



Classroom Management to Overcome Physical Violence Based on Joyful Learning

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Abstract:

Physical violence in primary school environments poses a serious threat to students' psychological safety and learning outcomes. Joyful Learning-based classroom management presents a preventive approach that integrates interactive learning with behavioural regulation strategies. This research employed a descriptive qualitative approach conducted at SDN 2 Mekarsari. Data collection involved classroom observations, in-depth interviews with teachers and the principal, and documentation of learning activities. Thematic analysis was used to examine planning, organising, implementation, evaluation, and supporting or inhibiting factors. Classroom management planning was structured through student profiling, holistic goal setting, classroom layout, and the selection of engaging and interactive learning methods. Organisation included role division among teachers and students, structured scheduling, and the use of positive reinforcement. Implementation showed active teacher involvement as facilitators and supervisors. Evaluation revealed a reduction in physical violence incidents, with improvements in students' social skills, emotional regulation, and empathy. Key supporting factors included teacher competence, adequate facilities, and parent collaboration. Barriers involved limited resources and student behavioural diversity. The application of Joyful Learning-based classroom management at SDN 2 Mekarsari proved effective in fostering a safe and engaging learning environment. This strategy is promising for broader implementation, supported by policy reinforcement, teacher training, and improved school infrastructure.

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Introduction (مقدمة)

National education aims to develop the potential of students to become individuals who are faithful, virtuous, healthy, intelligent, and of good character. This emphasis on character building is a core component of the Merdeka Curriculum through the concept of the Pancasila Student Profile, which focuses on six main dimensions, including noble character, independence,

and mutual cooperation (Maulidya, 2024). Individuals with strong character values such as honesty, responsibility, and empathy will be able to contribute to maintaining order and creating a harmonious environment. Basic education, especially at the primary school level, is a crucial foundation for character building and the development of students' basic competencies, where social and moral values are taught to shape their attitudes in the future (Ismail, Suhana, & Zakiah, 2021).

Although character education has become a core component of the curriculum, the phenomenon of physical violence in primary schools still occurs frequently and poses a serious challenge (Safitri, 2020). This condition indicates a significant gap between theory and practice in shaping students' character (Amelia, 2022). Physical violence, both between students and involving other parties, reflects a void in the understanding of character values such as empathy and respect for others (Rubin & Pepler, 2013). At State Elementary School (SDN) 2 Mekarsari in Ciamis Regency, the principal stated that issues related to physical violence are not uncommon. Although not classified as serious offences, some students at the school exhibit aggressive behaviour that has the potential to disrupt the conducive learning atmosphere in the classroom. Compounded by the diverse characteristics of students from various socio-economic and cultural backgrounds, acts of physical violence remain a challenge in classroom management and learning success at school. This factual condition is increasingly relevant to research in order to immediately identify the determining factors so that this problem can be resolved (Anwar & Umam, 2020).

This problem not only disrupts the safety of the learning environment but also has a negative impact on students' psychological development, which can include a decline in learning motivation and the risk of aggressive behaviour in adulthood (Pepler, 2018). The causes vary, ranging from a lack of supervision to students' inability to manage their emotions and resolve conflicts peacefully. In an effort to overcome this problem, classroom management plays a vital role in creating a safe and conducive learning environment (Dahlena & Parhan, 2024). One promising approach is *Joyful Learning-based* classroom management, which emphasises the creation of a positive, friendly, and interactive learning atmosphere (Wicaksono, 2020). This approach aims to foster positive emotions that ultimately make students more open, enthusiastic, and respectful of one another. By creating a pleasant atmosphere, students feel more comfortable and motivated, thereby effectively reducing the potential for conflict and violence. *Joyful Learning* helps students develop essential social skills such as cooperation, empathy, and effective communication, which are important for dealing with social dynamics (Suherman et al., 2025; Anwar et al., 2025).

Previous studies have extensively discussed classroom management and character education, such as research by Marzano and Marzano (2003) on the importance of effective classroom management, and research by Bear (2010) on student character development. However, there is still a gap in studies that specifically integrate *Joyful Learning* as a key strategy in classroom management to reduce physical violence at the primary school level. Many studies emphasise behaviour control rather than creating a pleasant classroom atmosphere as a preventive approach. Therefore, this study offers novelty by focusing on exploring *Joyful Learning-based* classroom management as a strategy to instil positive character values and create a safe learning environment.

Based on this background, the purpose of this study is to obtain an overview and analyse in depth the application of *Joyful Learning-based* classroom management to overcome physical violence at SDN 2 Mekarsari, Cipaku District, Ciamis Regency. Specifically, this study aims to analyse the planning, organisation, implementation, evaluation, as well as supporting and inhibiting factors in the application of this approach. The results of this study are expected to contribute theoretically to the concept of *Joyful Learning-based* classroom management and

provide practical benefits for schools, teachers, and policy makers in creating a safe, conducive, and violence-free educational environment.



