

Classroom Management Strategies of Christian Religious Education (PAK) Teachers in Creating a Conducive Learning Environment for Grade X-MPK 3 Students at SMK Negeri 2 Palangka Raya

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Article history

Submitted: 2026/05/01; Revised: 2026/08/11; Accepted: 2026/09/09

Abstract

This study was motivated by the importance of effective classroom management strategies in creating a conducive learning environment for Christian Religious Education (PAK). Effective classroom management is essential to ensure that learning takes place actively, purposefully, and in accordance with educational objectives. This study aims to describe the classroom management strategies used by PAK teachers in creating a conducive learning environment for tenth-grade students in Class X-MPK 3 at SMKN 2 Palangka Raya. A qualitative approach with a descriptive method was employed. Data were collected through observation, interviews, and documentation, and analyzed through data reduction, data presentation, and conclusion drawing. The findings indicate that PAK teachers implemented diverse and flexible strategies, including (1) direct instruction, (2) indirect instruction, (3) interactive learning, (4) persuasive approaches, (5) variations in teaching methods and media, (6) preventive and curative classroom management, and (7) learning environment organization. These strategies were systematically applied through introductory, core, and concluding stages, creating an active, focused, and conducive learning environment. However, challenges included afternoon classes, student drowsiness, lack of focus, cellphone use, peer distractions, and inconsistent learning motivation.

Keywords

Classroom Management, Christian Religious Education Teachers, Conducive Learning, Learning Strategies



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INTRODUCTION

Education plays an important role in shaping students' identities, values, intellectual capacities, and character. The quality of learning that takes place in the classroom is one of the important components in determining the success of schools in carrying out their educational mission. Effective learning does not depend solely on the quality of teaching materials or instructional methods but also on the teacher's ability to create and maintain a classroom environment that supports students'

learning activities. Classroom management is therefore an essential aspect of the teaching and learning process because it influences students' concentration, participation, discipline, and overall learning experience. Effective classroom management can contribute to the creation of a learning environment that is orderly, comfortable, enjoyable, and productive for students (Hidayah et al., 2024; Septikasari et al., 2025).

Classroom management becomes particularly important in Christian Religious Education (PAK) because the objectives of PAK extend beyond the transmission of cognitive knowledge. PAK is concerned with the development of students' moral values, ethical principles, spiritual maturity, and Christian character. Consequently, learning in PAK should not merely emphasize students' ability to memorize concepts or achieve academic scores, but should also encourage them to internalize Christian values and apply them in their daily lives. The teacher therefore has an important responsibility to establish a classroom atmosphere that enables students to participate actively, interact positively, and reflect on the spiritual and moral messages presented during learning. In this context, the PAK teacher functions not only as an instructor but also as an educator and spiritual role model who contributes to the formation of students' character (Sidabutar et al., 2024; Kuanine et al., 2022).

A conducive learning environment is one in which students feel safe, comfortable, respected, and encouraged to participate in learning activities. Such an environment allows students to concentrate on the subject matter and facilitates the achievement of learning objectives. The effectiveness of learning can also be observed through the extent to which students understand and internalize the material being taught. In mastery-oriented learning, learning is considered productive when students achieve an adequate level of understanding of the competencies being taught (Wahyudi et al., 2023; Mulyono & Wekke, 2018). Therefore, classroom management should be understood not merely as an effort to control disruptive behavior but as a comprehensive process involving classroom organization, student engagement, instructional strategies, communication, discipline, and the development of positive relationships between teachers and students.

In practice, however, creating a conducive learning environment is not always easy. Teachers may encounter internal and external factors that influence classroom conditions. One of the challenges identified in the context of PAK learning at SMK Negeri 2 Palangka Raya is the scheduling of lessons. Based on preliminary observations in class X-MPK 3, PAK lessons are conducted at approximately 1:00

p.m. This period occurs after students have participated in several previous lessons, making them more vulnerable to physical fatigue, sleepiness, decreased concentration, and reduced learning motivation. Such conditions can make conventional classroom management less effective and may interfere with the achievement of learning objectives. The situation requires teachers to adopt flexible and appropriate strategies that respond to students' physical and psychological conditions.

