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Improving Students' Learning Discipline through Classroom Management: A Classroom Action Research in Madrasah Ibtidaiyah

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ABSTRAK

Penelitian ini bertujuan untuk memperbaiki disiplin belajar peserta didik melalui penerapan pengelolaan kelas yang terstruktur dan sistematis. Penelitian ini menerapkan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam beberapa langkah, termasuk perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Langkah-langkah yang diterapkan dalam pengelolaan kelas mencakup pengaturan lingkungan pembelajaran, penyusunan serta penerapan peraturan kelas, pemberian instruksi yang tegas, penguatan positif untuk perilaku disiplin, serta pengawasan dan bimbingan kepada siswa selama kegiatan belajar. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi disiplin siswa yang mencakup beberapa indikator, seperti ketepatan waktu dalam mengikuti pembelajaran, kepatuhan terhadap peraturan kelas, kesiapan mengikuti kegiatan belajar, keteraturan dalam menyelesaikan tugas, dan tanggung jawab terhadap proses belajar. Indikator untuk menilai keberhasilan penelitian ditetapkan berdasarkan peningkatan persentase siswa yang mencapai kategori disiplin sesuai dengan kriteria yang sudah ditentukan. Hasil dari penelitian menunjukkan peningkatan disiplin belajar siswa dari kondisi awal sebesar 24%, yang meningkat menjadi 44% setelah langkah pada tahap berikutnya, dan mencapai 80% di akhir penelitian. Peningkatan ini menunjukkan bahwa penerapan pengelolaan kelas secara konsisten dapat menciptakan suasana belajar yang lebih teratur, mendukung, dan memfasilitasi terbentuknya perilaku disiplin siswa. Dengan demikian, pengelolaan kelas dapat dijadikan salah satu strategi yang efektif untuk meningkatkan disiplin belajar peserta didik.

ABSTRACT

This study aims to improve students' learning discipline through the implementation of structured and systematic classroom management. The study employs the Classroom Action Research (CAR) method, carried out in several stages: planning, action implementation, observation, and reflection. The classroom management measures implemented include organizing the learning environment, establishing and enforcing classroom rules, providing clear instructions, using positive reinforcement for disciplined behavior, and supervising and guiding students during learning activities. The research instrument used was a student discipline observation sheet covering indicators such as punctuality in attending lessons, adherence to classroom rules, readiness for learning activities, consistency in completing assignments, and responsibility toward the learning process. Success was measured by the increase in the percentage of students achieving the "disciplined" category based on established criteria. The results indicate an improvement in student learning discipline: starting at 24%, the figure rose to 44% after the subsequent stage and reached 80% by the end of the study. This improvement demonstrates that consistent classroom management can create a more organized and supportive learning atmosphere that fosters disciplined student behavior. Thus, classroom management serves as an effective strategy for enhancing students' learning discipline.

INTRODUCTION

Education at Madrasah Ibtidaiyah is a process that is systematically designed to develop students' potential through learning discipline that is effective, efficient, and oriented towards achieving educational goals. The success of the learning process is not only determined by the quality of the curriculum and teacher competence, but also influenced by the teacher's ability

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to manage the classroom professionally. Good classroom management will create a conducive and safe learning atmosphere so that students can actively and disciplinedly participate in learning. Therefore, classroom management is one of the important aspects in improving learning discipline in the Madrasah Ibtidaiyah education unit (Mulyasa, 2021). Classroom management management is important to improve the learning discipline of students carried out by teachers of Madrasah Ibtidaiyah Negeri 04 Kebumen in planning, organizing, implementing, learning to improve discipline and evaluating the learning environment in order to create conducive, safe, and comfortable conditions in participating in classroom learning optimally classroom management not only focuses on classroom arrangement, but also includes behavioral regulation All students, time management, the use of learning methods used, and the creation of conducive conditions so that discipline in positive learning between teachers and students interact with each other. Thus, the success of classroom management greatly determines the effectiveness of student discipline in the learning process. Djamarah and Zain (2020).

Learning discipline is one of the important indicators in educational success. Learning discipline is reflected in students' compliance with school rules, punctuality of learning, readiness in learning, and responsibility in completing academic tasks. Students who have high learning discipline tend to show better learning motivation, have responsibility for the learning process, and are able to achieve optimal learning outcomes (Tu'u, 2018). On the other hand, low learning discipline can hinder the learning process and have an impact on declining students' academic achievement in the context of basic education, especially in Madrasah Ibtidaiyah. Student discipline is the main concern because the character of discipline is one of the basic values in the formation of children's personalities. Madrasah as an educational institution that integrates general education and religious education has a great responsibility in instilling disciplinary values in students through a planned and continuous learning process. Therefore, teachers are required to implement effective classroom management strategies to create an orderly, comfortable learning environment and support the formation of student discipline character.

Various research results show that classroom management has a significant relationship with improving student learning discipline. Research conducted by Marzano, Marzano, and Pickering (2003) concluded that effective classroom management contributes greatly to improving students' positive disciplinary behavior and learning success. Similarly, Emmer and Evertson's (2017) research states that teachers who are able to implement classroom management effectively will find it easier to build student engagement and minimize

behaviors that interfere with the learning process. However, in practice, there are still various problems related to classroom management in elementary schools and madrasah ibtidaiyah. Some students still show less disciplined behavior, such as arriving late, not paying attention to the teacher's explanations, talking to friends during learning, not doing assignments on time, and not complying with class rules. This condition shows that the implementation of classroom management still faces various challenges that require serious attention from teachers and schools.

While classroom management is widely recognized as a crucial factor in fostering an effective learning process, research specifically addressing the implementation of classroom management strategies to enhance student learning discipline at the primary school Madrasah Ibtidaiyah level requires further development. Previous studies have largely examined classroom management in relation to learning effectiveness, student engagement, learning motivation, or general academic achievement. Conversely, research specifically focusing on learning discipline through the application of classroom management strategies within the framework of Classroom Action Research (CAR) particularly among second-grade Madrasah Ibtidaiyah students remains relatively limited. This situation highlights a research gap that warrants further investigation, particularly regarding how classroom management strategies can be implemented incrementally, how the resulting changes can be observed, and how their impact on student discipline can be evaluated within real-world learning environments.

