guideline for implementing teaching

and learning activities. This planning includes establishing learning objectives, organizing materials, determining methods, selecting media, and evaluating learning. Implementing and controlling learning strategies according to the plan will have a significant long-term impact, particularly in increasing the effectiveness of the learning process and achieving educational goals. (Reich et al., 2021).

Based on the results of observations conducted by the researcher on November 14–15, 2024, the researcher observed that the learning planning carried out at MIN 1 Lombok Barat was running well. At the beginning of each new school year, the principal and teachers held a meeting to discuss their respective workloads and the preparation of lesson schedules. This was confirmed by the results of an interview with the Principal of MIN 1 Lombok Barat, Mr. H. Moh Shalauddin, M.Pd, who stated:

"At the beginning of each new school year, the teaching council holds a meeting to discuss the division of tasks, workload, and the preparation of lesson schedules."(Moh Sahaluddin, Interview, 15 November 2024).

This planning management practice is in line with Butt's findings.(2019)which confirms that teacher involvement in collaborative learning planning contributes positively to teacher ownership of the teaching and learning process, while increasing commitment to implementing learning according to established standards. Several statements from the homeroom teacher who also serves as the curriculum vice principal, Mr. Muhibuddin, regarding class management in the learning process, emphasized:

"If we look at the teachers' ability to develop madrasah syllabi, we can say it's good, because the teachers here have had quite a long tenure. With that experience, they certainly have a good understanding of how to develop a syllabus."(Muhibuddin, Interview, 15 November 2024).

The results of the interview with Mrs. Widia also added:

"We must have a syllabus and lesson plans, and the facilities and infrastructure for some materials are already good."(Widia, Interview, 15 November 2024).

The interview results above indicate that teachers at MIN 1 Lombok Barat have extensive experience, which supports their ability to develop learning tools, such as syllabi and lesson plans. This aligns with the findings of the Sahin-Taskin study.(2018)which states that experienced teachers generally have better skills in developing adaptive and contextual learning plans. Furthermore, adequate facilities and infrastructure are also important supporting factors. According to Opoku et al.(2021), the availability of facilities relevant to the subject matter has a positive effect on the quality of implementation of learning plans in the classroom. Thus, it can be concluded that learning planning at MIN 1 Lombok Barat is implemented systematically through annual meetings, clear division of tasks, and development of quality syllabuses, supported by teacher experience and the availability of learning support facilities.

2. Time Settings

Time management is a key element in effective classroom management. Good time management allows teachers to maximize the achievement of learning objectives, even with limited lesson duration in a semester or academic year. According to Carroll,(2020), time management in class is directly correlated with the quality of learning, where teachers who are able to allocate time appropriately for each stage of learning will increase student engagement, reduce boredom, and minimize the potential for deviant behavior.

Based on observations conducted by researchers on November 14–15, 2024, at MIN 1 Lombok Barat, it was clear that to achieve teaching objectives, teachers must first prepare a Lesson Implementation Plan (RPP) for effective learning. This finding aligns with Darling-Hammond et al.'s findings.(2020)which emphasizes the importance of planning documents such as lesson plans as a guide for systematically managing time allocation and learning activities. This is reinforced by the results of an interview with Sasak language teacher, Hasan Basri, who stated:

"The teacher has made optimal use of the available time. Before starting the lesson, the teacher first prepared a lesson plan. During the lesson, the teacher reviewed the previous week's material for 10 minutes, presented the main points for 15–20 minutes, and concluded

with a closing session."(Hasan Basri, Interview, 15 November 2024).

A similar thing was also expressed by the SKI teacher, Mr. Abdurrahman:

"In implementing learning, the use of lesson plans is crucial to ensure the learning process runs effectively and efficiently. This also helps improve quality and directs the learning process in a more structured manner."(Abdurrahman, Interview, 15 November 2024).

In addition, Mrs. Widia also said:

"By noting down everything that will be done in the next meeting, so that you can prepare before entering the class."(Widia, Interview, 15 November 2024).

This finding is consistent with the results of Agbatogun's research(2021)which shows that teachers who plan their time in detail—including setting aside time for review, delivering material, and closing—tend to have students with higher learning engagement. Strategies such as writing down activity plans for the next meeting, as teachers at MIN 1 Lombok Barat do, support learning readiness while minimizing wasted class time.