Method (منهج)

This study uses a qualitative approach to obtain an in-depth description of the application of *Joyful Learning*-based classroom management in overcoming physical violence in primary schools (Creswell & Poth, 2016). The location of the study was State Primary School (SDN) 2 Mekarsari in Ciamis Regency. The research subjects included the principal, teachers, and students. Informants were selected purposively through a *key informant* approach, in which the principal acted as the first key informant who then recommended other relevant informants to be interviewed.

Data collection techniques were carried out through three main methods for triangulation purposes, namely, interviews, observation, and documentation study (Arikunto, 2021; Creswell & Poth, 2016; Kvale & Brinkmann, 2009). The interviews used were semi-structured and in-depth interviews based on a prepared interview guide. Observations were conducted directly and non-participatory using observation sheets to systematically record the implementation of *Joyful Learning* and interactions in the classroom.

Meanwhile, documentation studies were used to examine relevant documents such as the Lesson Plan (RPP), school policies, and student progress records using documentation guidelines.

Data analysis in this study used the Interactive Model of Miles, Huberman, and Saldaña (2014), which consists of three main stages. The first stage is data condensation, which is the process of selecting, focusing, and simplifying all data collected from the field. The second stage is data presentation, in which the condensed data is organised into a meaningful form so that conclusions can be easily drawn. The final stage is drawing conclusions and verification, which is the process of drawing preliminary conclusions that are then continuously verified until they become solid final conclusions.

To ensure data validity, this study applied two main techniques. First, triangulation, which includes source triangulation by comparing data from different informants, and method triangulation by comparing data obtained from interviews, observations, and documentation. Second, member checking is conducted, in which the researcher involves key informants to examine and validate the collected data to ensure consistency between the data and the researcher's perceptions (Sugiyono, 2013).



Result (نتائج)

The results of this study are presented systematically based on the specific objectives of the study to describe and analyse *Joyful Learning*-based classroom management at SDN 2 Mekarsari. Data were obtained through in-depth interviews with the principal and teachers, classroom observations, and relevant documentation studies.

Planning *Joyful Learning*-Based Classroom Management

The results of the study indicate that the planning of *Joyful Learning*-based classroom management at SDN 2 Mekarsari is still largely implicit and relies on the individual initiatives of teachers. In the analysis of the Lesson Plan (RPP) documents, it was found that although student-centred learning principles had been adopted, the terms and strategies of *Joyful Learning* had not been explicitly formulated. Interviews with classroom teachers revealed that the design of the

physical classroom environment, such as seating arrangements and displays of work, was done to make students comfortable, but it was not yet a systematically planned strategy to reduce conflict.

Nevertheless, in terms of designing classroom rules, participatory practices were found. One teacher stated, "*We make the classroom rules together with the children at the beginning of the semester. They feel more ownership and understand why they should not disturb their friends, because it is their own agreement.*" This was supported by observations in which students appeared to be more obedient to the rules posted on the classroom wall. The selection of teaching materials is also geared towards being relevant to students' lives, with frequent use of stories or simple case studies that contain values of empathy and cooperation.

Organisation and Implementation of Joyful Learning

At the organisational stage, teachers have applied a variety of learning methods to maintain student enthusiasm. The use of games, *ice breakers*, and the formation of study groups are common practices. Based on observations, the level of student engagement and enthusiasm increased significantly during interactive learning activities compared to conventional lecture methods. A fourth-grade student said, "*I like learning while playing guessing games or working in groups. That way, I don't get sleepy and can ask my friends if I don't understand.*"

In terms of implementation, positive interaction between teachers and students is key. Teachers who apply the *Joyful Learning* approach tend to use warm communication, give appreciation, and call students by their names, creating a psychologically safe classroom climate. This has a direct impact on conflict management. The table below presents a comparison of observation data on the reactions of teachers and students when minor incidents occur in the classroom.

Table 1. Comparison of Conflict Management Observations in the Classroom

Type of Learning Activity	Teacher Reactions During Incidents (e.g., pushing, teasing)	Student Response to the Incident
Conventional (Focus on material)	Issuing stern reprimands or immediate sanctions.	Students tend to remain silent, become fearful, or repeat the behaviour when the teacher is not watching.
<i>Joyful Learning</i> -Based	Approaching the student, asking about the cause, and facilitating mediation.	Students are more open to explaining their problems and willing to apologise. Similar incidents decrease.

The data in Table 1 shows that the mediation approach taken by teachers in a *Joyful Learning* environment is more effective in resolving the root causes of conflict than direct sanctions. One teacher explained, "If there is a fight, I don't immediately scold them. I ask them, 'Why did you push your friend? How do you feel?'" Usually, after that, they realise their mistake and make up." As a result, observations recorded a decrease in the frequency of aggressive physical actions in classes that consistently applied this approach.

