

Building a Productive Classroom: Learning Management Strategy at SMK Daarul Khair Pulosari Pemalang

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ABSTRACT

Building a productive classroom at SMK Daarul Khair Pulosari Pemalang is understood as an effort to manage learning so that students are active, directed, disciplined, and able to produce work. The purpose of this study is to describe and analyse the learning management strategies implemented by teachers, their supporting and inhibiting factors, and their contribution to building productive, disciplined, and student-oriented classrooms. This research method uses a qualitative approach with a case study design. The results of the study show that productive classroom development at SMK Daarul Khair Pulosari Pemalang is carried out through clear learning planning, formulation of class rules, assignment determination for students, time management, monitoring the implementation of practice, and assessment of learning outcomes. Conclusion: Learning management has an important role in forming an effective and disciplined classroom. Effective classes are not only demonstrated by students who remain calm, but also through active participation, a sense of responsibility, cooperation, punctuality, and the ability to complete tasks according to learning objectives. The impact of this research can also be used as a basis for designing classroom training programs, establishing disciplines, and providing assistance to students.

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Introduction

Building a productive classroom at SMK Daarul Khair Pulosari Pemalang is understood as an effort to manage learning so that students are active, directed, disciplined, and able to produce works and competencies that are relevant to vocational (Fernández-Morante et al., 2022; Nykänen et al., 2022). It is surprising that a class can appear calm, but still fail to educate if that calmness is born only from passive obedience, not learning engagement. Therefore, teachers need to set clear practice goals (Van Braak et al., 2021), work procedures, division of roles (Zheng et al., 2023), as well as quick feedback so that each student is accountable for the learning process and outcomes (Bayounes et al., 2022; Thye & Tauschel, 2021).

The productive class also depends on positive discipline, and rules are agreed upon and applied consistently (Collie, 2022), and related to business standards, such as punctuality, work safety, quality of results, and professional communication (Lyu et al., 2023). What is surprising is that the delays that are allowed to recur are not only problems of being present in class, but also the practice of work habits that can later be detrimental to students themselves in the world of work. Therefore, handling violations must be educational through reflection (Khoo & Kang, 2022; van Baarle et al., 2024), homeroom class improvements, homeroom help, and communication with parents, not just punishment.

Nationally, the scale of vocational education shows a great need for effective learning management (Scheiner, 2023). The Directorate of Vocational Schools recorded 4,876,648 students spread across 14,391 Vocational Schools in Indonesia (Walidayni et al., 2023). These figures show that the quality of classroom management affects millions of young workforce candidates. In the context of Education, in the context of SMK Daarul Khair, this data confirms the importance of project-based learning (Loyens et al., 2023; Zhou et al., 2023), structured practices, performance appraisals, and a culture of discipline as integral rather than complementary activities (Tumpa et al., 2022).

This need is even more important because data from the Smart Indonesia Program in 2025 shows that 2,047,804 vocational school students, or about 36.8% of the total students who receive PIP across Levels, receive educational support (Keijzer et al., 2022). These statistics show that many vocational school students need a learning environment that is not only demanding (Löfgren et al., 2023) but also provides structure, motivation, and ongoing support. By monitoring attendance, task completion, practice engagement (Bedi, 2023; Thomas & Nair, 2023), and disciplined behaviour on a regular basis, SMK Daarul Khair can build productive and inclusive classes.

Things that are not sufficiently known about the development of productive classes at SMK Daarul Khair Pulosari Pemalang are the initial conditions of student learning engagement, the most frequent pattern of discipline (Cohen et al., 2023), as well as differences in needs within each skill competency. Not all students face the same barriers; some may be less motivated, while others are limited in understanding the material (Gardner & Leary, 2023), training, attendance, or family support facilities (Berger et al., 2024; Keppens et al., 2023). Therefore, initial mapping is needed through classroom observations, attendance summaries, teacher interviews, and student voices.

It is also not yet known which learning management strategies are most effective in the school context. Use of projects, group work (Tumpa et al., 2022), daily target system (Haelermans, 2022), problem-based learning, discipline rewards, and individual mentoring can provide different outcomes depending on the teacher's character (Tormey, 2021), number of students, training facilities, and school culture (Skaalvik & Skaalvik, 2023). A measurable evaluation is needed so that schools not only run programs, but also know their impact on student activities, competency completeness, and disciplinary behaviour.

The main unanswered issue is whether the rules and procedures of learning in the classroom have been understood and applied consistently by all teachers and students. Inconsistencies in providing instruction (Zhang et al., 2022), guiding assignments, acting on delays, or providing feedback can make students receive different messages (Rila et al., 2024; Wang et al., 2023; Winstone et al., 2021). This situation risks lowering student responsibility and making the class less productive, even though the school rules are in place (Tapia, 2023).