Another challenge relates to the characteristics of vocational high school students. Students at vocational schools generally have a strong orientation toward practical and vocational subjects. Consequently, general subjects such as PAK may sometimes receive less attention than subjects directly associated with their vocational competencies. This situation can be reflected in low participation, lack of discipline, classroom conversations, and limited engagement in learning activities. Teachers therefore need to employ interactive instructional methods and approaches that can attract students' attention while maintaining the essential spiritual and character-building objectives of PAK (Sembiring et al., 2025; Saingo, 2023).

The preliminary observation of class X-MPK 3 indicates diverse student responses during PAK learning. Some students are able to follow the teacher's explanation attentively, while others talk to their classmates, use mobile phones, or show limited involvement in classroom discussions. Differences can also be observed in students' discipline, including tardiness, inconsistent compliance with classroom rules, and incomplete assignments. Student participation is similarly uneven: some students actively ask and answer questions, whereas others tend to participate only minimally. These conditions demonstrate that effective classroom management is essential because good instructional content may not produce optimal learning outcomes if classroom dynamics are not appropriately managed.

Under these circumstances, PAK teachers are required to develop classroom management strategies that are appropriate to students' characteristics and the actual learning situation. Such strategies may include organizing the physical and social learning environment, applying interactive teaching methods, establishing clear classroom rules, maintaining students' attention, and developing an emotional approach based on positive communication and mutual respect. These efforts are particularly important when learning takes place under less-than-ideal conditions, such as afternoon classes when students' energy and concentration may decline. A supportive relationship between teachers and students can further strengthen

students' engagement and create a classroom atmosphere that encourages active participation.

Therefore, classroom management strategies are not simply mechanisms for maintaining order. They constitute an integral part of effective PAK learning because they influence students' participation, discipline, concentration, and opportunities to internalize Christian values. The teacher's ability to adapt classroom management to students' needs and classroom conditions is essential for achieving meaningful and conducive learning. Based on these considerations, this study focuses on classroom management strategies of Christian Religious Education (PAK) teachers in creating a conducive learning environment for Grade X-MPK 3 students at SMK Negeri 2 Palangka Raya. The study is expected to identify the strategies employed by the PAK teacher and the factors that hinder their implementation, thereby providing a more comprehensive understanding of classroom management in PAK learning at the vocational high school level.

METHODS

This study employs a qualitative research approach because it aims to obtain an in-depth understanding of the classroom management strategies implemented by Christian Religious Education (PAK) teachers in creating a conducive learning environment for Grade X-MPK 3 students at SMK Negeri 2 Palangka Raya. A qualitative approach is appropriate because the research focuses on understanding phenomena in their natural setting, particularly the behavior of teachers and students, classroom interactions, learning conditions, and the strategies used by teachers to manage classroom dynamics. Qualitative research enables researchers to explore experiences, actions, and meanings that cannot be adequately represented through numerical data (Sugiyono, 2020).

Qualitative research is generally conducted in natural settings, where the researcher becomes an important instrument in collecting and interpreting data. Through direct observation and interaction with research participants, the researcher can understand how classroom management strategies are implemented in actual learning situations. In this study, the approach is used to examine how the PAK teacher manages student behavior, maintains classroom discipline, encourages student participation, manages learning time, and creates a supportive atmosphere during PAK lessons. The approach also allows the researcher to identify the challenges experienced by the teacher in implementing classroom management strategies (Sugiyono, 2019).

The type of research employed is descriptive qualitative research. Descriptive qualitative research aims to describe and understand phenomena based on conditions found in the field without manipulating the variables being studied. This type of research is suitable for the present study because the researcher intends to provide a comprehensive description of the actual classroom management practices implemented by the PAK teacher. The research focuses on data in the form of words, statements, actions, interactions, and observed situations. The data are subsequently interpreted to identify patterns and meanings related to classroom management. The aspects examined include the strategies used by the teacher, teacher-student interaction, classroom discipline, student participation, learning atmosphere, and supporting and inhibiting factors in creating a conducive learning environment. Descriptive qualitative research allows the researcher to explain not only what occurs in the classroom but also how classroom management strategies are implemented and how students respond to them (Syahrizal & Jailani, 2023).

This research is conducted at SMK Negeri 2 Palangka Raya, located at Jl. R. A. Kartini No. 1, Langkai, Pahandut District, Palangka Raya City, Central Kalimantan, particularly in Grade X-MPK 3. The location was selected because it corresponds directly to the focus of the research, namely the implementation of PAK learning during afternoon hours and the classroom management challenges associated with this learning situation. The research is conducted during the second semester of the 2025/2026 academic year, from March to May 2026. The research activities include preliminary observation, preparation of interview questions and observation sheets, interviews, classroom observations, documentation, data organization, and data analysis.