This gap is particularly significant given that second-grade students at Madrasah Ibtidaiyah (Islamic elementary schools) are at a developmental stage requiring consistent habituation, guidance, supervision, and behavioral reinforcement. At this stage, study discipline extends beyond mere adherence to rules; it is also reflected in a student's ability to participate in lessons in an orderly manner, pay attention to the teacher's explanations, complete assignments on time, follow instructions, and take responsibility for learning activities. Therefore, classroom management should not be viewed merely as a teacher's effort to control student behavior; rather, it must be approached as a pedagogical strategy designed to create a structured, conducive learning environment that fosters the development of disciplined habits.

This issue was also observed during the initial phase of instruction in the Grade II class at MIN 04 Kebumen. Preliminary observations revealed that some students failed to consistently demonstrate disciplined behavior during the learning process. This was evidenced by several indicators, such as students talking while the teacher was explaining, failing to follow instructions promptly, lacking attention to the lesson material, being late in completing

assignments, and not adhering to classroom rules. To provide an empirical basis for this initial assessment, observational data showed that out of 25 students, only 6 (24%) met the criteria for learning discipline, while 11 (44%) and 20 (80%) depending on the specific benchmark had not yet met the established standards. These data indicate that the students' level of learning discipline at the outset had not yet reached the expected success indicators.

These issues indicate a need for systematic and planned action to improve classroom management while simultaneously enhancing students' learning discipline. Classroom action research was selected because it enables teachers and researchers to directly improve the instructional process through the stages of planning, action implementation, observation, and reflection. Through these action cycles, classroom management strategies can be adjusted based on issues arising during the learning process, allowing for the gradual observation of changes in student discipline. Thus, this research not only identifies the relationship between classroom management and learning discipline but also examines the implementation of classroom management strategies as a corrective measure within a real-world learning context.

Based on the identified research gap and empirical conditions, this study aims to improve the learning discipline of second-grade students at MIN 04 Kebumen through the implementation of classroom management strategies. The study’s contribution lies in the application of classroom management as a cyclical improvement measure conducted via Classroom Action Research (CAR) with changes in student discipline serving as the primary indicator of success. It is expected that this research will offer practical value to Madrasah Ibtidaiyah teachers by assisting them in selecting and implementing more structured classroom management strategies, while also providing an academic contribution in the form of empirical evidence regarding the role of classroom management in enhancing the learning discipline of lower-grade students at the Madrasah Ibtidaiyah level.

RESEARCH METHOD

This This study employed Classroom Action Research (CAR) or Penelitian Tindakan Kelas (PTK). Classroom Action Research is a systematic research process conducted by teachers or researchers in the classroom through a series of planned actions to identify problems, implement improvements, observe changes, and reflect on the results of the actions. The purpose of CAR is not merely to describe classroom conditions but to improve the quality of the learning process and student behavior through systematic and continuous

actions (Purnama, 2020). This study used the Classroom Action Research model developed by Kemmis and McTaggart. The research was conducted in cycles, and each cycle consisted of four interconnected stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. The four stages were applied consistently in every cycle. The reflection stage in the first cycle became the basis for determining improvements and modifications to the actions implemented in the second cycle.

The research was conducted in Grade II of Madrasah Ibtidaiyah Negeri 04 Kebumen, involving 25 students consisting of 12 boys and 13 girls. The research focused on improving students' learning discipline through the implementation of classroom management strategies. The research was conducted in two cycles, with each cycle consisting of the four stages of planning, acting, observing, and reflecting.

Research Procedure

The research procedure was implemented systematically through two cycles.

Cycle I

The first stage was planning. At this stage, the researcher identified the initial problems related to students' learning discipline and prepared a classroom management intervention based on the problems found during the preliminary observation. The researcher prepared lesson plans, classroom rules, learning activities, observation sheets, and documentation instruments. The classroom management strategies included establishing classroom rules and expectations, providing clear instructions, arranging classroom activities, giving positive reinforcement, and monitoring students' learning behavior.

The second stage was acting. The planned classroom management strategies were implemented during the learning process. The teacher explained the classroom rules and learning expectations to students, provided clear instructions regarding learning activities, encouraged students to follow the agreed classroom rules, and provided positive reinforcement to students who demonstrated disciplined behavior. The teacher also used varied learning activities to maintain students' attention and involvement during the learning process.

The third stage was observing. During the implementation of the action, the researcher observed students' learning discipline and the implementation of classroom management. Observation focused on several indicators, including students' compliance with classroom rules, attention during learning, participation in learning activities, ability to follow teacher

instructions, responsibility for completing assignments, and punctuality in completing learning tasks. The observation results were recorded using an observation sheet.

The fourth stage was reflecting. At the end of Cycle I, the researcher analyzed the observation results to identify the strengths and weaknesses of the classroom management strategies that had been implemented. Reflection was used to determine which aspects of student discipline had improved and which aspects still required improvement. If the predetermined success criteria had not been achieved, the weaknesses identified in Cycle I were used as the basis for revising the actions in Cycle II.

Cycle II

The second cycle was designed based on the results of reflection from Cycle I. The first stage was planning, in which the researcher revised the classroom management strategy by focusing on the weaknesses identified in the previous cycle. Improvements included providing clearer and more concise classroom rules, strengthening positive reinforcement, providing more consistent reminders, increasing teacher monitoring, and modifying learning activities to maintain students' attention and participation.

The second stage was acting. The revised classroom management strategies were implemented during the learning process. The teacher consistently reminded students of the agreed classroom rules, provided positive reinforcement for disciplined behavior, gave immediate guidance to students who violated classroom rules, and provided learning activities that encouraged active participation. The teacher also increased individual attention to students who had demonstrated difficulties in maintaining learning discipline during Cycle I.