The next issue is the lack of measurable evidence regarding the relationship between learning management and improved discipline and student productivity at SMK Daarul Khair Pulosari Pemalang. Schools need to know if the strategies used actually increase attendance (Berti et al., 2023), accuracy of task collection, training participation (Kapoor et al., 2025), product quality, and competency achievement. Without such data, learning improvement tends to depend on assumptions (Danielson, 2021; Nairne, 2022), not on the real needs of students and classroom conditions.

Literature Review

Chamidi (2021) examined PAI learning management at SMK Ma'arif 1 Kebumen during the pandemic with a qualitative approach and SWOT analysis. The results show that learning success is influenced by planning, implementation, and evaluation that are tailored to students' conditions and teachers' abilities. This study is relevant because it emphasises that productive classrooms are not formed spontaneously, but rather through planned learning management. However, this study has not specifically measured the relationship between learning management and student discipline in vocational learning.

Saptayana, Parwati, and Sudarma (2023) tested the application of Quizizz-assisted project-based blended learning in students of the Cakra Nusantara Aviation Vocational School, Denpasar. With a semi-experimental design on 45 students, the study found significant differences in problem-solving abilities and learning outcomes between the project-based learning group and the hands-on learning group. The findings suggest that clear project assignments, collaborative activities, and digital evaluation can improve student engagement. For SMK Daarul Khair Pulosari Pemalang, this study can serve as a basis for designing productive projects as well as developing student learning responsibilities.

Widiastini, Utama, and Sudiana (2023) examined the application of Freedom of Learning in Indonesian language learning at SMK Negeri 1 Sukasada. The study found that project-based learning and differentiated learning have been implemented, but face obstacles such as time constraints, low student courage to explore, and the tendency to have few active group members. These results are important because they show that productivity in the classroom has not been sufficiently built through the selection of learning models; Teachers must also manage the division of roles, process supervision, and accountability of each group member.

The urgency lies in the need for schools to address the possibility of low student involvement, delays, irregularities in learning, and lack of optimal management of practical activities, which can affect the achievement of student competencies. This research is carried out through the identification of planning, implementation, supervision, and evaluation of learning management, as well as the analysis of student responses to classroom rules and activities.

The novelty of this research lies in the focus on the integration of learning management strategies with the formation of productive classrooms and student discipline in the special context of SMK Daarul Khair Pulosari Pemalang, which has not been studied much by previous research. Then, the purpose of this research is to describe and analyse learning

management strategies implemented by teachers, their supporting and inhibiting factors, and their contribution in building productive, disciplined, and student-oriented classrooms.

Method

This study uses a qualitative approach with a case study design (Lexy J. Moleong, 2021). This design was chosen to deeply understand the learning management strategy in building a productive classroom at SMK Daarul Khair Pulosari Pemalang. The focus of the research includes planning, implementation, supervision, and evaluation of learning at SMK Daarul Khair, as well as its relation to the discipline and involvement of Grade X students, Grade XI and Class XII students, both male and female.

The research population is the entire SMK community involved in the learning process at SMK Daarul Khair Pulosari Pemalang, as many as more than 100 people. Informants were selected using sampling techniques aimed at (Suharsimi Arikunto, 2019), which is based on the consideration that they understand the learning conditions and discipline of students. Informants can include the principal of SMK Daarul Khair, the vice principal of the curriculum school, productive teachers, homeroom teachers, BK teachers, and students from the specified classes. The number of informants is adjusted to the needs of the data until data saturation is reached.

The main instrument of the research is the researcher himself, which is supported by observation guidelines, interview guidelines for students, teachers, waka and documentation (Sujadmi, Ibrahim, 2026). Observations were carried out to observe learning activities in grades X, XI and XII, teacher-student interaction in Grades X, XI and XII, student attendance, punctuality of school attendance, and the application of rules in the classroom. Interviews were conducted with informants to obtain information about strategies, obstacles, and efforts to build productive classrooms. Documentation in the form of teaching modules, discipline, attendance lists, violation records, assignment results, and activity photos was used to strengthen the data. The validity of the data was checked through triangulation of sources, techniques including observations in direct schools, interviews with teachers, students, principals, and time used.

