

CLASSROOM MANAGEMENT IN FOSTERING STUDENT LEARNING DISCIPLINE AT MAN 3 BANDA ACEH

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Abstract

This study is grounded in the importance of creating a conducive learning environment to support student discipline during classroom activities. The objective of the research is to analyze classroom management encompassing planning, implementation, monitoring, and evaluation in the context of fostering student learning discipline. The study employs a qualitative approach with a descriptive method, utilizing data collection techniques such as interviews, observation, and documentation involving school leadership, two teachers, and four students. The findings indicate that during the planning stage, classroom management involves planning for facilities and infrastructure, arranging the learning space to suit instructional needs, and establishing classroom rules and agreements. In the implementation stage, teachers enforce rules, arrange seating according to learning activities, and create an orderly, conducive learning atmosphere. The monitoring stage involves overseeing the condition of facilities and infrastructure, classroom orderliness, attendance, and student discipline. Meanwhile, the evaluation stage entails recording and reviewing classroom management practices and student discipline to serve as a basis for improvement. Classroom management conducted in a planned and sustainable manner contributes to fostering student adherence to rules and maintaining orderliness during learning activities.

Keyword: Class Management, Learning Discipline, Stages of Class Management, Students

Abstrak

Penelitian ini didasari oleh pentingnya menciptakan lingkungan belajar yang kondusif untuk mendukung disiplin peserta didik selama kegiatan belajar di kelas. Tujuan penelitian ini adalah untuk menganalisis pengelolaan kelas melalui perencanaan, pelaksanaan, monitoring, dan evaluasi dalam pembinaan disiplin belajar peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, sedangkan teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi yang melibatkan pimpinan sekolah, dua orang guru, dan empat orang peserta didik. Hasil penelitian menunjukkan bahwa pada tahap perencanaan, pengelolaan kelas dilakukan melalui perencanaan kebutuhan sarana dan prasarana, pengaturan ruang belajar sesuai kebutuhan pembelajaran, serta penyusunan tata tertib dan kesepakatan kelas. Pada tahap pelaksanaan, guru menerapkan tata tertib, mengatur tempat duduk sesuai kegiatan pembelajaran, serta menciptakan suasana belajar yang tertib dan kondusif. Pada tahap monitoring, dilakukan pengawasan terhadap kondisi sarana dan prasarana, keteraturan kelas, kehadiran, dan kedisiplinan peserta didik. Sementara itu, pada tahap evaluasi, dilakukan pencatatan dan peninjauan terhadap pelaksanaan pengelolaan kelas serta kedisiplinan peserta didik sebagai dasar untuk melakukan perbaikan. Pengelolaan kelas yang dilakukan secara terencana dan berkelanjutan berkontribusi dalam membentuk ketaatan peserta didik terhadap tata tertib, dan keteraturan dalam mengikuti kegiatan pembelajaran.

Kata Kunci: Pengelolaan Kelas, Disiplin Belajar, Tahapan Pengelolaan Kelas, Peserta Didik

INTRODUCTION

Students' study discipline can be fostered through effective classroom management, as a well-organized and supportive classroom environment encourages students to develop self-regulation, responsibility, and consistency in carrying out academic tasks.¹ Clear learning expectations, structured routines, and constructive teacher guidance can strengthen students' discipline and engagement, enabling them to manage their time effectively, remain focused on learning activities, and complete academic responsibilities consistently. Consequently, students with strong study discipline tend to demonstrate better academic performance than those with lower levels of discipline.

Discipline plays a crucial role in helping students focus on their studies, value time, and adhere to school rules. Study discipline is reflected in a student's consistency in independently fulfilling academic responsibilities without the need for constant reminders.² Discipline is also closely linked to students' ability to manage their study time, complete assignments consistently, and maintain their learning motivation.³ Discipline also relates to adherence to school rules and regulations, compliance with school-based learning activities, the completion of academic assignments, and adherence to study routines at home.⁴ Furthermore, disciplined students tend to be better prepared to participate in learning activities and can effectively set study priorities. Moreover, discipline helps students follow rules, respect teachers, and develop positive study habits that support academic success.⁵

Efforts to foster student discipline require appropriate strategies that can be effectively implemented during the learning process. One important strategy is effective classroom management, in which teachers play a significant role in planning, directing, coordinating, and supervising classroom activities.⁶ Effective classroom management can create an orderly and conducive learning environment that fosters student discipline. It is also considered a crucial component in the success of the learning process, as it helps ensure that teaching and learning activities proceed according to plan. Therefore, classroom management must be implemented optimally and effectively to positively influence student behavior and enhance learning outcomes.⁷

Previous research conducted by Wasliman indicates that effective classroom management and humanistic teacher communication can create a conducive learning atmosphere and enhance students' learning discipline. However, that research focused primarily on teachers' communication competence and did not specifically examine classroom management through the stages of planning, implementation, monitoring, and evaluation.⁸ Zongyi Deng explains that classroom management encompasses classroom organization, monitoring student behavior, managing disruptions, and maintaining student engagement

¹Masnur Muslich, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional* (Jakarta: Bumi Aksara, 2022).

²Yudo Handoko, "Disiplin Dan Nilai-Nilai Religius Dalam Membentuk Perilaku yang Baik Dan Tanggung Jawab," *Indonesian Journal of Islamic Religious Education (INJIRE)* 01, no. 02 (2023): 1–12.

³Juwinner Dedy Kasingku and Mareike Sesca Diana Lotulung, "Disiplin Sebagai Kunci Sukses Meraih Prestasi Siswa," *Jurnal Ilmiah Pendidikan Dasar* 09, no. 02 (2024): 1–13.

⁴Tulus Tu'u, *Peran Disiplin pada Perilaku dan Prestasi Belajar* (Jakarta: Gramedia Widiasarana Indonesia, n.d.).

