



Management in Creating a Learning Environment that Enhances Elementary Students' Intrinsic Motivation

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Abstracts

A positive and adaptive learning environment plays a crucial role in enhancing the intrinsic motivation of elementary school students. As the primary managers of the classroom, teachers hold a strategic position in creating learning conditions that support students' emotional, social, and academic needs. This study aims to examine teacher management in fostering a learning environment that promotes students' intrinsic motivation through five key aspects: structured lesson planning, the creation of a positive classroom atmosphere, the provision of exploratory freedom, the empowerment of student roles, and the adjustment to individual needs. The research employed a descriptive qualitative method through semi-structured interviews with five elementary school teachers from various grade levels. The findings indicate that teachers have implemented student-centered learning approaches through flexible and responsive strategies. Teachers design lesson plans based on students' needs, create a safe and enjoyable classroom climate, and provide space for students to express themselves and take active roles. Challenges faced include limited time, large class sizes, and diverse student characteristics. Nevertheless, teachers strive to establish a supportive learning environment that motivates students to engage in independent and meaningful learning. This study highlights the importance of adaptive teacher management in enhancing intrinsic motivation among elementary school students.

Keywords: Teacher Management; Intrinsic Motivation; Learning Environment



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1. Introduction

Teacher management in creating an effective learning environment is essential to support an optimal learning process. As classroom managers, teachers play a central role in planning, implementing, and evaluating the teaching and learning process (Batubara et al., 2024). One of the key aspects of teacher management is establishing a conducive classroom atmosphere, where teachers must be able to foster a climate that encourages positive interactions between students and teachers (Musrikah et al., 2022). Through effective classroom management, teachers can maximize learning time and minimize potential disruptions during lessons. In addition, teacher management also involves managing available learning resources, including tools, media, and instructional materials (Haryati et al., 2024). An effective teacher not only delivers lessons but also organizes these resources wisely to make learning more engaging and varied. For instance, the use of information and communication technology in the classroom can enhance student engagement and make the material easier to understand (Putriani, 2023). By managing these resources effectively, teachers can

enrich students' learning experiences and facilitate a deeper understanding of the subject matter.

Teacher management in creating a learning environment also involves the management of interpersonal relationships within the classroom (Sukasih et al., 2024). Teachers must be able to communicate effectively with students, provide motivation, and address various issues that may arise among students. The ability to manage conflicts, foster mutual respect, and create a sense of safety is crucial (Yeonhee, 2020) (Wijanarko & Ganeswara, 2021) (Sukma et al., 2024). Thus, teachers are not only responsible for delivering subject content but also for developing students' character and facilitating the growth of positive attitudes throughout the learning process (Zang et al., 2022).

Previous studies have shown that teacher management plays a crucial role in creating a learning environment that enhances intrinsic motivation among elementary students. According to (Torbergesen et al., 2023), teachers who make effective use of the learning environment can help students feel motivated during the learning process. In addition, (Kazakova & Shastina, 2022) emphasized that the ability of teachers to manage classrooms effectively has a strong influence on the success of the learning process in elementary schools. Research conducted by (Wardani et al., 2020) also indicated that good classroom management significantly affects students' learning motivation. Furthermore, the application of a humanistic approach by teachers can improve student motivation. (Nurisriyani et al., 2021) found that practices such as building open communication and providing recognition are effective in increasing intrinsic motivation in elementary school students. Moreover, the study by (McClintock et al., 2022) demonstrated that sound educational management, including the organization of the learning environment and the use of interactive teaching methods, can create a supportive learning setting that motivates students to learn. These findings affirm the important role of teacher management in fostering a learning environment that supports and enhances intrinsic motivation in elementary education.