The data sources consist of primary and secondary data. Primary data are obtained directly from the research participants through interviews and observations. The main informant is one PAK teacher, while five students from Grade X-MPK 3 serve as supporting informants. The students are selected purposively based on variations in their participation, discipline, and responses during PAK learning. This selection is intended to provide diverse perspectives regarding classroom conditions and the teacher's classroom management strategies. Secondary data are obtained from documents relevant to the learning process, including lesson plans, PAK teaching materials, student attendance records, classroom records, and other school documents. Books, journal articles, theses, and other relevant literature are also used to strengthen the theoretical foundation and support interpretation of the findings.

Three techniques are used to collect data: interviews, observation, and documentation. First, interviews are conducted to obtain detailed information about the PAK teacher's classroom management strategies, including strategies for maintaining discipline, responding to disruptive behavior, encouraging participation, and creating a conducive learning environment. Interviews are conducted with the PAK teacher as the main informant and with five students to obtain their perspectives on the classroom management practices they experience.

Second, observation is conducted directly during PAK learning in Grade X-MPK 3. The observation focuses on teacher behavior, classroom interactions, student responses, learning-time management, discipline, participation, and the overall classroom atmosphere. Observation enables the researcher to obtain empirical information about classroom management in its natural context. Third, documentation is used to complement interview and observation data. Relevant documents include lesson plans, teaching materials, attendance records, photographs, and other classroom-related documents. Documentation provides supporting evidence concerning the planning and implementation of classroom management strategies.

The data are analyzed using the interactive model of Miles and Huberman, which consists of interconnected processes of data collection, data reduction, data display, and conclusion drawing or verification (Sugiyono, 2018). Data collection begins when the researcher gathers information through interviews, observations, and documentation. The collected information is then organized according to the focus of the research. Data reduction involves selecting, focusing, simplifying, and organizing information relevant to the research questions. Data that are not related to classroom management strategies and the creation of a conducive learning environment are excluded from the main analysis. The reduced data are subsequently displayed in an organized form to facilitate the identification of patterns, relationships, and important findings. The final stage involves drawing and verifying conclusions. Conclusions are developed from recurring patterns and relationships found in the interview, observation, and documentation data. The conclusions are continuously checked against the available evidence to ensure that the findings are accurate and accountable.

To ensure the credibility of the findings, this study applies triangulation. Triangulation involves comparing information obtained from different sources, techniques, and times to determine the consistency of the data (Denzin, 2017). Source triangulation is conducted by comparing information from the PAK teacher,

students, and relevant school documents. Technique triangulation is conducted by comparing the results of interviews, observations, and documentation. Time triangulation is conducted by collecting data at different times to determine whether the information and classroom management practices remain consistent across learning situations. Through these procedures, the study seeks to produce credible and trustworthy findings concerning the classroom management strategies of PAK teachers in creating a conducive learning environment for Grade X-MPK 3 students at SMK Negeri 2 Palangka Raya.

FINDINGS AND DISCUSSION

Classroom Management Strategies Employed by the Christian Religious Education Teacher to Create a Conducive Learning Environment for Class X-MPK 3 Students at SMK Negeri 2 Palangka Raya

The findings of this study indicate that the classroom management strategies implemented by the Christian Religious Education (PAK) teacher in class X-MPK 3 at SMK Negeri 2 Palangka Raya have contributed to the creation of a conducive, active, and meaningful learning environment. Classroom management was not limited to controlling student behavior or maintaining classroom order, but also involved regulating learning activities, developing positive teacher-student interactions, stimulating student participation, and creating a comfortable psychological environment. This finding confirms that effective classroom management is an integral part of the teacher's pedagogical competence because the quality of classroom organization influences student engagement, motivation, and the achievement of learning objectives (Wiyani, 2020). Recent research also emphasizes that classroom management should function not merely as a mechanism for maintaining order but as a pedagogical strategy for creating an active and meaningful learning environment (Wawan et al., 2026).