⁵Debora Primawati Widayat, "Keefektifan Peer Support Untuk Meningkatkan Self Discipline Siswa SMP," *Jurnal Konseling Indonesia* 2, no. 1 (2015): 1–9.

⁶Prihantini and Tin Rustini, *Pengelolaan Kelas* (Jakarta Timur: Bumi Aksara, 2024).

⁷Widyaningrum Atik and Enung Hasanah, "Manajemen Pengelolaan Kelas Untuk Menumbuhkan Rasa Percaya Diri Siswa Sekolah Dasar," *Jurnal Kepemimpinan dan Pengurusan Sekolah* 6, no. 2 (2021): 181–90, <https://doi.org/10.34125/kp.v6i2.614>.

⁸Eva Dianawati Wasliman, "Upaya Meningkatkan Disiplin Belajar Melalui Manajemen Kelas Dan Kompetensi Komunikasi Guru Yang Humanis," *Jurnal Ilmiah Kependidikan* 17, no. 2 (2023): 443–53, <https://doi.org/10.30595/jkp.v17i2.18552>.

during instruction. The research also indicates that effective classroom management contributes to improved classroom order, student participation, and learning outcomes.⁹

Preliminary observations at MAN 3 Banda Aceh revealed that students exhibit disciplined learning behaviors, characterized by adherence to school rules, commitment to learning activities, readiness to participate, consistency in completing assignments, and the ability to set study priorities. Regarding classroom management at MAN 3 Banda Aceh, learning facilities and infrastructure are provided and utilized in alignment with the requirements of learning activities. Student seating arrangements are also adapted to the nature of the instruction such as grouping students when lessons require discussion and collaboration. Furthermore, teachers implement classroom agreements as guidelines to maintain order and foster a conducive learning environment. These practices demonstrate that classroom management at MAN 3 Banda Aceh focuses not only on student discipline but is also tailored to the needs of the learning process. However, the specific processes employed by teachers to manage the classroom and cultivate student learning discipline particularly regarding the stages of planning, implementation, monitoring, and evaluation have not yet been examined in depth.

Based on these circumstances, the researcher aims to examine in greater depth the classroom management practices used to foster students' study discipline at MAN 3 Banda Aceh, thereby providing an overview of the processes teachers employ to support the development of such discipline.

RESEARCH METHOD

This study employs a qualitative approach with a descriptive research design to explore the implementation of classroom management in fostering student discipline. The research was conducted at MAN 3 Banda Aceh, located on Jalan Lingkar Kampus UIN Ar-Raniry, Rukoh Village, Syiah Kuala District, Banda Aceh City, Aceh Province. The selection of this site was based on the school's active efforts to implement classroom management strategies aimed at enhancing student discipline and learning behavior.

This study employed a purposive sampling technique, selecting informants based on specific criteria relevant to the research objectives. The research subjects comprised the *madrasah* head, the deputy head for facilities and infrastructure, the head of administration, two teachers, and four students; these individuals were deliberately chosen based on their involvement in and understanding of the learning process and school disciplinary practices. Data collection techniques included interviews, observations, and documentation. Semi-structured interviews were conducted to gather detailed information regarding classroom management practices and student discipline. Direct observations were carried out during the learning process to examine teacher-student interactions, classroom conditions, and disciplinary practices in real-world settings. Documentation techniques were used to collect supporting data, such as school regulations, attendance records, class schedules, and photographs related to classroom activities.

The data analysis technique follows the interactive model proposed by Miles and Huberman, comprising data collection, data reduction, data display, and conclusion drawing. Data reduction involves selecting and simplifying relevant information, while data display is systematically organized in a narrative format to facilitate interpretation. Finally, conclusions are drawn continuously throughout the research process to ensure the validity and consistency of the findings.¹⁰ Data validity techniques include a credibility test conducted by extending the research duration, allowing the researcher to understand the

⁹Zongyi Deng, "Practice , Pedagogy and Education as a Discipline : Getting beyond Close- - Research," *British Educational Research Journal Association* 00, no. January 2023 (2024): 772–93, <https://doi.org/10.1002/berj.3951>.

¹⁰Miles, AM Huberman, and J Saldana, *Analisis Data Kualitatif: Buku Sumber Metode (Edisi Ke-3)* (SAGE Publications Inc, 2014).

context and build trust with the subjects. Interviews and observations were repeated until the data reached a point of saturation (redundancy). Additionally, the researcher employed triangulation—comparing data across different sources (the madrasa head, the head of administration, the deputy head for facilities and infrastructure, teachers, and students), methods (interviews, observations, and documentation), and timeframes to ensure the accuracy and consistency of the information. Furthermore, transferability was addressed by describing the entire research process in a complete, detailed, and systematic manner, thereby clearly illustrating the research context. Dependability a criterion assessing the extent to which qualitative findings remain consistent when the study is replicated by different researchers at different times using the same methodology and interview scripts was ensured in this study through comprehensive data collection and meticulous data organization. Moreover, a thorough review of the data was conducted in collaboration with the research supervisor. Finally, confirmability based on the concepts of intersubjectivity or transparency entails the researcher's willingness to openly disclose the research process and elements, thereby enabling others to evaluate the findings.¹¹

FINDINGS AND DISCUSSION

Classroom Management Planning for Fostering Student Learning Discipline at MAN 3 Banda Aceh

Planning of Facilities and Infrastructure

Research findings indicate that the planning of facilities and infrastructure at MAN 3 Banda Aceh is systematically organized to support the smooth conduct of classroom instruction. This planning process involves working meetings, coordination meetings, assessments of classroom needs, and the prioritization of learning facilities, while monitoring and evaluation are carried out to ensure that learning activities remain uninterrupted. The planning process engages various stakeholders including the deputy principal for facilities and infrastructure, homeroom teachers, and the curriculum and student affairs divisions and begins at the start of each semester with the collection of data on classroom facility needs via Google Forms.