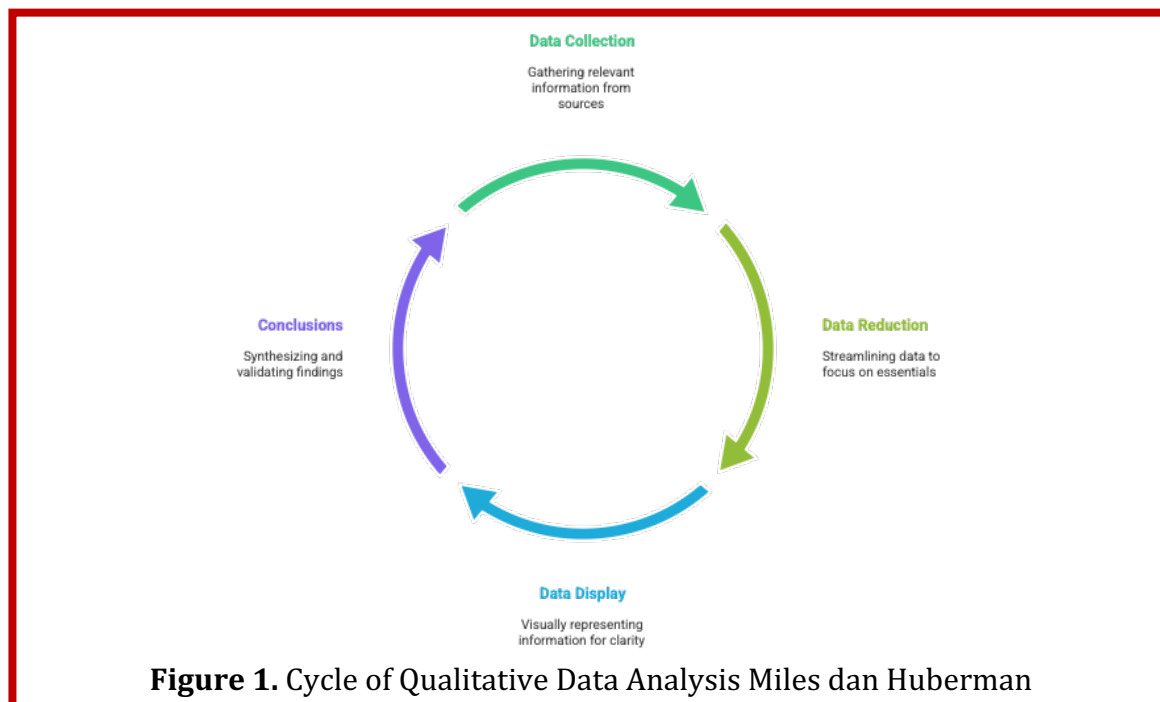
There is a significant gap between the theory of effective teacher management and its practical implementation in the field (Thu et al., 2024). Although a large body of literature emphasizes the importance of the teacher's role in creating a conducive learning environment, many elementary schools still struggle to apply classroom management techniques that meet students' needs (Kadir et al., 2021). This gap arises due to the lack of adequate training for teachers in managing classrooms effectively, particularly in organizing student interactions, motivating learners, and integrating technology into the learning process (M. Abidin et al., 2022). The Effect of Principal Management Performance and Working Climate on Teacher Performance through Work Motivation of Elementary School Teacher in Awasan District (Fitriati, 2021). One of the main challenges in enhancing students' intrinsic motivation through teacher management is the limited availability of resources (Khan & Younas, 2021). Many elementary school teachers face constraints related to facilities, instructional materials, and in-depth professional training in classroom management (Helsa et al., 2022). Without sufficient support, teachers often find it difficult to develop engaging and relevant approaches for students, which leads to a decline in students' learning motivation. In addition, pressure to adhere to a rigid curriculum often reduces the flexibility teachers need to implement more creative and personalized managerial strategies (Pradipta, 2021).

The impact of ineffective teacher management on the learning environment can be observed in the low levels of intrinsic motivation among elementary school students. When students do not feel engaged or motivated in the learning process, they tend to lose interest in their lessons, which ultimately affects their academic performance. The greatest challenge in this regard is to create a learning environment that is not only engaging but also enjoyable, where students feel valued and are encouraged to develop their abilities. Moreover, the involvement of parents and the broader educational community is essential to support teachers in facing these challenges collaboratively. A potential solution to overcome the challenges of teacher management in fostering a learning environment that enhances intrinsic motivation is to provide continuous training for teachers on innovative classroom management techniques grounded in a humanistic approach. This study aims to explore how the role of teacher management influences the creation of a supportive learning environment that motivates students to learn independently and actively. It is expected that this research will offer insights into effective strategies for increasing students' intrinsic motivation and identify factors that support or hinder the development of a conducive learning atmosphere. The selection of this research topic is based on the crucial role of teachers in classroom management, especially in elementary education, which is a formative stage for students' character development and learning motivation, both of which are vital for their academic growth.

2. Research Methods

The type of research used in this study is qualitative research with a case study approach (Z. Abidin et al., 2022). This approach was chosen because the focus of the study is to explore in depth the role of teacher management in creating a learning environment that can enhance students' intrinsic motivation in elementary schools (Zhang & Wang, 2024). The case study method allows the researcher to gain a detailed understanding of teachers' experiences and the strategies they apply in classroom management, as well as the impact of these strategies on student motivation within a specific context, namely an elementary school in Baubau City. The research design employed is descriptive, aiming to describe the phenomena occurring in classroom management practices and how these practices influence students' learning motivation.