The third stage was observing. The researcher again observed the implementation of classroom management and changes in students' learning discipline using the same observation indicators as those used in Cycle I. The use of the same indicators was intended to enable comparison of students' learning discipline between the initial condition, Cycle I, and Cycle II.

The fourth stage was reflecting. The researcher analyzed the results of Cycle II and compared them with the results of the preliminary observation and Cycle I. The reflection focused on whether the implementation of classroom management had resulted in an improvement in students' learning discipline and whether the predetermined success criteria had been achieved. The research was concluded when the expected improvement in student learning discipline was achieved.

Data Collection Techniques

Data were collected through observation and documentation. Observation was used to obtain data regarding the implementation of classroom management and students' learning discipline during the learning process. The observation sheet contained several indicators of learning discipline, including compliance with classroom rules, attention during learning, following teacher instructions, participation in learning activities, responsibility for assignments, and punctuality in completing tasks.

Documentation was used to support the observation data and provide evidence of the implementation of the classroom management actions during the research process. Documentation included photographs of learning activities, students' learning activities, and other relevant research documents.

Research Instruments

The main research instrument was an observation sheet developed based on the indicators of classroom management and students' learning discipline. The observation sheet was used consistently during the preliminary observation, Cycle I, and Cycle II. Each indicator was assessed based on the observed behavior of students during the learning process.

The classroom management indicators included the teacher's ability to establish classroom rules, provide clear instructions, organize learning activities, provide positive reinforcement, monitor student behavior, and create a conducive learning environment. Meanwhile, the learning discipline indicators included students' compliance with classroom rules, attention during learning, ability to follow instructions, participation in learning activities, responsibility for completing assignments, and punctuality.

Data Analysis

The data obtained from the observation sheets were analyzed quantitatively using percentage analysis. The percentage was calculated to determine the level of students' learning discipline and the implementation of classroom management in each research cycle.

The percentage formula used was:

$NP = (R / SM) \times 100\%$

Where:

NP = percentage value obtained

R = observed score obtained

SM = maximum possible score

The percentage results were then compared between the initial condition, Cycle I, and Cycle II to determine changes in students' learning discipline following the implementation of classroom management strategies.

The improvement in students' learning discipline was determined by comparing the percentage obtained in each cycle. An increase in the percentage from the initial condition to Cycle I and from Cycle I to Cycle II indicated an improvement in students' learning discipline following the classroom management intervention.

Success Criteria

The success of the action was determined based on the achievement of the predetermined learning discipline indicators. The research was considered successful if the percentage of students demonstrating the expected learning discipline reached the predetermined minimum success criterion of (insert target percentage, e.g., 80%).

The success criteria were evaluated at the end of each cycle. If the target had not been achieved in Cycle I, the researcher used the reflection results to improve the classroom management strategy in Cycle II. Therefore, Cycle II was not simply a repetition of Cycle I but constituted an improved action based on the weaknesses and findings identified in the previous cycle.

The relationship between the two cycles can be summarized as follows: Initial Condition, Planning, Acting, Observing, Reflecting, Revision of Action, Planning Cycle II, Acting, Observing, Reflecting, Evaluation of Improvement. Through this systematic procedure, the study was designed to determine whether classroom management strategies could improve the learning discipline of Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen

Indicators Of Success

The indicators of success in this study refer to changes in students' learning discipline after the implementation of classroom management strategies. Students' learning discipline was assessed based on several observable behavioral indicators, namely: (1) arriving and entering the classroom on time; (2) paying attention to the teacher's explanation during the learning process; (3) reducing unnecessary conversations with classmates during learning activities; (4) complying with classroom rules and agreements; (5) following the teacher's instructions; and (6) completing learning assignments within the specified time.

These indicators were selected based on the characteristics of learning discipline among Grade II students at Madrasah Ibtidaiyah. The assessment focused on observable student behavior during the learning process so that changes in discipline could be identified objectively from the initial condition to Cycle I and Cycle II.

The percentage classification used to interpret the observation results was as follows:

Percentage	Category
0–20%	Very Poor
21–40%	Poor
41–60%	Fair
61–80%	Good
81–100%	Very Good

The Classroom Action Research was considered successful if the percentage of students who demonstrated the expected learning discipline reached at least 80% of the total 25 students. Therefore, the target of the action was achieved when at least 20 of the 25 students demonstrated the expected indicators of learning discipline.

The achievement of the 80% criterion was determined based on the results of the observation sheets completed during the learning process. The percentage obtained in the initial condition, Cycle I, and Cycle II was compared to identify the improvement in students' learning discipline following the implementation of classroom management strategies.

Classroom Action Research Procedure

This Classroom Action Research employed the Kemmis and McTaggart model. The research was conducted through a cyclical process consisting of four stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. These four stages were applied consistently in each cycle. The reflection conducted at the end of Cycle I served as the basis for improving the actions implemented in Cycle II.

Cycle I

Planning

At the planning stage, the researcher identified the problems related to students' learning discipline based on the results of the preliminary observation. The researcher then prepared the learning implementation plan and supporting research instruments appropriate for Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen.

The preparation included the development of lesson plans and learning scenarios appropriate for Grade II MI, preparation of classroom rules and learning agreements, preparation of learning materials and media, preparation of observation sheets for student learning discipline, and preparation of documentation instruments.

The classroom management strategy was designed to address the problems identified during the preliminary observation, particularly students' lack of attention, conversations with classmates during learning, non-compliance with classroom rules, and delays in completing assignments.

Acting

At the acting stage, the teacher implemented the planned classroom management strategies during the learning process. The teacher introduced and reinforced classroom rules, provided clear instructions before learning activities, organized students and learning activities systematically, monitored student behavior, and provided positive reinforcement to students who demonstrated disciplined behavior.

The teacher also provided direct guidance to students who had difficulty following classroom rules or completing their assignments. Learning activities were organized using varied approaches to maintain students' attention and participation.

Observing

During the implementation of the action, the researcher observed students' learning discipline using the prepared observation sheet. Observation focused on students' punctuality, attention to teacher explanations, compliance with classroom rules, ability to follow instructions, reduction of unnecessary conversations, participation in learning activities, and responsibility for completing assignments.