The head of the madrasa explained that: “Usually, we make plans for the provision of infrastructure related to the classroom learning process. We hope that the teaching and learning process in the classroom is not hampered by the lack of available infrastructure. Therefore, every year, through the infrastructure representative, we conduct monitoring and evaluation to ensure that the necessary facilities for smooth learning are prepared. This is usually done through work meetings and coordination meetings to assess the need for tables, chairs, and other facilities.” In addition, the deputy head of facilities and infrastructure stated: “Regarding data collection or requests for facilities to support the teaching and learning process, we conducted data collection at the beginning of the semester using a Google Form. It includes requests for facilities, maintenance, and repair. These data are then compiled and prioritized. For example, the need for markers, whiteboards, desks, chairs, or other facilities that support learning.” These statements indicate that the school not only provides learning facilities, but also systematically evaluates and prioritizes facility needs to ensure that teaching and learning activities can run effectively.

Documentation results further show the existence of data on classroom facility needs, coordination meeting activities related to facility planning, and the availability of learning facilities, such as desks, chairs, whiteboards, and other supporting infrastructure in classrooms. The findings of this study indicate that facilities and infrastructure planning contribute to the development of the student learning discipline, particularly in encouraging students' adherence to school learning activities. Adequate

¹¹Dedi Susanto and M Syahrani Jailani, “Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah” 1, no. 1 (2023): 53–61.

learning facilities create orderly and comfortable classroom conditions, support effective classroom management by teachers, and help establish a conducive learning environment for students.

These findings align with the opinion that the availability of facilities and infrastructure in schools can make learning easier for students and teachers.¹² A similar sentiment was also expressed by Dila et al. If schools have adequate facilities and infrastructure, teachers' teaching strategies and expertise, and appropriate utilization of these facilities and infrastructure.¹³

Planning the Arrangement of the Learning Space

Research findings indicate that classroom layout planning at MAN 3 Banda Aceh involves arranging student seating, adjusting the classroom layout to meet learning needs, and providing adequate facilities to support effective classroom instruction. The Deputy Principal for Facilities and Infrastructure explained that classroom layouts are designed flexibly by homeroom teachers and subject teachers to ensure student comfort during learning activities. He stated, "Regarding the classroom layout itself, we leave it to the individual homeroom teachers or subject teachers to determine the structure or arrangement that makes students comfortable while learning. For instance, decisions such as a U-shaped seating arrangement are left to the homeroom teacher and the students themselves to determine which seating system is comfortable for them."

This statement demonstrates that classroom planning should be conducted by considering learning needs and student comfort to create an orderly and conducive learning environment. The Head of Administration (KTU) also explained that the school ensures the availability of classroom facilities, such as desks and chairs, according to the number of students in each class. KTU stated: "First, we prepared the necessary supplies, such as chairs. There were enough chairs, not just the number of students. If not, we will just have to look for it later. The homeroom teacher will give us whatever is needed in the classroom, for example, if there are no more chairs or tables, then we will give it to the deputy head of infrastructure to prepare."

The subject teachers further explained that seating arrangements were adjusted based on the learning material and instructional model used in the classroom to support student participation and concentration. Teacher 1 stated, "The seating arrangement is adjusted to the needs of the learning material. If group learning was required, we set up groups for the same. If no special arrangements are needed, we use the existing classroom arrangements," while Teacher 2 added: "The seating arrangement is tailored to the learning environment. If, for example, students need to be grouped, the chairs are rearranged to suit the learning needs." The documentation results also show that classrooms in MAN 3 Banda Aceh are equipped with learning facilities, such as desks, chairs, whiteboards, and seating arrangements that support student comfort and orderly classroom learning activities.

The research findings show that the planning of the arrangement of study rooms at MAN 3 Banda Aceh has an impact on students' obedience to participating in learning activities at school because planned spatial arrangement can help increase student concentration, strengthen involvement in learning activities, and facilitate positive interactions between teachers and students.¹⁴

Planning a Conducive Learning Environment

¹²Aida Fitri et al., "Kurangnya Saran Dan Prasarana Menghambat Proses Belajar Mengajar Di Sekolah," *Pediaqu:Jurnal Pendidikan Sosial Dan Humaniora* 3, no. 2 (2024): 507–15.

¹³Azahra Dila, Fitri Novianti Baihaqi, and Arita Marini Syahla Habibah, "Studi Pustaka Tentang Peran Fasilitas Sekolah Dalam Mendukung Efektivitas Pembelajaran Di Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 3 (2024): 1–9, <https://doi.org/10.47134/pgsd.v1i3.531>.

¹⁴Chichi Elsa Nurhayati et al., "Tata Kelola Ruang Belajar Kelas Sebagai Penunjang Efektivitas Pembelajaran Di Sekolah Dasar," *Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 11, no. 03 (2025): 240–54.

Research findings indicate that planning to create a conducive learning environment in MAN 3 Banda Aceh is carried out through the preparation of classroom regulations and learning contracts agreed upon by teachers and students from the beginning of the learning process. These rules function as guidelines for maintaining classroom order and supporting effective learning activities, as explained by the principal: 'A draft agreement has been drawn up. Rules and regulations have been formulated. So, everyone must respect what has been jointly decided.' The principal also emphasized that procedures regarding entry, exit, and permission during learning activities are regulated within these classroom rules, while Teacher I stated: "They usually set it at the beginning of the semester. The homeroom teacher and students sit down to create class rules, which are then outlined in bullet points and posted throughout the classroom."