Data will be collected through in-depth interviews with two elementary school teachers in Baubau City who have teaching experience in lower-grade classrooms. In addition to interviews, classroom observations will be conducted to directly observe how teachers manage the classroom and create a learning environment that motivates students. The collected data will be analyzed thematically to identify emerging patterns related to teacher management strategies and their impact on student motivation. The research sample consists of two teachers from elementary schools in Baubau City, selected using purposive sampling. This sampling was based on the criteria that the teachers must have a minimum of three years of teaching experience and be accustomed to managing classrooms using various managerial strategies. These two teachers are considered to represent different approaches to classroom management and are expected to provide diverse insights into best practices for creating a learning environment that enhances students' intrinsic motivation. The data obtained from these participants will offer a deeper understanding of effective management practices in elementary education.



Data analysis in this study will use the data analysis model developed by Miles and Huberman, which includes three main steps: data reduction, data display, and conclusion drawing. In the data reduction stage, data obtained from interviews and classroom observations will be selected and filtered to focus on information relevant to the research objectives. This process involves grouping responses or information from teachers based on emerging themes such as classroom management strategies, teacher-student interaction, and their influence on students' intrinsic motivation. After the data is reduced, the next step is data display, in which the results from interviews and observations will be presented in narrative form to illustrate the management practices employed by teachers and their impact on student motivation. In the final stage, conclusion drawing, the researcher will analyze the patterns that emerge from the presented data to determine the relationship between teacher management practices and the improvement of students' intrinsic motivation. Conclusions will be drawn by identifying key findings from the data analysis process, such as the most effective managerial strategies, challenges faced by teachers, and the direct impact on student motivation in the classroom. Through this analysis, the researcher will draw conclusions that describe how teacher management contributes to creating a learning environment that supports intrinsic motivation among elementary students in Baubau City and will provide recommendations for improving future management practices.

3. Results and Discussion

3.1 Results

Structured lesson planning is a crucial initial step taken by teachers by outlining clear objectives, relevant methods, and appropriate media to ensure a meaningful and well-directed teaching and learning process. In its implementation, learning activities are designed to align with students' interests and needs, thereby creating a classroom atmosphere that is positive, safe, enjoyable, and free from pressure. Interpersonal relationships built on empathy and trust further enhance students' **comfort** in learning (Pratiwi et al., 2024). Teachers also provide freedom for exploration by allowing

students to choose learning methods that suit their individual styles through activities that stimulate exploration, open discussions, and independent decision-making. In addition, student empowerment is fostered by involving them in group work, problem-solving, and presenting their learning outcomes, which promotes a sense of ownership and intrinsic motivation. Attention to individual needs is also emphasized, as teachers recognize students' diverse characteristics and apply differentiated instruction to accommodate varying learning paces and styles.



Structured Lesson Planning

Structured lesson planning is an essential step taken by teachers to ensure that the teaching and learning process is effective and meaningful. In this planning process, teachers systematically formulate clear learning objectives, select appropriate instructional methods, and determine relevant media to support the learning activities. Furthermore, the learning activities are designed to align with students' interests and needs, thereby enhancing engagement, motivation, and the optimal achievement of learning outcomes.

Table 1. Interview on Structured Lesson Planning

Question	Answer from Teacher 1 (Grade 2 Teacher)	Answer from Teacher 2 (Grade 5 Teacher)
What is your first step in preparing a lesson plan?	I begin by understanding the basic competencies and mapping out the learning objectives based on the curriculum.	I start with a needs analysis of the students, then set clear and measurable learning goals.
How do you choose the teaching methods to use?	I choose methods that suit the students' age, such as learning through play or group work.	I adjust the method according to the material. For analytical topics, I use discussions; for skills, I apply hands-on practice.
How important is instructional media in the teaching and learning process?	Media is very important, especially for young children. Pictures, videos, and teaching	Media helps explain abstract concepts. I often use video presentations or simple

	aids make them more engaged and focused.	simulations to aid student understanding.
Do you adapt learning activities to students' interests?	Yes, I observe their interests and try to link the material to things they enjoy, like animal stories or games.	Absolutely. For example, if students are interested in environmental issues, I incorporate that topic into Social Studies and Indonesian lessons.
How do you assess the effectiveness of your lesson plan?	I assess based on student engagement during class and the quality of their work. If many students are confused, it means I need to revise the plan.	I evaluate through test results, class participation, and personal reflection after teaching.