The findings show that the PAK teacher applied various instructional strategies rather than relying on a single teaching method. Discussion, question-and-answer activities, case studies, presentations, videos, and ice-breaking activities were used according to the learning situation and students' needs. The variation of these strategies indicates that the teacher understood that students have different levels of attention, learning readiness, and learning preferences. The use of varied instructional strategies also helped prevent boredom, particularly when learning took place during periods when students' concentration tended to decrease. Classroom management and instructional strategy were therefore closely interconnected. A teacher who manages the classroom effectively must also be able

to select instructional activities that maintain student attention and encourage meaningful participation.

One of the most prominent findings was the implementation of interactive learning strategies. Through discussions, question-and-answer sessions, and case studies, students were given opportunities to communicate, express opinions, ask questions, and respond to the ideas of their peers. The classroom consequently became a two-way communication environment rather than a situation in which the teacher was the sole source of information. This finding is consistent with the view that effective classroom management should facilitate interaction and active student participation. Research on classroom management in Indonesian secondary schools has similarly shown that teachers perceive effective management as closely related to the creation of a conducive atmosphere in which students can participate in learning activities (Yopianti & Sadiq, 2023). Active learning through group discussion has also been associated with increased student engagement and learning motivation (Wawan et al., 2026).

The implementation of indirect or student-centered learning strategies was also evident in the teacher's role as a facilitator. Rather than continuously dominating classroom communication, the teacher provided opportunities for students to think independently, discuss problems, ask questions, and formulate their own understanding. The teacher also connected learning materials with students' everyday experiences. Such an approach is important in PAK because religious learning is not intended merely to transfer biblical knowledge but also to encourage students to understand and apply Christian values in their daily lives. The finding is consistent with research on Christian Religious Education classroom management, which emphasizes that teachers need to consider students' backgrounds, curriculum, instructional methods, media, and learning materials when organizing learning activities (Gulo, 2025).

At the same time, the teacher continued to employ direct instruction when introducing essential concepts. The teacher explained the material systematically before asking students to participate in discussions or other learning activities. This combination demonstrates that student-centered learning does not necessarily eliminate the teacher's instructional role. Instead, direct instruction can provide students with an initial conceptual foundation, while interactive and indirect strategies allow them to deepen and apply their understanding. The flexible combination of teacher-centered and student-centered strategies therefore represents an adaptive approach to classroom management. This finding is consistent with

research indicating that effective classroom management requires teachers to adapt their strategies to classroom conditions rather than relying exclusively on one management style (Edrea et al., 2026).

Another important finding concerns the teacher's persuasive and humanistic approach to managing student behavior. When students became less focused or disrupted the learning process, the teacher tended to provide gentle reminders, verbal warnings, or personal approaches rather than immediately using authoritarian measures. This strategy helped maintain a positive relationship between the teacher and students. Students reportedly felt more respected and less pressured when corrections were delivered through a personal and persuasive approach. Such a strategy is particularly relevant in PAK because the teacher is expected not only to teach religious knowledge but also to demonstrate Christian values through personal conduct. Patience, love, understanding, respect, and self-control become part of the teacher's example for students.

This finding is supported by studies emphasizing the importance of relational and emotional dimensions in classroom management. Positive communication between teachers and students can strengthen learning relationships and contribute to a more active, orderly, and conducive classroom environment (Paujiah et al., 2026). In the context of Christian education, the teacher's professionalism also involves the ability to use available resources and personal competencies to manage the classroom effectively (Prihanto & Pheanto, 2025). Thus, the teacher's interpersonal approach in X-MPK 3 demonstrates that classroom management is not simply a technical activity but also a relational and moral responsibility.

The findings further reveal the implementation of preventive and curative classroom management strategies. Preventively, the teacher established classroom rules, including restrictions on the use of mobile phones during learning activities. These rules were intended to reduce potential distractions before they developed into more serious classroom problems. Curatively, when students became distracted or failed to follow classroom expectations, the teacher responded through reminders, advice, or individual approaches. The combination of preventive and curative strategies demonstrates the teacher's ability to anticipate potential disruptions while also responding appropriately when problems occur. Classroom management research similarly identifies the establishment of classroom agreements, individual attention, nonverbal cues, and consistent behavioral guidance as important strategies for maintaining a conducive learning environment (Edrea et al., 2026).