Research findings also show that teachers establish additional classroom contracts and explain sanctions for rule violations to ensure that students understand and follow the classroom discipline. Teacher II explained, "Usually, in my first meeting, I immediately create a class contract. I explain the rules of my class and sanctions. So, it's a mutual agreement," while students confirmed that these rules had been introduced since the beginning of school activities through the MPLS and classroom learning. Student I stated: "Class rules have been explained from the beginning of school in MPLS," Student II explained: "The teacher also explained the sanctions given if there were students who violated the rules,"

Further documentation reveals the presence of school regulations posted within the school premises and classroom rules displayed on classroom walls, serving as guidelines for students during learning activities.

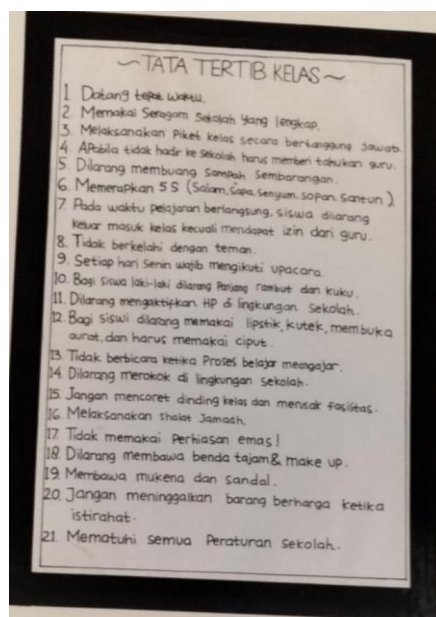
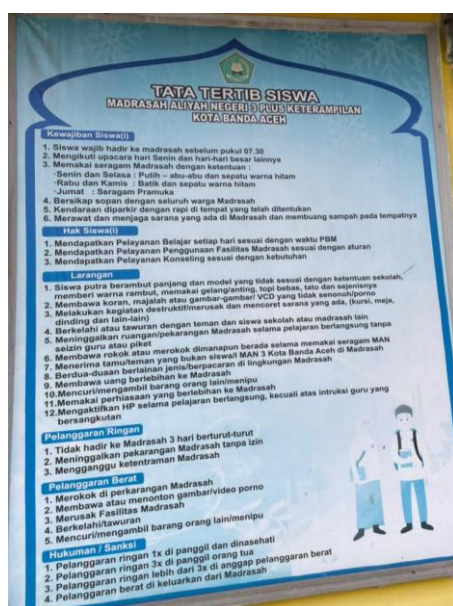


Figure 2: School rules displayed within the school premises, and classroom rules posted in the classrooms.

The findings of this study align with the opinion that fostering classroom discipline and preventing disciplinary violations can be achieved by establishing classroom rules. The process of formulating a classroom discipline can be conducted by teachers with student involvement. This ensures that agreed-upon classroom rules are accepted and implemented by students during the learning process.¹⁵

¹⁵Anton dan Usman, "Peningkatan Kualitas Pembelajaran Melalui Pendekatan Pengelolaan Kelas," *Jurnal Pemikiran Keislaman Dan Kemanusiaan* 4, no. 1 (2020): 69–83.

Implementation of Classroom Management in Fostering Students' Learning Discipline at MAN 3 Banda Aceh

Implementation of Facilities and Infrastructure

Research findings indicate that the management of facilities and infrastructure at MAN 3 Banda Aceh involves providing learning resources, utilizing instructional media, and repairing facilities in alignment with educational needs. This approach aims to facilitate a smooth teaching and learning process, enabling students to participate in learning activities in an orderly and comfortable manner. The study reveals that the provision and maintenance of learning resources are prioritized based on the level of need to ensure the continuity of classroom instruction. The Deputy Principal for Facilities and Infrastructure explained: "When urgent issues arise such as damaged desks, broken whiteboards, or malfunctioning projector screens efforts are made to repair them immediately so that the learning process is not disrupted."

The findings also indicate that the provision of learning facilities is tailored to the specific needs of each classroom. The administration prepares the necessary facilities to ensure the availability of learning resources and to support students throughout the learning process. The head of administration explained: "If there is a need for or a shortage of classroom facilities, we notify the administration, and we provide them as required." This demonstrates that the school actively manages its facilities and infrastructure to maintain a conducive classroom learning environment.

Furthermore, teachers utilize available learning facilities to support teaching and learning activities in accordance with the requirements of the material being taught. Teacher I explained: "Classroom facilities are essential for supporting learning. Facilities such as projectors, laboratories, and other instructional media are utilized based on learning needs." Teacher II also stated, "If the material requires videos or other instructional media, I use a projector and a laptop so that students can focus better. These resources also help students become more disciplined." These statements indicate that instructional media and classroom facilities are effectively used to enhance students' focus, understanding, and discipline during classroom learning.

Interviews with students revealed that comprehensive and comfortable learning facilities help them maintain focus and orderliness during lessons. Students stated: "When visual aids (such as projectors) are available in the classroom, the material is easier to grasp because we can directly see what is being explained," and "When facilities are well-equipped and comfortable, students are more focused on their studies, and the learning atmosphere is more orderly." Observations also indicated that facilities such as desks, chairs, whiteboards, visual aids (projectors), laboratories, and other instructional equipment are effectively utilized to support the learning process. Further documentation analysis showed that classrooms are equipped with necessary learning facilities, laboratories, and visual aids (projectors), while CCTV cameras are installed at various points across the school grounds to foster an orderly and conducive learning environment.