Data analysis uses the Miles, Huberman, and Saldana interactive model, which includes data condensation, data presentation, and conclusion retrieval and verification (Miles, M. B. & Huberman, 1992). Data from observations at SMK Darul Khair, one-by-one interviews with informants appointed as representatives, and documentation were first sorted based on the research title, related to learning management strategies, student discipline, supporting factors, and inhibiting factors. The data were then presented in the form of a narrative description. Conclusions were drawn gradually and re-verified with field data to obtain valid research results.

Results and Discussion

1. Results

- a. Interview with the Academic Community at SMK Daarul Maarif Pulosari Pemalang. Monday, August 3, 2026. At 09:22 WIB. Interview with the Principal of SMK Daarul Khair, Mrs Irawati, S.Kom, M.Pd. "We emphasise that discipline is the foundation of learning quality. With character-based policies, students are more directed, and teachers find it easier to manage the classroom. Our challenge is to maintain consistency so that the culture of discipline does not only apply when supervised."

Monday, August 3, 2026. At 11:23 WIB. Interview with the Vice Principal of the

Curriculum School, Mrs Leni Lestari, S.Pd. "The integration of discipline in the curriculum is carried out through attendance rules, punctuality, and attitude assessment. We see an increase in student participation, but it still needs to be strengthened in character evaluation so that the results are more measurable."

Monday, August 3, 2026. At 13:45 WIB. Interview with Productive Teacher (Vocational) Bp. Afen Riyanto, S.Pd. "Discipline has a great effect on vocational skills. Students who are used to being on time and obeying the rules are better prepared to face the world of work. However, some students still consider the rules as just a burden, so a more humane approach is needed."

Tuesday, August 4, 2026, at 08:03 WIB. Interview with BK (Counselling Guidance) Teacher Mrs Lastri, S.Pd "Many students feel that discipline rules help them form positive habits, but there are also those who feel pressured. We try to balance rules and motivation so that students do not lose their enthusiasm for learning."

Tuesday, August 4, 2026, at 09:05 WIB. Interview with Students, Mr Amal Abid: "We feel that discipline makes the learning atmosphere more regular. It was difficult at first, but soon it became a habit. What we hope is that teachers are also consistent in setting examples, because if teachers are not disciplined, students will be less motivated."

b. Student Discipline of SMK Daarul Khair Pulosari Pematang

The discipline of students of SMK Daarul Khair is relatively good, especially in terms of attendance on time with a percentage of 80% (24 students) which shows that the culture of coming according to the schedule is quite inherent even though there are still 20% that are inconsistent, while in the indicator of collecting assignments according to the schedule the percentage is lower, which is 73.3% (22 students) so that around 26.7% of students are not disciplined in this case, which has the potential to affect the quality of learning; Thus, it can be concluded that student discipline is quite good, but the punctuality aspect in assignments still needs to be improved through teacher supervision, time management habits, and motivation so that students' academic responsibilities are more optimal.

Table 1 Student Discipline of SMK Daarul Khair

Indicator	Number of Students	Percentage
Arrive on time	24	80,0%
Collect tasks on schedule	22	73,3%
Abide by the Rules of Practice	26	86,7%
Actively complete group tasks	21	70,0%