The organization of the physical learning environment was another important component of the teacher's classroom management. Seating arrangements were adjusted according to the learning activity. For group discussions, students were arranged to facilitate communication and collaboration, while changes in seating positions were used to increase interaction and prevent classroom routines from becoming monotonous. This finding demonstrates that classroom management encompasses both behavioral and physical dimensions. The arrangement of classroom space can influence communication patterns, student participation, and the overall atmosphere of learning. Previous research has similarly identified flexible seating arrangements, collaborative group organization, and varied learning activities as important elements in creating conducive classrooms (Azaria et al., 2026).

The implementation of classroom management was also reflected in the three major stages of learning: introduction, core activities, and closing activities. During the introductory stage, the teacher prepared learning materials and teaching plans and considered students' characteristics and learning conditions. This preparation provided a foundation for the implementation of classroom activities. During the core stage, the teacher employed discussions, questions and answers, learning media, and flexible seating arrangements while simultaneously monitoring student behavior and participation. During the closing stage, the teacher evaluated student involvement, understanding, and the overall learning atmosphere. This demonstrates that classroom management was implemented continuously throughout the learning process rather than only when behavioral problems emerged.

In the context of PAK, these findings have a broader significance because the success of learning cannot be measured solely through students' cognitive achievement. PAK also seeks to facilitate the development of faith, character, attitudes, and the ability to apply Christian values in everyday life. Consequently, classroom management must support cognitive, affective, social, and spiritual development simultaneously. Research on Christian Religious Education classroom management similarly emphasizes the importance of teacher leadership, learning planning, classroom organization, instructional competence, and continuous evaluation in supporting Christian character formation (Sianipar et al., 2021). The teacher's role as a facilitator, motivator, classroom manager, and role model therefore becomes essential.

Overall, the findings demonstrate that the PAK teacher in class X-MPK 3 at SMK Negeri 2 Palangka Raya implemented an integrated classroom management strategy consisting of interactive learning, student-centered learning, direct instruction, persuasive and humanistic behavior management, variation of teaching methods and media, preventive and curative management, and flexible organization of the learning environment. These strategies were implemented adaptively according to students' needs and classroom conditions. The combination of these approaches created a learning environment characterized by participation, interaction, discipline, comfort, and mutual respect. Therefore, effective classroom management in PAK should be understood not merely as an effort to maintain classroom order but as a comprehensive educational process that supports learning effectiveness while simultaneously embodying Christian values. The teacher's ability to combine pedagogical competence with relational sensitivity and spiritual example becomes an important factor in realizing a conducive learning environment and achieving the broader objectives of Christian Religious Education.

Obstacles Faced by Christian Religious Education Teachers in Implementing Classroom Management Strategies to Create a Conducive Learning Environment for Class X-MPK 3 Students at SMK Negeri 2 Palangka Raya

The findings of this study indicate that the implementation of classroom management strategies by the Christian Religious Education (PAK) teacher in class X-MPK 3 at SMK Negeri 2 Palangka Raya is influenced by several factors that hinder the realization of a consistently conducive learning environment. These inhibiting factors are not caused by a single problem but emerge from the interaction between students' physical and psychological conditions, classroom dynamics, technological distractions, peer influence, and the consistency of students' learning motivation. These findings demonstrate that effective classroom management requires teachers to continuously adjust their strategies to the actual conditions of the classroom.

One of the most significant obstacles identified in this study is the learning schedule, particularly when PAK lessons take place during the afternoon. Students tend to experience physical fatigue and drowsiness after participating in previous lessons and other school activities. This condition directly affects their concentration, responsiveness, and willingness to participate in classroom activities. Consequently, teaching strategies that require active participation may not achieve their expected results when students are physically and mentally less prepared. Classroom management therefore needs to consider not only student behavior but also students' readiness to learn. Research on classroom management emphasizes that teachers

need to recognize students' individual and situational conditions when organizing learning activities because student readiness strongly influences classroom participation and learning effectiveness (Wiyani, 2020).

The afternoon learning situation also requires the teacher to employ more varied and stimulating learning activities. The findings indicate that ice-breaking activities, questions and answers, discussions, and other interactive activities are necessary to restore students' attention. This suggests that variation in teaching methods is not merely an instructional preference but a practical response to classroom conditions. When students experience fatigue, monotonous instructional activities may further decrease their attention. Therefore, teachers need to combine explanations with interactive activities that stimulate students' physical and mental engagement. In this context, classroom management and instructional strategy cannot be separated because the effectiveness of classroom management depends partly on the teacher's ability to maintain student attention throughout the learning process.