Based on the results of interviews, observations, and document analysis, it is evident that the management of facilities and infrastructure at MAN 3 Banda Aceh is implemented through the provision of learning facilities, the utilization of instructional media, and the continuous upgrading of facilities to meet learning needs. This implementation influences indicators of student learning discipline, specifically regarding adherence to school-based learning activities. Optimal use of learning facilities can help

enhance the effectiveness of the learning process, strengthen students' understanding of the material, and boost their learning motivation.¹⁶

Implementation of Learning Space Arrangement

Research findings indicate that the arrangement of learning spaces at MAN 3 Banda Aceh involves organizing seating positions, managing classroom cleanliness, and adjusting the classroom layout to align with the teaching methods employed by the teachers. These arrangements are implemented flexibly to create a learning environment that is orderly, comfortable, and conducive for students. The head of the madrasa explained: "The arrangement of learning spaces is entrusted to homeroom teachers and subject teachers, though it remains under school supervision. Responsibility for the layout is usually left to the respective homeroom and subject teachers; the priority is ensuring the classroom remains orderly, clean, and comfortable, and that students can focus while learning."

The Deputy Head for Facilities and Infrastructure further explained that the condition of classrooms is monitored routinely through daily checks and follow-ups based on reports from teachers and students. The Deputy Head stated: "We conduct this monitoring daily, while also responding to reports from homeroom teachers and students."

In practice, teachers adjust student seating arrangements based on the teaching method employed to ensure effective instruction. Teacher I explains: "Seating arrangements are usually tailored to the needs of the lesson. For instance, during group work, students are organized into groups to facilitate discussion, whereas for individual work, the seating remains in the standard layout so that students can focus better on the lesson." Teacher II similarly states: "I usually adjust the seating arrangement according to the day's lesson; if the activity involves discussion or presentations, the seating is rearranged to make it easier for students to interact and engage with the learning activities."

From the students' perspective, classroom organization relates to adherence to class rules as well as comfort during the learning process. Student I stated: "When there are rules, we feel more bound to follow them. For example, we aren't allowed to use mobile phones while studying; if we break this rule, the phone can be confiscated." Meanwhile, Student III explained: "If the classroom is tidy, we feel more comfortable participating in lessons and can focus better when the teacher is explaining the material." Student IV added: "When the classroom is tidy and seating is organized, the learning atmosphere becomes more orderly, so there is less noise while the teacher is explaining." These findings indicate that classroom organization is achieved not only through the physical arrangement of the room but also through the enforcement of rules, school supervision, and the active involvement of both teachers and students in creating an orderly and conducive learning environment.

Observations indicate that the arrangement of learning spaces at MAN 3 Banda Aceh is tailored to specific classroom instructional needs. Student seating arrangements are organized according to the teaching models employed by the instructors. Furthermore, the classrooms appear well organized and clean, and the learning atmosphere is orderly, thereby helping students maintain focus during the instructional process. Documentation further confirms the organized seating arrangements and the clean, tidy condition of the learning spaces.

¹⁶Nadhifa Syahidah Humairah et al., "Manajemen Sarana Dan Prasarana Dalam Mendukung Peningkatan Mutu Pembelajaran Di Sekolah Menengah Kejuruan," *Jurnal Manajemen Pendidikan* 11, no. 1 (2026): 842–47, <https://doi.org/10.34125/jmp.v11i1.1690>.



Figure 3: The teacher adjusts the seating arrangement according to the teaching method being used.

Based on the results of interviews, observations, and document analysis, it is evident that the arrangement of the learning space at MAN 3 Banda Aceh is managed through collaboration among teachers, the school administration, and students to create an orderly and conducive classroom environment. This setup influences indicators of learning discipline specifically regarding adherence to school regulations as students are guided to maintain tidiness, follow classroom arrangements, and comply with rules throughout the learning process.¹⁷

Creating a Conducive Learning Environment

Research findings indicate that the implementation of a conducive learning environment in MAN 3 Banda Aceh is carried out through the enforcement of school regulations that function as the primary reference for student discipline. These regulations include punctual attendance, orderly entry into classrooms, seating arrangements, and other rules that bind students during the learning process. The principal explained: “Everything is stated in the regulations... students must arrive on time, enter on time, and sit in their seats; it’s all regulated.” This finding shows that school regulations are used as guidelines to maintain orderly and conducive classroom learning conditions.

In addition to written regulations, the creation of a conducive learning environment is supported by adequate school facilities. The Deputy Head of Facilities and Infrastructure explained: “We strive to provide adequate facilities to ensure students’ comfort while studying... we also remind students and homeroom teachers to maintain the existing facilities.” This statement indicates that the school not only provides learning facilities but also encourages students to maintain them properly. The availability of adequate facilities helps create a comfortable learning atmosphere and supports classroom discipline.

In practice, teachers also act as role models in creating orderly classroom conditions by demonstrating disciplined attitudes and behaviors during learning activities. Teacher I stated, “Teachers are role models. If teachers are not tidy, how can students be tidy? So, all teacher behavior serves as an example.” Teacher II further explained, “We conduct daily checks. If anyone is late or breaks the rules, the sanctions will be adjusted accordingly.” These findings show that teachers consistently monitor

¹⁷Berliana Dian Permatasari, Damanhuri, and Ria Yuni Lestari, “Penerapan Nilai-Nilai Disiplin Dan Tanggung Jawab Peserta Didik Pada Mata Pelajaran Pancasila Dan Kewarganegaraan,” *Jurnal Ilmu Pendidikan Pkn Dan Sosial Budaya* 8, no. 2 (2024): 292–305.

student discipline and enforce agreed-upon classroom rules to maintain a conducive learning environment.

From the students' perspective, the implementation of a conducive situation is reflected in the firm, but educational enforcement of classroom rules. Student I stated: "If a violation is usually a warning first, if it happens frequently, it is usually taken to the guidance counselor," while Student II explained: "The teacher takes firm action but remains gentle." Student III added: "If it happens frequently, it is reported to the homeroom teacher," and Student IV stated: "If it is excessive, the teacher follows up again." Observation and documentation findings also show that classroom rules and school regulations are posted throughout the school environment and are consistently implemented to maintain student order and discipline during the learning process.