The researcher also documented the implementation of classroom management strategies during the learning process. The observation results were used to determine the extent to which students' learning discipline changed after the implementation of the action.

Reflecting

At the reflection stage, the researcher analyzed the observation results from Cycle I. The analysis focused on the indicators that had improved and those that had not yet reached the expected level. If the percentage of students demonstrating learning discipline had not reached the predetermined success criterion of 80%, the researcher identified the weaknesses in the implementation of classroom management during Cycle I. These findings were then used to revise the classroom management strategy for Cycle II.

Cycle II

Cycle II was conducted based on the reflection results from Cycle I. The actions in Cycle II were therefore not merely a repetition of Cycle I but constituted improvements based on the problems identified during the previous cycle.

Planning

At this stage, the researcher revised the learning plan and classroom management strategy based on the weaknesses identified in Cycle I. The improvements included providing clearer and more concise classroom rules, strengthening teacher monitoring, increasing positive reinforcement, providing more immediate guidance to students who demonstrated undisciplined behavior, and adjusting learning activities to maintain students' attention.

Acting

The revised classroom management strategies were implemented during the learning process. The teacher consistently communicated classroom expectations, reminded students of the agreed rules, provided positive reinforcement for disciplined behavior, and gave immediate corrective guidance when students violated classroom rules.The teacher also increased individual assistance for students who had shown difficulties in maintaining discipline during Cycle I. Learning activities were organized to encourage students to remain focused, participate actively, and complete assignments within the specified time.

Observing

The researcher conducted observations using the same learning discipline indicators and observation instruments used in Cycle I. The use of the same indicators allowed the researcher to compare students' learning discipline across the initial condition, Cycle I, and Cycle II.The observation focused on students' punctuality, attention, compliance with classroom rules, following teacher instructions, reduction of unnecessary conversations, participation, and completion of assignments.

Reflecting

At the end of Cycle II, the researcher analyzed the observation results and compared them with the results from the initial condition and Cycle I. The research was considered successful if at least 80% of the 25 students, or a minimum of 20 students, demonstrated the expected learning discipline.If the predetermined success criterion was achieved, the action was considered successful and the research was concluded. The comparison between the cycles was used to demonstrate the improvement in students' learning discipline following the implementation of classroom management strategies.

Consistency of Learning Documents

Because this research was conducted with Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen, the learning documents used in the research were adjusted to the curriculum and learning practices applicable to the Grade II MI level. Therefore, the terms RKH (Rencana Kegiatan Harian), RPPH (Rencana Pelaksanaan Pembelajaran Harian), and Daily Activity Plan were not used in this study.The research documentation should instead refer to the lesson plan, learning implementation plan, teaching module, learning scenario, or other learning documents actually used by the Grade II teacher, depending on the curriculum and administrative documents applied at Madrasah Ibtidaiyah Negeri 04 Kebumen during the research period.

This adjustment was made to ensure consistency between the research subjects, research setting, learning documents, and terminology used throughout the manuscript. The study focuses specifically on classroom management and learning discipline among Grade II Madrasah Ibtidaiyah students, and therefore all research procedures, instruments, learning documents, and supporting references should be relevant to the context of elementary/madrasah education.

Summary of the Research Cycle

The research procedure can be summarized as follows: Preliminary Observation, Cycle I: Planning, Acting, Observing, Reflecting, Improvement of Strategy, Cycle II: Planning, Acting, Observing, Reflecting, Evaluation of Success.The reflection stage in Cycle I was used to identify weaknesses and determine improvements in Cycle II. Thus, the implementation of the Classroom Action Research followed a systematic and continuous improvement process consistent with the Kemmis and McTaggart model.

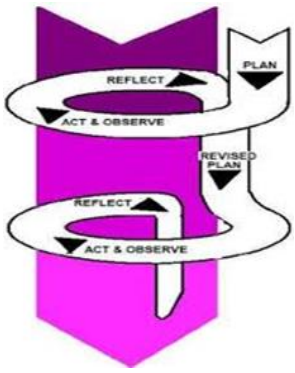


Figure 1. Kemmis & Taggart Research Procedure

RESULT AND DISCUSSION

Initial Condition

Before implementing the classroom management intervention, the researcher conducted an initial observation of the learning discipline of Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen. The research subjects consisted of 25 students, including 12 boys and 13 girls. The initial observation was conducted to identify the students' learning discipline and determine the problems that needed to be addressed through classroom management.The results of the initial observation showed that students' learning discipline was still relatively low. Of the 25 students, only 6 students (24%) met the predetermined learning discipline criteria, while 19 students (76%) had not yet met the criteria. The problems identified during the initial observation included students' inconsistency in following classroom rules, lack of attention when the teacher explained the learning material, talking with classmates during learning activities, and failure to complete assignments within the specified time.

These findings indicated that classroom management needed to be improved systematically to create a more conducive learning environment and encourage students to demonstrate disciplined learning behavior. Therefore, the researcher implemented classroom management actions through Classroom Action Research consisting of two cycles.

Results of Cycle I

In Cycle I, classroom management strategies were implemented based on the problems identified during the initial observation. The actions included establishing and explaining classroom rules, providing clear instructions, habituating students to disciplined behavior, monitoring students' activities during learning, and providing positive reinforcement to students who demonstrated appropriate learning behavior.The observation results after the implementation of Cycle I showed an improvement in students' learning discipline. Of the 25 students, 11 students (44%) achieved the predetermined learning discipline criteria, while 14 students (56%) had not yet achieved the criteria.Compared with the initial condition, the number of students who achieved the criteria increased from 6 students (24%) to 11 students (44%). Thus, there was an increase of 20 percentage points from the initial condition to Cycle I.

Although the results showed improvement, the percentage of students achieving the learning discipline criteria had not yet reached the predetermined success criterion of 80%. Therefore, the research could not be concluded at Cycle I and required further action through Cycle II.The reflection conducted after Cycle I showed that some students still needed more

consistent guidance and reinforcement. Several students continued to talk with classmates during learning, required repeated reminders to follow classroom rules, and had difficulty completing assignments within the specified time. Based on these findings, improvements were planned for Cycle II.