Evaluation, Supporting and Hindering Factors, and Solutions

During the evaluation stage, it was found that assessments were still very much focused on academic aspects. Although teachers acknowledged positive behavioural changes in students, character evaluations were not carried out systematically and were mostly anecdotal notes or informal observations.

The main supporting factors in this implementation are the support of the head teacher, the competence and initiative of teachers, and the positive response from students who feel more comfortable in class. On the other hand, several inhibiting factors have also been identified, including:

- 1) Large number of students per class

This makes it difficult for teachers to provide personal attention and in-depth mediation when conflicts arise.

- 2) Limited facilities and infrastructure

Cramped classrooms limit movement-based learning activities, which are part of *Joyful Learning*.

- 3) Curriculum demands

The time allocated to cover the material sometimes makes teachers reluctant to include ice-breaking or mediation activities, which are considered time-consuming.

As a solution, the school has made several efforts. The headteacher strives to optimise existing resources and plans to submit a proposal for professional training programmes for teachers related to classroom management and conflict resolution. In addition, teachers have informally formed discussion groups to share good practices and solutions to the obstacles they face in their respective classrooms.



Discussion (مناقشة)

The results of this study indicate that *Joyful Learning*-based classroom management has significant potential as a strategy to overcome physical violence in primary schools. The findings that systematic planning is still minimal but good practices have emerged on the initiative of teachers indicate a gap between policy and implementation in the field (Ismail et al., 2021). Although the Merdeka Curriculum has encouraged student-centred learning, its translation into lesson plans that explicitly design a pleasant and anti-violent atmosphere still requires more structured training support (Amelia, 2022).

The success of *Joyful Learning* in increasing positive interactions and reducing aggressive incidents is in line with Fredrickson's theory, which states that positive emotions can expand an individual's repertoire of thoughts and actions. When students feel happy and safe, they tend to be more open to collaborating and solving problems constructively, rather than responding with aggression. The finding that teachers act as mediators of conflict, rather than punishers, is a practical implementation of creating a psychologically safe learning environment, in line with the views of regarding teachers' social-emotional competence. This approach directly addresses the mandate of Ministry of Education and Culture Regulation No. 82 of 2015 on the prevention of violence in schools (Hutagalung, 2017).

The challenges encountered, such as large class sizes and limited resources, are classic issues in the Indonesian education system. However, this emphasises that the implementation of *Joyful Learning* is not merely a method, but a philosophy that demands creativity from teachers in optimising available resources. Limitations in systematic character evaluation are also a critical point. Without clear measurement tools, the effectiveness of this approach in shaping character

is difficult to prove quantitatively, so it risks being considered less of a priority than achieving academic targets (Sulastri et al., 2024).

Research at SDN 2 Mekarsari shows that *Joyful Learning* is more than just "learning while playing". It is a classroom management approach that fundamentally changes the power dynamics in the classroom, builds empathetic relationships, and proactively equips students with conflict resolution skills. To optimise its impact, systematic efforts are needed that encompass three main pillars: (1) training teachers in designing and implementing *Joyful Learning-based lesson plans*, (2) developing practical and valid character evaluation instruments, and (3) school policy support that gives teachers the flexibility to prioritise students' emotional well-being alongside curriculum targets.



Conclusion (خاتمة)

This research was initiated by the issue of physical violence in primary schools, which poses a challenge to the realisation of character education goals. In response, this study highlights the phenomenon that *Joyful Learning-based* classroom management can be a reference for solving problems. The results of the study at SDN 2 Mekarsari confirm that the *Joyful Learning* approach has been gradually implemented in an effort to create a safe and conducive learning environment. These findings indicate that positive and empathetic interactions in the classroom have taken place and have helped teachers to manage the classroom in a conducive manner.

However, this study also reveals a deeper meaning, namely that the *Joyful Learning* approach does not appear automatically but is highly dependent on systemic support from various parties. It was found that although teacher initiatives are the main driving force, their implementation is often hampered by real challenges such as the lack of explicit strategy formulation in lesson plans, the absence of standardised character evaluation instruments, as well as curriculum pressures and resource constraints. This shows that in order to strengthen *Joyful Learning's* impact and ensure that it is more than just an incidental good practice, there needs to be alignment between teacher competency development, supportive school policies, and adequate evaluation tools.

Therefore, these findings open up prospects for future research. Further research could focus on the design and validation of evaluation instruments to measure character development in the context of joyful learning. In addition, the development of specific teacher training models to equip educators with the skills to design and implement *Joyful Learning-based* classroom management is also a key area of research.



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