c. Involvement of SMK Daarul Khair students in Learning

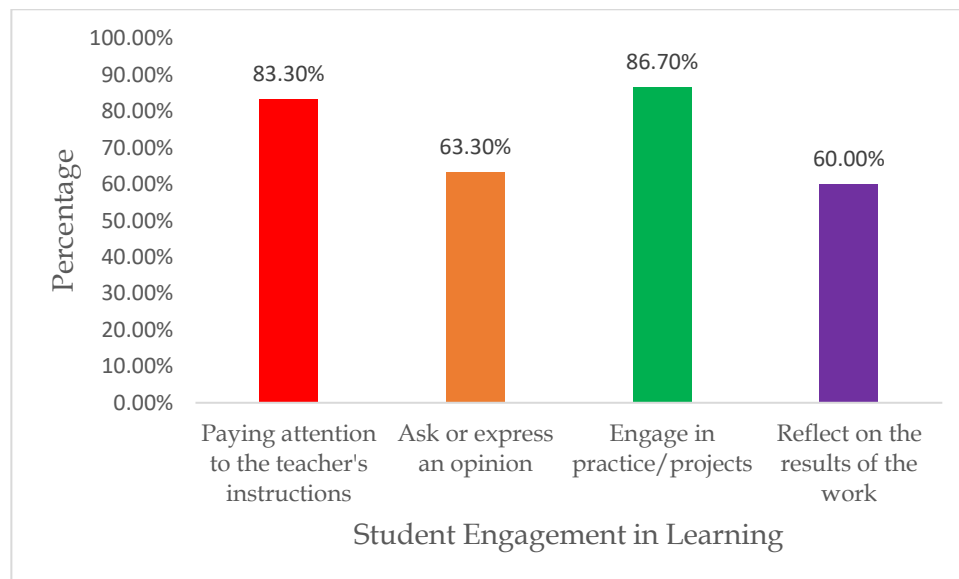


Image 1 Student engagement in learning

The data on the diagram shows that student involvement in learning at SMK Daarul Khair is quite good, with the highest aspect, namely paying attention to the teacher's direction at 83.30% which shows that students have high attention and compliance with learning instructions; while involvement in practice reached 86.70% and the ability to ask questions or express opinions was 63.30%, indicating that students' active participation in the learning process still needs to be improved; The lowest aspect is reflecting on the results of work at 60.00%, which shows that some students are not used to self-evaluation of learning outcomes; Overall, this data shows that students are more dominant in following the teacher's directions compared to critical and reflective thinking activities, so it is necessary to strengthen learning strategies that encourage interaction, independent practice, and reflection to improve the quality of learning engagement.

d. Flow of Student Learning Management Strategy at SMK Daarul Khair

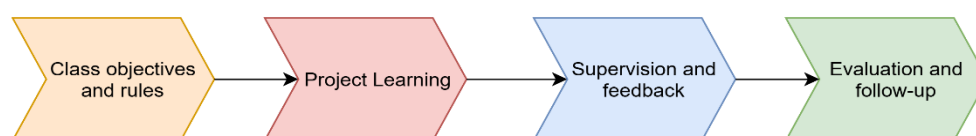


Image 2 Student Learning Flow

The learning flow of SMK Daarul Khair Pulosari Pemalang students in the picture shows a systematic and continuous process, starting from the determination of class objectives and rules as the basis for the formation of discipline and direction of learning activities, followed by project learning that emphasizes the application of concepts through real and collaborative activities, then the function of the supervision and feedback stage to ensure that the learning process runs according to plan and provides positive improvements directly, and ends with evaluation and follow-up aimed at assessing learning outcomes and designing improvement steps in the future; All of these flows reflect an active, reflective, and learning-oriented approach to improving the quality and independence of students.

e. The observed impact is expected to be experienced by the students of SMK Daarul Khari Pulosari Pemalang.

Significant improvement in student discipline and responsibility after the learning strategy was implemented. In the initial condition, punctuality was still low with delays, but once the strategy was implemented, students became more organised through target setting and monitoring. Participation in previously uneven group work is now increasing due to a clearer division of roles. Task completion also shows progress, where previously many tasks were late and now are mostly completed on schedule. In addition, responsibility in practice that initially relied on teacher supervision has now evolved into student independence that reminds each other. Overall, the learning strategies implemented have succeeded in improving student discipline, collaboration, and responsibility in the learning process.

Table 2: Observed impact

Aspects	Initial conditions	After the Strategy is implemented
Punctuality	There are still delays	More organised through targets and monitoring
Group work	Participation doesn't even	Clearer division of roles
Task completion	Some tasks are late	More tasks completed on schedule
Practice responsibilities	Dominant teacher supervision	Students start to be independent and remind each other

- f. The findings are based on previous studies and the relationship with SMK Daarul Khair.

The table below can be used in the results and discussion section, with the "evidence at SMK Daarul Khair" column filled in based on observations, interviews, and documents of SMK Daarul Khair Pulosari Pematang. Previous studies have consistently shown that planned learning management, consistent discipline coaching, and positive reinforcement have the potential to build productive classes at SMK Daarul Khair Pulosari Pematang.

Table 3: Findings based on previous studies and the relevance of SMK Daarul Khair

No	Findings Discussed	Evidence of Previous Studies	Relationship with SMK Daarul Khair Pulosari	Field Evidence to Present
1	Good classroom management improves student learning discipline.	Chamidi (2021) researched PAI learning management at SMK Ma'arif 1 Kebumen during the pandemic with a qualitative approach and SWOT analysis.	This research is relevant because it emphasises that productive classes are not formed spontaneously, but rather through planned learning management.	Field evidence shows that learning success is influenced by planning, implementation, and evaluation tailored to students' conditions and teachers' abilities.
2	Learning discipline contributes to the	Parwati and Sudarma (2023) tested	For SMK Daarul Khair Pulosari Pematang, this	Field evidence shows that clear project

	learning outcomes of vocational school students.	the application of project-based blended learning assisted by Quizizz to students of the Cakra Nusantara Aviation Vocational School, Denpasar.	study can be the basis for designing productive projects as well as developing students' learning responsibilities.	assignments, collaborative activities, and digital evaluations can increase student engagement.
3	Discipline coaching is effective if it is carried out programmatically and evaluated regularly.	Widiastini, Utama, and Sudiana (2023) researched the application of Freedom of Learning in Indonesian language learning at SMK Negeri 1 Sukasada.	These results are important because they show that productivity in the classroom has not been sufficiently built through the selection of learning models; Teachers must also manage the division of roles, process supervision, and accountability of each group member.	Field evidence found that project-based learning and differentiated learning have been implemented, but face constraints such as time constraints, low student courage to explore, and a tendency for a few active group members.