Based on the results of the interviews, observations, and documentation, it can be understood that the implementation of a conducive learning situation in MAN 3 Banda Aceh is realized through the implementation of school regulations, teacher role models, routine supervision, and consistent enforcement of rules. These conditions influence the learning discipline indicator in the aspect of obedience to school regulations because students are accustomed to obeying the rules, maintaining order, and being responsible for behavior in the classroom.¹⁸

Monitoring Classroom Management in Fostering Students' Learning Discipline at MAN 3 Banda Aceh

Monitoring of Facilities and Infrastructure

Research results indicate that the monitoring of facilities and infrastructure at MAN 3 Banda Aceh is conducted in a structured and continuous manner to ensure that learning facilities optimally support the teaching and learning process. Monitoring activities include inspecting classroom facilities, reporting damage, and carrying out necessary repairs. The school principal explained: "Learning facilities are monitored through oversight and reports from classroom teachers and the deputy principal for facilities and infrastructure. Any damage is reported immediately so that repairs can be made promptly." These findings demonstrate that monitoring school facilities is a crucial aspect of maintaining an orderly and comfortable classroom learning environment.

The Deputy Head of Facilities and Infrastructure further explained that monitoring activities were conducted routinely through daily patrols and periodic data collection. The deputy head stated: "We conduct patrols daily, particularly in the afternoon after learning activities have concluded. We also review reports from homeroom teachers, teachers, and the results of Google Form data collection each semester." The information collected is used to identify the condition of facilities, including those that are still suitable, slightly damaged, or in need of immediate repairs. This monitoring system helps the school maintain the availability and proper condition of classroom learning facilities.

From an administrative perspective, the Head of the Administration Unit (KTU) explained that reports of damaged facilities are first recorded before further processing, according to school priorities and budget availability. The KTU stated: "We record it first, then process it according to available funds." In classroom practice, teachers supervise the use of learning facilities and remind students to use them responsibly. Teacher I explained: "The use of classroom facilities is a shared responsibility if there is damage, report it to the homeroom teacher or facilities and infrastructure department."

¹⁸Maria Antonia Meo et al., "Analisis Kultur Sekolah Dalam Pembentukan Kedisiplinan Peserta Didik Di UPTD SDI Waewaru," *Jurnal Citra Pendidikan Anak (JCPA)* 5 (2026): 177–87, <https://doi.org/10.38048/jcpa.v5i2.6882>.

Students stated that classroom facilities were regularly used to support comfortable and orderly learning activities. Student IV explained: “Classroom facilities are usually available and used during learning,” while Student II stated: “Facilities are used according to learning needs to make it more comfortable.” Observational findings indicate that desks, chairs, whiteboards, infocus, and other classroom facilities are maintained under conditions that support learning activities. Documentation results also show the availability of classrooms, student desks and chairs, whiteboards, infocus, and other learning support facilities that help create a conducive learning environment and encourage students to maintain discipline by using school facilities responsibly.

Monitoring the Arrangement of Learning Spaces

The results of the study indicate that classroom arrangement in MAN 3 Banda Aceh is carried out flexibly, while still referring to school regulations and classroom learning needs. Classroom management includes arranging seating positions, maintaining classroom tidiness, and creating a conducive learning environment. The supervision of classroom arrangements is conducted regularly by homeroom teachers, on-duty teachers, and the school management team. The principal explained: “Monitoring is conducted by homeroom teachers, on-duty teachers, and the school team. They assess classroom conditions, including whether the seating is neat, the classroom is clean, and whether students maintain order during class.”

The principal further explained that if classrooms are untidy or students are unruly, homeroom teachers are asked to improve classroom management to maintain a comfortable learning environment. The Deputy Head for Facilities and Infrastructure stated, “Student room condition checks are conducted daily or periodically. Major repairs are carried out when funds are allocated.” The deputy head also explained that the school evaluates room conditions, ranging from minor to severe damage, and prioritizes repairs according to needs and budget availability. These findings demonstrate that classroom monitoring and maintenance are conducted continuously to support orderly and comfortable learning conditions.

From an administrative perspective, the Head of Administration (KTU) explained that classroom data are updated based on reports from homeroom teachers and the vice principal for infrastructure. The KTU stated: “Study room data are reviewed based on reports from homeroom teachers and the vice principal for infrastructure. If there are any shortages of facilities, such as desks or chairs, these will be noted and updated based on actual conditions.” Teacher I also explained: “Homeroom teachers are given the autonomy to organize classrooms with students. There are mandatory elements, such as rules and duty schedules, but the layout of the classroom can be developed according to the creativity of the class.” These findings indicate that classroom arrangement involves collaboration between teachers and students while still adhering to school regulations.

Teacher II explained that the effectiveness of classroom arrangements can be observed through students’ focus and participation in learning activities. Teacher II stated, “If the classroom layout allows students to be more focused and active, then it is appropriate. However, if it’s less orderly, it’s usually adjusted to make learning more comfortable.” Students also stated: “Sometimes there are still people who joke around, so it gets a bit noisy” (Student I), “While the teacher is explaining, we keep listening” (Student II), “If there is a disturbance, the teacher usually immediately reprimands us so we can calm down” (Student III), and “The class remains conducive because the teacher immediately reminds us” (Student IV). Observation and documentation findings also demonstrated the existence of class duty schedules, classroom rules, and organized classroom conditions that supported effective and orderly learning.