Thus, the time management implemented by teachers at MIN 1 Lombok Barat through the preparation of lesson plans, evaluation of previous material, delivery of core material, and closing with summaries or assignments has been proven to help create more effective, efficient, and focused learning. This structured approach also aligns with time-management-based learning practices in leading schools across the world.(Hwang et al., 2021).

3. Conditioning Learning in the Classroom

Classroom conditioning is one of the most important aspects of effective classroom management. The goal is to create a comfortable, enjoyable learning environment that supports student engagement. A conducive classroom environment will minimize distractions, increase focus, and foster learning motivation.(Korpershoek et al., 2020).

Based on observations at MIN 1 Lombok Barat on November 14–15, 2024, classrooms were designed to allow students to move freely, without crowding, and without disturbing one another during learning activities. Classroom

designs that support active interaction are also in line with the study by Ainsworth and Gal.(2019), which emphasizes that the arrangement of physical space influences students' learning behavior and the quality of communication between teachers and students. The learning environment is also greatly influenced by the teacher's ability to manage classroom dynamics. This is supported by the statement of Sasak language teacher Hasan Basri:

"A teacher who can control the classroom atmosphere will be evident when explaining the subject matter, maintaining a calm and peaceful atmosphere. To achieve effective learning, it is important to pay attention to the conditions and efforts to maintain them. Teachers must be able to carry out the learning process optimally. Furthermore, an atmosphere that supports effective learning is also influenced by factors such as the learning environment, teacher expertise, adequate facilities, and good cooperation between teachers and students."(Hasan Basri, Interview, 15 November 2024).

This statement is in line with the findings of Coggins et al.(2020)which highlights the importance of teachers' mastery of classroom management as the foundation for creating a positive learning climate. Teachers who are skilled at classroom management will find it easier to build positive interactions, manage behavior, and maintain student motivation. Furthermore, the results of the interview with Mrs. Widia showed the implementation of adaptive strategies in maintaining conducive classroom conditions:

"If a child isn't paying attention (on a small scale), I'll personally ask what's wrong. Is there anything that's distracting them from paying attention? If I feel the class isn't conducive (on a large scale), I'll hold an icebreaker. Prayer is mandatory before learning. In Indonesian, I make it a habit to read for 10 minutes. In math, I make it a habit to memorize multiplication tables."(Widia, Interview, 15 November 2024).

The strategy implemented by Mrs. Widia demonstrates the implementation of responsive classroom management, where teachers respond to student behavior personally and adjust their approach according to the needs of the

situation.(Evertson & Weinstein, 2021)The use of the ice breaking method is also in line with the results of the study by Deng et al.(2022), which found that brain break or ice breaking activities can restore students' focus, reduce stress, and improve the learning atmosphere.

Additionally, cultivating the habit of praying, reading, and memorizing before beginning core material forms a learning routine that can increase students' regularity, responsibility, and sense of security. This simple routine has been proven to support self-regulated learning in the classroom.(Zimmerman, 2020). Thus, the classroom conditioning practices at MIN 1 Lombok Barat already support the principles of modern classroom management, which combine physical arrangement, teacher sensitivity, student emotional involvement, and structured learning habits.

4. Facility Settings

The continuity of classroom activities, both by teachers and students, is greatly influenced by the physical condition of the learning space. The physical classroom environment, including facilities and infrastructure, can support harmonious interactions, ensuring optimal teaching and learning from beginning to end.(Byers et al., 2018)A well-designed classroom not only fulfills functional aspects but also supports the psychological needs of students.

According to Imam Gunawan in his book, if a room is decorated with elements that have educational value, such as motivational quotes, pictures of historical figures, or class rules, these elements can indirectly provide a therapeutic effect for students. This was proven relevant by the results of observations on November 14–15, 2024, at MIN 1 Lombok Barat, which showed that the arrangement of classroom facilities supported a positive and comfortable learning atmosphere.

One crucial aspect of the physical setting is seating arrangement. Rohani emphasized the importance of seating arrangements that allow for face-to-face interaction between teachers and students for effective classroom control. Flexible seating arrangements also support collaborative learning models, group discussions, and individual work.(Veloso et al., 2021).