2. Discussion

a. Productive classrooms have an impact on responsibility and learning outcomes.

What is known is that the application of targeted learning management has the potential to increase punctuality, cooperation, task completion, and student independence (Oyarzun & Martin, 2023). The impact table shows the direction of change from a learning condition that still requires dominant supervision to a condition when students begin to be able to carry out their roles and remind each other (Reynolds & McLean, 2023). Therefore, a productive classroom can be understood as a class that creates changes in learning behaviour while supporting the achievement of student competencies (Gomes et al., 2023; Pan, 2023) and SMK Daarul Khair Pulosari Pemalang.

b. The role of teachers determines the consistency of classroom management.

What is known is that teachers have a central role in managing a productive classroom through planning, division of roles (Lohmann et al., 2021), time, monitoring, and feedback (Winstone et al., 2021). Teachers who are consistent in implementing rules and learning targets can help students understand the consequences of each action. Thus, discipline is not only defined as obedience to rules

(Mill et al., 2023), but as a habit of working in an orderly, independent, and responsible manner (Vu & Gill, 2023).

c. Project-based learning increases engagement.

What is known from previous studies is that project-based learning can encourage activity and motivation (Trust et al., 2023), and understanding among vocational school students. The strategy diagram shows that learning objectives and classroom rules need to be linked to project activities, supervision, feedback, evaluation (Jiang et al., 2022; Sukackè et al., 2022), as well as follow-up. This strategy enables students not only to receive material, but also to be involved in the process of planning, implementing, and completing tasks according to vocational competence (Janssens et al., 2023; Pylväs et al., 2022).

d. Student discipline as the basis of a productive classroom

What is known is that student discipline is an important element in building a productive classroom (Koretsky et al., 2021). Indicators are visible in the presence of time (Rukhiran et al., 2023), adherence to rules of practice, accuracy of task collection, and responsibility in group work (Zheng et al., 2023). Based on the tabulation of examples, adherence to rules of practice is the highest indicator, while active involvement in group work still needs to be strengthened (Linn et al., 2022). This means that students are likely to be able to follow the rules, but not all of them show productive participation.

Conclusion

The results of the study show that the development of productive classrooms at SMK Daarul Khair Pulosari Pemasari is carried out through targeted learning planning, preparation of class rules, division of student tasks, time management, supervision of practical activities, and evaluation of learning outcomes. Student discipline is seen through attendance, punctuality, adherence to discipline, involvement in learning, and responsibility in completing assignments. Supporting factors include teacher commitment, school rules, and cooperation of school residents, while inhibiting factors include different student motivations, delays, and limited facilities or supervision. Therefore, it can be concluded that learning management plays an important role in building a productive and disciplined classroom. A productive classroom is not only characterised by active involvement, responsibility, cooperation, punctuality, and the ability to complete assignments according to learning targets. The success of this strategy depends on the consistency of teachers in planning, implementing, supervising, and evaluating the learning process. The purpose of this study to describe learning management strategies, supporting and inhibiting factors, and their contribution to a productive classroom, has been answered. The strategies applied include setting learning objectives, arranging classroom activities, assigning assignments or projects, strengthening positive discipline, and periodic evaluations. These strategies contribute to improving the learning order, student involvement, and responsibility in completing tasks. By understanding learning management strategies that are in accordance with the conditions of students and the school environment, SMK Daarul Khair Pulosari Pemasari can develop more directed, disciplined, active, and oriented learning to achieve students' vocational competencies. This research provides practical contributions for schools and teachers as evaluation materials in managing learning and encouraging student discipline. Academically, this study adds to the study of the relationship between learning management, productive classes, and student discipline in the context of vocational education. The results of this study can also be used as a basis for the preparation of classroom training programs, discipline, and

student mentoring. This study was limited to the context of SMK Daarul Khair Pulosari Pemalang, so the results could not be directly generalised to all vocational schools. The data also relied on observations, interviews, and documents available during the study. Further research can use a mixed or quantitative approach to measure in more detail the influence of learning strategies on student discipline, motivation, and learning outcomes.

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