Results of Cycle II

Cycle II was implemented based on the reflection results from Cycle I. The classroom management strategies were improved by strengthening the consistency of classroom rules, providing clearer instructions, increasing teacher monitoring, providing immediate positive reinforcement, and giving additional guidance to students who had not demonstrated disciplined learning behavior in Cycle I.The implementation of the improved classroom management strategies resulted in a substantial increase in students' learning discipline. The observation results showed that 20 of the 25 students (80%) had achieved the predetermined learning discipline criteria, while 5 students (20%) had not yet achieved the criteria.The results of Cycle II showed an increase from 11 students (44%) in Cycle I to 20 students (80%) in Cycle II. This represents an increase of 36 percentage points. Compared with the initial condition, the number of students who achieved the learning discipline criteria increased from 6 students (24%) to 20 students (80%), representing an overall increase of 56 percentage points.

Because the percentage of students who achieved the learning discipline criteria reached 80%, the predetermined success criterion was achieved in Cycle II. Therefore, the Classroom Action Research was concluded at the end of Cycle II.

Comparison of Initial Condition, Cycle I, and Cycle II

The improvement in students' learning discipline was evident throughout the research process following the implementation of classroom management strategies. In the initial condition, only 6 out of 25 students (24%) achieved the predetermined learning discipline criteria, while 19 students (76%) had not yet achieved the criteria. After the classroom management strategies were implemented in Cycle I, the number of students who achieved the criteria increased to 11 students (44%), while 14 students (56%) remained below the expected criteria. This initial improvement indicates that the implementation of classroom management had begun to positively influence students' learning behavior.

Although the results in Cycle I showed an increase, the achievement of 44% had not yet met the predetermined success criterion. Therefore, reflection was conducted to identify

weaknesses in the implementation of the first cycle and to formulate improvements for the subsequent cycle. The reflection process resulted in several adjustments to the classroom management strategies, particularly in strengthening classroom rules, increasing teacher supervision, providing clearer instructions, encouraging students to remain attentive during learning activities, and reinforcing students' responsibility for completing assignments.

Following these improvements, a more substantial increase was observed in Cycle II. The number of students who achieved the predetermined criteria increased to 20 students (80%), while only 5 students (20%) had not yet achieved the criteria. Students demonstrated better compliance with classroom rules, greater attention to teacher explanations, fewer unnecessary conversations during learning activities, and greater responsibility in completing assigned tasks. The achievement of 80% in Cycle II exceeded the predetermined success criterion, indicating that the classroom management strategies implemented through the Classroom Action Research had effectively improved students' learning discipline.

Overall, the findings demonstrate a progressive improvement in students' learning discipline throughout the research. The proportion of students achieving the predetermined criteria increased from 24% in the initial condition to 44% in Cycle I and subsequently to 80% in Cycle II. Thus, there was an overall increase of 56 percentage points from the initial condition to Cycle II. The findings provide empirical evidence that systematic classroom management, accompanied by reflection and improvement between cycles, contributed to strengthening the learning discipline of Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen.

Tabel 1. Cycle 1 Table Student Learning Outcomes in Cycle 1

No	Name	Cycle 1										
		Rpph 1		Rpph 2		Rpph 3		Rpph 4		Rpph 5		Ket
		BM	M	BM	M	BM	M	BM	M	BM	M	
1	AMW	✓			✓	✓		✓		✓		Not yet appeared
2	HB	✓			✓		✓	✓			✓	Appeared
3	IR		✓		✓	✓			✓		✓	Appeared
4	MIR		✓		✓		✓		✓		✓	Appeared
5	NR	✓			✓		✓	✓		✓		Not yet appeared
6	AHH	✓			✓		✓	✓			✓	Appeared

7	BAN	✓		✓		✓		✓		✓		Not yet appeared
8	BFS		✓		✓		✓		✓		✓	Appeared
9	FZM	✓		✓		✓		✓		✓		Not yet appeared
10	IH	✓		✓		✓		✓		✓		Not yet appeared
11	KAZ	✓		✓		✓		✓		✓		Not yet appeared
12	MSAS		✓		✓		✓	✓			✓	Appeared
13	NMC		✓		✓		✓		✓		✓	Appeared
14	SIS		✓		✓		✓		✓		✓	Appeared
15	SAP	✓			✓		✓	✓		✓		Not yet appeared
16	SHA	✓			✓		✓	✓			✓	Appeared
17	SF	✓		✓		✓		✓		✓		Not yet appeared
18	WA		✓		✓		✓		✓		✓	Appeared
19	ZK	✓		✓		✓		✓		✓		Not yet appeared
20	ZNM	✓		✓		✓		✓		✓		Not yet appeared
21	SIS	✓		✓		✓		✓		✓		Not yet appeared
22	SF		✓		✓		✓		✓		✓	Appeared
23	WH	✓		✓		✓		✓		✓		Not yet appeared
24	ZK	✓		✓		✓		✓		✓		Not yet appeared
25	NZN	✓		✓		✓		✓		✓		Not yet appeared

Tabel 2. Results of Cycle II Activities

No	**Name**	**Cycle II**										
		Rpph 1		**Rpph 2**		**Rpph 3**		**Rpph 4**		**Rpph 5**		**Ket**
		B	M	B	M	B	M	B	M	B	M	
		M		M		M		M		M		
1	AMW		✓		✓		✓	✓			✓	Appeared
2	HB		✓		✓		✓		✓		✓	Appeared
3	IR		✓		✓		✓		✓		✓	Appeared
4	MIR		✓		✓		✓		✓		✓	Appeared
5	NR		✓		✓		✓		✓		✓	Appeared
6	AHH		✓		✓		✓		✓		✓	Appeared
7	BAN	✓			✓	✓		✓		✓		Not yet appeared