Another inhibiting factor is students' lack of focus during learning activities. Several students were not consistently attentive to the teacher's explanations or classroom tasks. Low concentration can reduce the effectiveness of communication between teachers and students and may prevent students from understanding learning materials adequately. It can also influence other students because inattentive behavior may create additional distractions within the classroom. From a classroom management perspective, maintaining students' attention is therefore an important part of creating a conducive learning environment. Effective classroom management involves establishing conditions that enable students to remain engaged and participate actively rather than merely preventing disruptive behavior.

The use of mobile phones was also identified as a significant source of distraction. Although mobile phones can potentially function as learning media, students may use them for activities unrelated to learning. This situation creates difficulties for the teacher because the same technological device can function either as an instructional resource or as a source of disruption. The findings demonstrate that classroom rules concerning mobile phone use are important, particularly when students' self-control is not yet consistent. Classroom management literature emphasizes the importance of clear expectations and consistent implementation of classroom rules. Rules that are established but not consistently enforced may have limited effectiveness in controlling disruptive behavior (Wiyani, 2020). Therefore, teachers need to combine clear regulations with persuasive guidance so that students

understand not only what is prohibited but also why responsible technology use is important.

Peer-related disturbances constitute another obstacle to maintaining a conducive classroom. Students who talk excessively, make noise, or do not pay attention can influence their classmates and gradually create broader classroom disruption. This finding demonstrates that classroom behavior is strongly connected to group dynamics. A student's behavior does not always remain an individual matter because it can affect the attention and behavior of other students. Consequently, the teacher needs to monitor classroom interactions continuously and intervene before minor disturbances develop into collective distractions. A persuasive and humanistic approach can be particularly useful because students may respond more positively to guidance when they feel respected rather than controlled through excessive punishment.

The final inhibiting factor identified in this study is inconsistent learning motivation. Although the teacher provides encouragement, advice, and spiritual motivation, not all students demonstrate sustained motivation throughout the learning process. This indicates that motivation provided by the teacher may produce temporary enthusiasm but does not automatically become an internal and stable learning disposition. In PAK, this issue is particularly important because learning is expected not only to develop cognitive understanding but also to encourage students to develop attitudes and Christian values that can be practiced in everyday life. Motivation therefore needs to be provided continuously and connected with students' real experiences so that learning becomes personally meaningful.

Overall, the findings show that the obstacles encountered by the PAK teacher are multidimensional. Afternoon learning schedules, low student concentration, inappropriate mobile phone use, peer disturbances, and inconsistent motivation interact with one another and influence the effectiveness of classroom management. These findings reinforce the argument that classroom management should be viewed as a dynamic process requiring continuous adaptation rather than as a fixed set of rules. Teachers need to combine preventive measures, persuasive approaches, instructional variation, classroom interaction, and continuous monitoring. In the context of PAK, these efforts should also be grounded in Christian values such as patience, responsibility, respect, love, and understanding. Through such a comprehensive approach, the teacher can gradually reduce classroom barriers while creating a learning environment that is more conducive to students' academic, social, moral, and spiritual development (Sianipar et al., 2021; Gulo, 2025).

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the PAK teacher plays an important role in creating a conducive learning environment for students in class X-MPK 3 at SMK Negeri 2 Palangka Raya. The teacher's role extends beyond achieving academic competencies, as PAK also aims to guide students to understand God's will, grow in faith, develop Christian character, and apply Christian values in everyday life. Therefore, classroom management is not merely intended to maintain order but also to support students' spiritual, moral, social, and academic development. The classroom management strategies implemented by the PAK teacher were diverse, flexible, and adapted to classroom conditions. These strategies included direct instruction, indirect or student-centered learning, interactive learning, persuasive and humanistic approaches, variation in teaching methods and media, preventive and curative classroom management, and the arrangement of the learning environment. These strategies were implemented through the introductory, core, and closing stages of learning and contributed to creating an active, orderly, and relatively conducive classroom atmosphere. However, several factors hindered the implementation of these strategies, including afternoon learning schedules, students' lack of concentration, inappropriate mobile phone use, peer disturbances, and inconsistent learning motivation. Therefore, adaptive, continuous, and comprehensive classroom management strategies are needed to strengthen the effectiveness of PAK learning and support students' holistic development.

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