This is supported by the results of an interview with the Islamic Cultural History Teacher, Mr. Abdurrahman, who said:

"Students who are already feeling uncomfortable or unmotivated in learning need seating arrangements that can boost their motivation. Therefore, seating in groups, semicircles, or rows facing forward, depending on the method used, can help create a more supportive atmosphere and motivate students to be more active in the learning process."(Abdurrahman, Interview, 15 November 2024).

This statement is reinforced by an interview with Mrs. Widia who explains:

"Seating arrangements are tailored to the needs of the teaching material. Sometimes students sit in groups, sometimes they sit alone, and sometimes they sit with friends other than their deskmate."(Widia, Interview, 15 November 2024).

This finding is consistent with research by Brooks & Baepler(2021)which shows that flexible classroom arrangements, particularly seating arrangements that can be adjusted to suit teaching methods, have a significant impact on student interaction, activeness, and learning outcomes. This strategy also supports the implementation of student-centered learning, where students are given space to actively participate through discussions, group work, or collaborative projects.(Gremmen et al., 2019). Thus, the arrangement of facilities at MIN 1 Lombok Barat, both in the form of physical design of the study room, educational decoration, and varied seating formations, are important factors that support the creation of a comfortable learning atmosphere, support motivation, and encourage active participation of students.

5. Light Settings

Adequate lighting is a crucial factor in creating a healthy, safe, and comfortable learning environment for students. Adequate natural light, good ventilation, and adequate artificial lighting can improve the quality of learning and maintain students' eye health.(Boubekri et al., 2020). Based on the results of the interview with Mrs. Wahyu Mulyaningsih, she said:

"If the classroom is dimly lit during the learning process, it's best to turn on the lights to provide adequate illumination. This will help students clearly see the material written on the board and prevent visual impairment during the learning process."(Wahyu

Mulyaningsih, Interview, 15 November 2024).

These findings are reinforced by observations conducted on November 14–15, 2024, which showed that classrooms at MIN 1 Lombok Barat have optimal natural lighting through large windows. Air circulation is also good, allowing fresh air and sunlight to enter freely, supporting a comfortable and healthy learning environment.

Mrs. Widia as the homeroom teacher of VB also added:

"In class 5B, the air and light management is very good, so there are no problems related to that."(Widia, Interview, 15 November 2024).

According to Kim et al.(2020), adequate natural lighting in the classroom can improve students' mood, minimize eye fatigue, and increase learning engagement. Another study by van Bommel(2021)also emphasizes that appropriate lighting—both natural and artificial—affects students' concentration, sleep quality, and long-term eye health. In practice, lighting standards in schools must refer to the lighting ratio that supports the readability of writing on blackboards, books, and projector screens.(Amasuomo & Amasuomo, 2019)If natural light is inadequate, artificial lighting should be optimized to prevent shadows or dark areas in the classroom.

Thus, the implementation of lighting arrangements at MIN 1 Lombok Barat, starting from window arrangement, air circulation, to the habit of turning on lights when needed, has supported students' visual health standards and supported comfortable learning in the classroom.

CONCLUSION

This study concluded that the teaching styles of teachers in the upper grades of MIN 1 West Lombok consist of three main types: classical, technological, and personalized. All three have different influences on the effectiveness of classroom management. The classical style tends to emphasize teacher control, the technological style enriches learning media, and the personalized style shows the most effective results in creating a participatory and conducive classroom atmosphere. The classroom management strategies found include lesson

planning, time and facility management, and the arrangement of the classroom's physical environment. These findings reinforce the theory that teaching style and classroom management are interrelated entities in creating a meaningful learning process. Practically, these results emphasize the importance of teacher training to develop a variety of teaching styles that are adaptive to student characteristics. Furthermore, technical management of learning spaces (lighting, ventilation, and facilities) has been shown to contribute to classroom effectiveness, a factor often overlooked in conventional managerial approaches.

The scientific contribution of this research lies in its integrative approach, which links teaching strategies with contextual classroom management in an elementary madrasah environment. This research broadens pedagogical understanding in elementary education, particularly in higher-level classroom practices with complex learning dynamics. For future development, it is recommended that similar research be conducted at different levels and locations to assess the consistency of the findings. A mixed methods approach could also be considered to further explore the relationship between pedagogical and managerial variables, including their impact on student learning outcomes quantitatively.

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