Based on the results of the interviews, observations, and documentation, it can be understood that the arrangement of the learning space at MAN 3 Banda Aceh is carried out through collaboration between the principal, vice principal of infrastructure, KTU, teachers, and students in creating an orderly, neat, and comfortable classroom. A good learning space arrangement encourages students to be more focused on participating in learning and supports the formation of a conducive classroom atmosphere. This condition influences the learning discipline indicator in the aspect of obedience to school regulations and order in the learning process because students are directed to maintain class order during learning activities.¹⁹

Monitoring a Conducive Learning Environment

The research results show that the monitoring of a conducive learning environment at MAN 3 Banda Aceh is carried out continuously through a structured supervision system involving the principal, teachers, homeroom teachers, on-duty teachers, and student affairs department. Monitoring activities include supervision of student attendance, tardiness, implementation of rules, and follow-up actions for students who commit violations. The principal explained: 'The school monitors through daily attendance records, reports from homeroom teachers, on-duty teachers, and the student affairs department. Student attendance, tardiness, and any violations of rules are all recorded.' The principal further stated that students who repeatedly violate school regulations are given guidance through teachers, homeroom teachers, and the guidance and counseling department.

This finding was reinforced by the Deputy Head for Facilities and Infrastructure, who stated, "We receive reports from daily monitoring, homeroom teachers, teachers, and other parties. Furthermore, there's also a data collection form every semester to monitor conditions at the madrasah." During classroom learning, teachers directly supervise students through attendance systems and communicate with homeroom teachers. Teacher I explained: "Every class hour, there is a class attendance check. Student attendance is checked per session," while Teacher II stated: "Attendance is taken every time a student enters class. If a student is absent or late, the assignment is still given and will be collected at the next meeting." These findings indicate that classroom supervision is conducted continuously through administrative monitoring and direct teacher involvement during the learning process.

From the students' perspective, discipline monitoring is achieved through direct teacher supervision and guidance during classroom learning. Student III stated: "Teachers usually reprimand students if they are noisy or not focused," while Student IV explained: "Teachers see directly who is serious and who is breaking the rules." Student I added: "Every teacher has their own way of supervising students," and Student II stated: "Teachers advise and reprimand students so they stay engaged in learning." Observation and documentation findings also show that student attendance data, school regulations, and administrative procedures are used to maintain classroom order and to ensure that the learning environment remains conducive and disciplined.

This condition affects the learning discipline indicator in terms of compliance with learning activities at school because students become accustomed to being present on time, participating actively in learning, and complying with the rules applied during the learning process. This finding is consistent with the classroom management theory proposed by Djamarah, which states that classroom management includes monitoring, controlling, and creating effective learning conditions to ensure an orderly and optimal learning process. Continuous supervision, therefore, plays an important role in fostering student discipline and maintaining classroom order during learning activities. In addition, these findings are in

¹⁹Rahima Ahsana et al., "The Effect of Classroom Management on Students' Learning Activeness at SD Negeri Lampeuneurut Aceh Besar," *Benchmarking: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2026): 163–76.

line with the concept of classroom management proposed by Tiong-thye Goh, which emphasizes that consistent classroom monitoring through attendance tracking, supervision, and follow-up actions contributes to creating a conducive learning environment and increasing student engagement in the learning process.²⁰

An Evaluation of Classroom Management in Fostering Students' Learning Discipline at MAN 3 Banda Aceh

Evaluation of Facilities and Infrastructure

The research results show that the evaluation of facilities and infrastructure in classroom management at MAN 3 Banda Aceh is conducted periodically and in stages through reports from homeroom teachers, teachers, and the vice principal for facilities and infrastructure. This evaluation included checking the condition of the desks, chairs, infocus, lights, windows, and other learning media used in the teaching and learning process. The principal explained: "The evaluation process was carried out by the vice principal for facilities and infrastructure, assisted by a homeroom teacher. Every few months, a report is given on the condition of the facilities, including any damage or unusability." The evaluation results are then submitted to the principal and followed up through repairs and prioritization of classroom facility needs.

This finding was reinforced by the Deputy Principal for Facilities and Infrastructure, who stated, "We ranked the evaluation results based on priority. After that, we discussed them with the treasurer and the head of administration, and then submitted them to the madrasah principal for decisions on repairs and funding." From an administrative perspective, the Head of the Technical Implementation Unit (KTU) explained: "We first check the field to see if the report aligns with the information. If it does, it will be processed and forwarded to the Deputy Head of Facilities and Infrastructure for further action." These findings indicate that evaluation activities are conducted systematically through verification, reporting, and follow-up procedures. The evaluation process helps schools determine priority improvements to support smooth and effective classroom learning.

Teachers assessed that the facilities available at the school were generally adequate to support learning activities, although some improvements were still required. Teacher I stated: "Facilities such as infocus, tables, chairs, and learning media are sufficient to support learning and help students focus better," while Teacher II explained: "The existing facilities are sufficient to help students focus better on their learning." Students also stated: "Perhaps there are still a lack of physical books because they are easier to understand than e-books" (Student I), "The facilities are quite good, they just need to be added to make them more comfortable" (Student II), "The existing facilities are good, they just need to be maintained and cared for" (Student III), and "They are quite good, they just need maintenance to keep them comfortable to use" (Student IV). The observation and documentation findings further show that classrooms, desks, chairs, whiteboards, infocus, and other learning facilities were regularly monitored and maintained to support orderly and conducive learning activities.

This condition affects the learning discipline indicator in terms of compliance with learning activities at school because the availability of adequate facilities and infrastructure helps create a more orderly, comfortable, and focused learning atmosphere for students. These findings are consistent with previous studies conducted by Haron et al. and Nisa and Lailatussaadah, which state that adequate

²⁰Tiong-thye Goh, "Learning Management System Log Analytics: The Role of Persistence and Consistency of Engagement Behaviour on Academic Success," *Journal of Computers in Education* 0, no. 0 (2026): 283–306, <https://doi.org/10.1007/s40692-025-00358-x>.

educational facilities play an important role in improving learning discipline, academic achievement, and student well-being.²¹ Therefore, investment in quality educational facilities and infrastructure is essential to support successful and effective learning processes in schools.²²

Evaluation of Study Space Arrangement

The research results showed that the evaluation of classroom arrangements at MAN 3 Banda Aceh was conducted to assess classroom orderliness, tidiness, and comfort in supporting learning. The principal explained that classroom management is considered successful when students arrive on time, sit orderly, and maintain classroom cleanliness, while the school team regularly evaluates classroom conditions. The deputy head of facilities and infrastructure also stated that classrooms considered less comfortable would be prioritized for improvement according to needs and budget availability.