8	BFS		✓		✓		✓		✓		Appeared
9	FZM		✓		✓	✓			✓		Appeared
10	IH	✓			✓	✓		✓			Not yet appeared
11	KAZ		✓		✓		✓	✓			Appeared
12	MSAS		✓		✓		✓		✓		Appeared
13	NMC		✓		✓		✓		✓		Appeared
14	SIS		✓		✓		✓		✓		Appeared
15	SAP		✓		✓		✓		✓		Appeared
16	SHA		✓		✓		✓		✓		Appeared
17	SF	✓		✓			✓		✓	✓	Not yet appeared
18	WA		✓		✓		✓		✓		Appeared
19	ZK		✓		✓	✓			✓		Appeared
20	ZNM		✓		✓		✓	✓		✓	Not yet appeared
21	SIS		✓		✓		✓		✓		Appeared
22	SF		✓		✓		✓		✓		Appeared
23	WH	✓		✓			✓		✓	✓	Not yet appeared
24	ZK		✓		✓		✓		✓		Appeared
25	NZN		✓		✓		✓		✓		Appeared

Tabel 3. Percentage of Classroom Management Activity Results

No	Capabilities	Previous Conditions		Cycle I		Cycle II	
		Number of children	%	Number of children	%	Number of children	%
1	Appeared	6	24%	11	44%	20	80%
2	Not yet appeared	19	76%	14	56%	5	20%
		25	100%	25	100%	25	100%

Individual Development of Students' Learning Discipline

The individual student data provide an important picture of the development of learning discipline before and after the implementation of classroom management strategies. The assessment was conducted at three stages, namely the pre-action stage, Cycle I, and Cycle II. The individual scores were obtained from observations of students' learning discipline based on the predetermined indicators.

The results show that each student experienced different levels of improvement. In the pre-action stage, the students' learning discipline scores ranged from 25% to 55%. After the implementation of classroom management strategies in Cycle I, the scores increased, ranging from 40% to 70%. The improvement became more evident in Cycle II, with student scores ranging from 60% to 100%.

The individual development of students' learning discipline showed a positive trend throughout the implementation of classroom management strategies. In the pre-action stage, students' discipline scores varied considerably, ranging from 25% to 55%, with an average score of 37.6%. These results indicate that the majority of students had not yet demonstrated satisfactory learning discipline. Common problems observed included limited attention to teacher explanations, low compliance with classroom rules, frequent unnecessary conversations during learning activities, and limited responsibility in completing assignments.

Following the implementation of classroom management strategies in Cycle I, students' learning discipline improved. The average score increased from 37.6% in the pre-action stage to 50.0%, representing an increase of 12.4 percentage points. Although this improvement indicates that the classroom management interventions had begun to positively influence students' behavior, the results had not yet reached the predetermined success criterion. Several students still required greater guidance and reinforcement in developing consistent learning habits and discipline. More substantial improvement was observed in Cycle II after revisions were made based on the reflection results from Cycle I. The average score increased significantly from 50.0% in Cycle I to 83.6% in Cycle II, representing an increase of 33.6 percentage points. Many students who initially achieved low discipline scores demonstrated remarkable progress, while students with moderate scores also reached high levels of learning discipline. Students showed better compliance with classroom rules, increased concentration during lessons, greater participation in learning activities, and stronger responsibility in completing tasks.

Overall, the average score of students' learning discipline increased by 46.0 percentage points, from 37.6% in the pre-action stage to 83.6% in Cycle II. These findings provide empirical evidence that the implementation of classroom management strategies through Classroom Action Research effectively improved the learning discipline of Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen.

Comparison of Average Scores

To make the improvement in students' learning discipline more objectively visible, the average results at each research stage were analyzed. The findings demonstrate a continuous improvement following the implementation of classroom management strategies. The average learning discipline score increased from 37.6% in the pre-action stage to 50.0% in Cycle I, representing an increase of 12.4 percentage points. The improvement became more substantial in Cycle II, with the average score increasing from 50.0% to 83.6%, representing an increase of 33.6 percentage points. Overall, the average learning discipline score increased by 46.0 percentage points from the pre-action stage to Cycle II.

The increase from the pre-action stage to Cycle I indicates that the initial implementation of classroom management strategies had begun to produce positive changes in students' learning behavior. Nevertheless, the average score of 50.0% in Cycle I indicated that the expected level of learning discipline had not yet been achieved. Based on the reflection conducted after Cycle I, several aspects of classroom management were subsequently improved to address the identified weaknesses and strengthen students' compliance, attention, participation, and responsibility during learning activities. These improvements contributed to the more substantial increase observed in Cycle II, in which the average score reached 83.6%. Since this achievement exceeded the predetermined success criterion of 80%, the results confirm that the success criterion of the study was achieved in Cycle II. Therefore, the implementation of classroom management strategies through Classroom Action Research was considered successful in improving the learning discipline of Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen.

Interpretation of Individual Student Development

The individual data also show that the improvement occurred across the majority of students. Several students who initially had learning discipline scores of 25%–30% showed considerable improvement in Cycle II. For example, students AMW, NR, SAP, and WH increased from 30% in the pre-action stage to 75%, 90%, 90%, and 90%, respectively, in Cycle II. Similarly, students who initially obtained scores of 50%–55% generally demonstrated further improvement and reached scores between 85% and 100% in Cycle II.

Although some students did not reach 80% in Cycle II, such as BAN, SF, and NZN, their scores nevertheless increased compared with the pre-action condition. This indicates that classroom management strategies produced positive changes in individual students, although the magnitude of improvement differed among students.

Overall, the individual data and average scores provide consistent evidence of improvement in students' learning discipline. The average score increased from 37.6% in the pre-action stage to 50.0% in Cycle I and 83.6% in Cycle II. Therefore, the results indicate that the implementation of classroom management strategies was associated with a substantial improvement in the learning discipline of Grade II students at Madrasah Ibtidaiyah Negeri 04 Kebumen.

Individual data and improvements

No	**Name**	**Pre-Actions**	**Cycle I**	**Cycle II**
1	AMW	30%	40%	75%
2	HB	45%	50%	85%
3	IR	50%	60%	95%
4	MIR	55%	70%	100%
5	NR	30%	40%	90%
6	AHH	30%	50%	85%
7	BAN	25%	40%	60%
8	BFS	55%	65%	95%
9	FZM	25%	40%	75%
10	IH	30%	40%	70%
11	KAZ	30%	40%	75%
12	MSAS	45%	50%	85%
13	NMC	50%	60%	95%
14	SIS	55%	70%	100%
15	SAP	30%	40%	90%
16	SHA	30%	50%	85%
17	SF	25%	40%	60%
18	WA	55%	65%	95%
19	ZK	25%	40%	75%
20	ZNM	30%	40%	70%
21	SIS	50%	60%	95%
22	SF	55%	70%	100%
23	WH	30%	40%	90%
24	ZK	30%	50%	85%
25	NZN	25%	40%	60%
	Average	37,6%	50%	83%

The average student learning discipline score increased from 37.6% at the initial condition to 50.0% in Cycle I and 83.6% in Cycle II. Meanwhile, based on the number of students who achieved the success criterion, there was an increase from 24% at the initial condition to 44% in Cycle I and 80% in Cycle II.

Discusion

The findings of this study demonstrate that systematic classroom management was associated with a substantial improvement in students' learning discipline. The proportion of Grade II students who achieved the predetermined discipline criteria increased from 24% in the pre-action stage to 44% in Cycle I and 80% in Cycle II. Similarly, the average discipline score increased from 37.6% to 50.0% and subsequently to 83.6%. This pattern indicates that classroom management was not merely related to maintaining order but also functioned as an instructional mechanism for developing students' behavioral habits. The finding is consistent with recent research emphasizing that classroom management provides structure that guides students' behavior and supports their engagement in learning. A meta-analysis by Yang et al. (2024), involving 191 samples from 165 correlational studies, found that classroom structure was positively associated with student engagement and academic competence beliefs. Thus, the improvement observed in the present study can be understood as a consequence of providing students with a clearer behavioral structure within the learning environment.

The relatively low level of discipline in the pre-action stage provides an important explanation for the need for systematic classroom management. Only six of the 25 students initially achieved the predetermined criteria, while most students demonstrated difficulties in following classroom rules, maintaining attention, avoiding unnecessary conversations, and completing assignments on time. These behaviors suggest that learning discipline among young elementary students cannot be assumed to develop automatically but requires consistent pedagogical support. This interpretation is supported by Ramadhani et al. (2022), who found that elementary students' learning discipline includes discipline in following school rules, participating in learning, completing assignments, and studying independently. Their study also showed that elementary students' discipline was influenced by several interacting factors, including teachers, school conditions, motivation, interests, peers, and parents. Therefore, the initial condition in the present study should be viewed not simply as a behavioral problem but as an indication that students needed a more structured learning environment.

The improvement observed in Cycle I suggests that the first implementation of classroom management had already produced positive behavioral changes, although its effect was not yet sufficient to reach the predetermined criterion. The percentage of students meeting the discipline criteria increased by 20 percentage points, from 24% to 44%. During this cycle, the teacher established classroom rules, provided clearer instructions, monitored students' activities, habituated students to disciplined behavior, and provided positive

reinforcement. These practices are consistent with Afifah and Ifnuari (2022), who argue that effective classroom management involves teachers' continuous attention to students' attitudes and the systematic organization of classroom resources and learning activities. Their findings emphasize that effective classroom management can create a more conducive learning situation and support the development of student discipline. The results of Cycle I therefore indicate that even an initial intervention can begin to modify students' classroom behavior when expectations and behavioral routines are made explicit.

The findings also highlight the importance of clear and consistently implemented classroom rules. In the initial condition, several students were inconsistent in following classroom rules and required repeated reminders. After classroom rules were strengthened and communicated more clearly, students demonstrated better compliance during Cycle II. This finding corresponds with Munte and Cendana (2022), who reported that the consistent application of classroom rules and procedures can positively influence elementary students' disciplinary behavior. Rules become more meaningful for young learners when they are repeatedly communicated, practiced, and reinforced within everyday classroom routines. Consequently, discipline should not be approached primarily through punishment but through the creation of predictable expectations that help students understand what behaviors are expected during learning.

Another important finding concerns the role of teacher monitoring. In Cycle II, teacher monitoring was increased, particularly for students who had not demonstrated disciplined behavior in Cycle I. This adjustment was followed by a substantial improvement in the discipline score. The result suggests that monitoring may function as an immediate feedback mechanism that helps young students regulate their behavior. Rather than allowing inappropriate behavior to continue until it becomes disruptive, teachers can identify behavioral difficulties early and provide immediate guidance. Fauriza et al. (2022) similarly found that teachers employ classroom-management approaches to control students' learning discipline and that teacher efforts are important in maintaining appropriate learning behavior. In the context of Grade II students, frequent but supportive monitoring appears particularly relevant because students are still developing the capacity to regulate their behavior independently.

Positive reinforcement also appears to have contributed to the improvement observed in this study. The intervention included reinforcement for students who demonstrated appropriate learning behavior, while Cycle II strengthened the provision of immediate reinforcement. The improvement from 50.0% in Cycle I to 83.6% in Cycle II suggests that

reinforcement became more effective when it was combined with clearer rules, closer monitoring, and additional guidance. Similar evidence has been reported by Kusuma et al. (2022), who examined the use of sticker-picture rewards to improve learning discipline among elementary school students. Their study demonstrates that reward-based approaches can be used to encourage students to display more disciplined behavior during learning. In the present study, reinforcement should therefore be interpreted as a pedagogical strategy for strengthening desired behaviors rather than simply as a reward mechanism.