From an administrative perspective, classroom reports are checked and documented to ensure that deficiencies are systematically addressed. Teachers also explained that classroom arrangements are adjusted to learning methods so that students can learn more effectively. Teacher II stated, "If the classroom layout allows students to be more focused and active, then it is appropriate. However, if it's less orderly, it's usually adjusted to make learning more comfortable."

Students stated that classroom arrangements affected their comfort and concentration during lessons. Student I stated: "Sometimes there are still people who joke around, so it gets a bit noisy," while Student II explained: "While the teacher is explaining, we keep listening," and Student III added: "If there is a disturbance, the teacher usually immediately reprimands us so we can calm down," while Student IV stated: "The class remains conducive because the teacher immediately reminds us." Observation and documentation findings also show that classrooms are generally neat, organized, and supported by learning facilities that help maintain conducive learning conditions.

Based on research findings, interviews, observations, and documentation, the evaluation of classroom arrangements was conducted to assess how effectively the classroom layout supports the learning process. The evaluation results were used to improve and adjust classroom arrangements so that the learning atmosphere remained orderly, comfortable, and conducive. A well-organized classroom environment also influences student learning discipline because it helps students become more focused and orderly during learning activities.²³

Evaluation of a Conducive Learning Environment

The research results show that the evaluation of a conducive learning environment at MAN 3 Banda Aceh is conducted through assessments of classroom order, student discipline, and follow-up on violations during the learning process. The principal explained: "All the rules and regulations have been drafted, and then a team conducts the evaluation. The homeroom teachers looked at attendance rates, the number of days absent, and the number of times they were late. All of this is recorded in the student attendance register." The principal also stated: "If it's related to students, it's referred to student affairs; if it's related to learning, it's referred to curriculum; if it's related to behavior, it's referred to guidance and counseling."

²¹Muhd Zulhilmi Haron et al., "School " s Facilities And Achievement Of Students In Ulul Albab Model Tahfiz Schools In Malaysia : A Mediating Roles Of Satisfaction," *International Journal of Scientific & Technology Research* 9, no. 02 (2020): 3026–30.

²²Khairun Nisa and Lailatussaadah, "Towards an Inclusive Campus : Exploring the Physical and Non-Physical Challenges for Students with Disabilities in Higher Education," *Indonesian Journal of Education and Social Studies (IJESS)* 04, no. 02 (2025): 233–46, <https://doi.org/10.33650/ijess.v4i2.13088>.

²³Terry Byers, Elizabeth Hartnell-young, and Wesley Imms, "Empirical Evaluation of Different Classroom Spaces on Students ' Perceptions of the Use and Effectiveness of 1-to-1 Technology," *British Journal of Educational Technology* 00, no. 00 (2016): 1–12, <https://doi.org/10.1111/bjet.12518>.

The deputy head of facilities and infrastructure added that evaluations are also related to maintaining learning facilities to strengthen student discipline. The deputy head stated, “Repaired facilities must be maintained to prevent further damage from students. This is to improve student discipline in maintaining the facilities,” while Teacher II explained: “If a student is late or in violation, I first coordinate with the homeroom teacher, and then contact the guidance counselor if necessary.” These findings indicate that evaluations are conducted in stages through monitoring, coordination, and follow-up actions according to the type of violation or problem encountered.

Students also acknowledged that classroom rules and evaluations helped improve discipline during the learning process. Student IV stated: “With the rules and reprimands from teachers, students are more disciplined and understand what is and isn't allowed.” The observation and documentation findings also showed that teachers monitor attendance, remind students who are disruptive during lessons, and use school regulations and attendance records as guidelines to maintain orderly and conducive classroom learning conditions.

This finding is in line with the classroom management theory proposed by Leong and Sarmiento and Junior, which explains that evaluation in classroom management includes monitoring student behavior, recording violations, and implementing gradual follow-up actions to foster learning discipline.²⁴ Therefore, consistent evaluation helps create an orderly, focused, and conducive learning environment for students during the learning process.²⁵

CONCLUSION

Based on the research findings, classroom management at MAN 3 Banda Aceh is implemented through planning, execution, monitoring, and evaluation to foster students' learning discipline. The key findings indicate that classroom management supported by adequate facilities, structured supervision, and consistent classroom rules contributes positively to enhancing students' learning discipline, particularly regarding attendance, class participation, and adherence to school regulations. This study contributes to the field of classroom management by emphasizing the integration of classroom organization, facility management, and disciplinary oversight to strengthen student discipline in Islamic high schools. However, as the study was limited to a single educational institution and relied solely on qualitative data, future research should incorporate broader settings, mixed methods, and comparative analyses to yield more comprehensive insights into classroom management and students' learning discipline.

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²⁴Wai Yie Leong, “AI-Powered Classroom Monitoring: Enhancing Learning Environments,” *2025 IEEE International Conference on Consumer Electronics - Taiwan (ICCE-Taiwan)* 0, no. 0 (2025): 251–52, <https://doi.org/10.1109/ICCE-Taiwan66881.2025.11207887>.

²⁵Jose A Sarmiento and Jacinto Junior, “Classroom Management in the Implementation of Learning Systems in Schools,” *Southeast Asian Journal of Global Trends and Issues in Education* 1, no. 1 (2025): 32–38.

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