The substantially greater improvement in Cycle II also demonstrates the importance of reflection within Classroom Action Research. The increase of 33.6 percentage points between Cycle I and Cycle II was considerably larger than the 12.4-point increase between the pre-action stage and Cycle I. This difference indicates that the effectiveness of classroom management increased when the intervention was adjusted according to evidence obtained from the first cycle. The reflection process identified continuing problems, including students' conversations during lessons, repeated violations of classroom rules, and difficulties completing assignments within the allotted time. The teacher subsequently strengthened rules, clarified instructions, increased monitoring, and provided more immediate reinforcement and individualized guidance. This iterative process illustrates that classroom management is most effective when it is responsive rather than static.

The findings are also consistent with recent international evidence showing that classroom-management interventions can improve both behavior and engagement. For example, a randomized controlled study of the Classroom Reset intervention found that elementary students receiving a universal classroom-management intervention demonstrated greater improvements in classroom behavior and engagement than students in comparison classrooms (Hagermoser Sanetti et al., 2022). The effect is theoretically relevant to the present findings because disciplined behavior and engagement are closely connected in classroom learning. When students reduce unnecessary conversations, attend more carefully to teacher explanations, and follow learning procedures, more time and cognitive resources can be devoted to instructional activities. Therefore, the improvement in learning discipline observed in the present study may have broader implications for the quality of classroom participation.

The individual student results further indicate that the intervention did not produce identical changes for all students. Students who initially obtained relatively low scores generally demonstrated substantial improvement by Cycle II, while students who initially had moderate scores frequently reached very high levels. For example, several students increased

from approximately 25–30% in the pre-action stage to 75–95% in Cycle II, while some students reached 100%. Nevertheless, several students remained below the 80% criterion despite showing improvement. This variation is important because learning discipline is influenced by both environmental and individual factors. Minggi et al. (2023) identified intrinsic factors such as interest, motivation, and cognitive ability, as well as extrinsic factors such as school, family, and community environments, as factors influencing students' learning discipline. Thus, classroom management should be sufficiently structured to establish common expectations while remaining flexible enough to accommodate individual differences.

The finding that five students had not yet reached the criterion in Cycle II should also be interpreted carefully. Although the overall criterion of 80% was achieved, individual students still demonstrated discipline scores below the target. This suggests that successful classroom management at the class level does not necessarily mean that every student has fully internalized disciplined learning behavior. Discipline development is a gradual process involving repeated practice, reinforcement, feedback, and opportunities for self-regulation. Recent research on classroom management and learning independence similarly indicates that appropriate classroom-management strategies can encourage students to manage learning time, complete tasks, and develop greater responsibility (Rifalda et al., 2025). Therefore, students who remain below the criterion may require continued individualized support even after the formal Classroom Action Research cycle has ended.

Finally, the overall increase from an average score of 37.6% to 83.6%, together with the increase in students meeting the criterion from 24% to 80%, provides strong practical evidence of the value of systematic classroom management for improving learning discipline among Grade II students. However, the findings should be interpreted as evidence from a Classroom Action Research context rather than as definitive causal evidence that can automatically be generalized to all elementary schools. The study involved only 25 students in one Grade II classroom, and the improvement occurred within two intervention cycles. Nevertheless, the consistency between the quantitative improvement and the observed behavioral changes strengthens the interpretation that structured rules, clear instructions, monitoring, positive reinforcement, and reflective adjustment were important components of the intervention. Recent Indonesian studies likewise emphasize the importance of teacher classroom-management practices in developing elementary students' discipline (Yulianda et al., 2025; Tanjung et al., 2025). Thus, the principal implication of this study is that learning discipline should be cultivated through deliberate, consistent, and reflective classroom

management rather than treated merely as a prerequisite that students are expected to possess before learning begins.

CONCLUSION

Based on the results of classroom action research conducted with 25 second-grade students at MIN 04 Kebumen, the implementation of classroom management—through the establishment of class rules, the cultivation of a culture of discipline, the use of reinforcement, the application of varied teaching methods, and continuous evaluation—helped improve students' learning discipline within the studied classroom. Changes were evident from the initial state, where only 6 students (24%) met the discipline criteria; this figure rose to 11 students (44%) in Cycle I and reached 20 students (80%) in Cycle II. This improvement demonstrates that the interventions implemented in the study successfully met the established success indicator of at least 80%.

Theoretically, these findings reinforce the perspective that classroom management is not merely concerned with maintaining order, but also functions as a pedagogical mechanism for developing students' disciplinary behavior. The findings suggest that discipline among elementary school students can be cultivated through structured classroom environments, clear behavioral expectations, consistent teacher monitoring, and positive reinforcement. In this sense, classroom management can be understood as an integral component of character formation because students are not only expected to comply with classroom rules but are gradually encouraged to internalize responsible learning behaviors. The findings therefore contribute empirical support to classroom management perspectives that emphasize the importance of structure, consistency, interaction, and reinforcement in shaping students' engagement and behavioral development.

However, this study has several limitations that should be considered when interpreting the findings. First, the research involved only 25 second-grade students in a single classroom at one madrasah, which limits the transferability of the findings to other educational contexts. Second, the study employed classroom action research without a comparison or control group; therefore, the observed improvement cannot be attributed exclusively to classroom management interventions because other contextual factors may also have contributed to the changes. Third, the intervention was conducted over a relatively limited number of cycles, meaning that the study primarily demonstrates short-term improvement rather than the long-term sustainability of students' disciplinary behavior. In addition, the assessment of discipline

may have been influenced by teacher observation and classroom context, which may introduce a degree of subjectivity.

Future research should therefore examine classroom management and learning discipline using broader and more diverse samples involving different grades, schools, geographical settings, and types of educational institutions. Comparative or quasi-experimental studies could also be conducted to examine the relative effectiveness of specific classroom-management strategies, such as rule-setting, positive reinforcement, monitoring, or varied instructional methods. Longitudinal research would be particularly valuable for determining whether improvements in discipline are sustained over time and whether disciplined learning behaviors become internalized beyond the immediate classroom intervention. Future studies could also incorporate multiple sources of evidence, including student self-reports, parent perspectives, teacher observations, and behavioral records, to provide a more comprehensive understanding of how classroom management contributes to the development of students' learning discipline.

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