Creating a Positive Classroom Atmosphere

Creating a positive classroom atmosphere is a fundamental element in the implementation of effective learning. Teachers play a key role in building an environment that is enjoyable, safe, and free from pressure, allowing students to feel comfortable in learning and expressing themselves. This conducive classroom climate is further strengthened by harmonious interpersonal relationships between teachers and students, built on empathy, trust, and mutual respect. When students feel valued and emotionally supported, they are more motivated to actively engage in learning activities and develop optimally.

Table 2. Interview on Creating a Positive Classroom Atmosphere

Question	Answer from Teacher 1 (Grade 2 Teacher)	Answer from Teacher 2 (Grade 5 Teacher)
How do you create an enjoyable classroom atmosphere?	I use educational games and simple songs so that students feel happy and not tense during learning activities.	I create a fun atmosphere by using light humor and interactive activities such as quizzes or group discussions.
What steps do you take to make the class feel safe and comfortable?	I always remind students to respect each other and avoid teasing. I also arrange the classroom layout to be neat and orderly.	I emphasize clear and consistent classroom rules and provide space for students to express their opinions without fear.
How do you build trust with your students?	I patiently listen to students' concerns and avoid scolding them in front of their peers.	I always try to understand students' problems, give constructive feedback, and avoid punishments that cause embarrassment.
Does empathy play a role in creating a positive classroom environment?	It plays a big role. By understanding students' feelings, I can adjust my approach so they don't feel pressured.	Empathy is key. I always try to put myself in the students' shoes, especially when they are struggling with learning.
What is the biggest challenge in maintaining a positive classroom atmosphere?	The biggest challenge is dealing with different student personalities, especially when some are hyperactive and disturb others.	The biggest challenge is maintaining classroom consistency when students become bored or lack motivation to learn.

Providing Freedom to Explore

Providing freedom to explore in the learning process is an approach that positions students as active participants in their own learning. Teachers allow students to choose learning methods that best suit their individual styles and preferences, resulting in a more personal and meaningful learning experience. Through activities that encourage exploration, open discussion, and independent decision-making, students not only acquire knowledge but also develop independence, curiosity, and critical thinking skills. This approach strengthens students' intrinsic motivation and shapes them into resilient and creative learners.

Table 3. Interview on Providing Freedom to Explore

Question	Answer from Teacher 1 (Grade 3 Teacher)	Answer from Teacher 2 (Grade 6 Teacher)
How do you give students the freedom to choose their learning styles?	I usually give options in assignments, such as drawing, writing, or presenting, so students can choose the way they are most comfortable with.	I allow students to select the format of their project—whether it's a video, poster, or essay—so they can express their creativity and preferences.
What kind of activities support exploration in your classroom?	I include exploration-based activities like group experiments, storytelling, or roleplay that allow students to discover things on their own.	I often use inquiry-based learning where students ask questions, gather data, and present their findings independently or in groups.
How do you encourage open discussion among students?	I create a safe environment where every opinion is respected. I also use "circle time" where students can share their thoughts freely.	I assign discussion roles in groups so all students participate actively and learn to listen and respond with respect.
Do students make their own decisions in learning activities?	Yes, they can choose the topics they want to research and decide how to present their work to the class.	Absolutely. I guide them to make decisions in planning their tasks, setting timelines, and choosing team members.
What is the biggest challenge in giving students freedom to explore?	The biggest challenge is managing different learning speeds. Some students need more structure and guidance.	The challenge is balancing freedom with responsibility—some students may misuse the flexibility without proper support and clear expectations.

Empowering Student Roles in the Classroom

Empowering student roles in the classroom is a learning strategy that positions students as active participants in the learning process. In this approach, students are given real responsibilities such as leading study groups, engaging in problem-solving activities, and presenting their learning outcomes. This active involvement fosters a sense of ownership over their learning and enhances intrinsic motivation to contribute meaningfully. When students feel trusted and included, they tend to become more confident, independent, and develop stronger critical thinking and collaborative skills.

Table 4. Interview on Empowering Student Roles in the Classroom

Question	Answer from Teacher 1 (Grade 4 Teacher)	Answer from Teacher 2 (Grade 6 Teacher)
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How do you involve students in group learning activities?	I divide students into small groups and assign rotating roles such as leader, recorder, and presenter to make sure everyone is engaged.	I allow students to form their own groups and decide their roles based on their strengths and interests, which encourages ownership.
Do you assign responsibilities to students during classroom activities?	Yes, students are responsible for managing class tools, organizing materials, and leading short review sessions.	Yes, I give them roles like timekeeper, question manager, and discussion leader to help them practice responsibility and teamwork.
How do students participate in problem-solving tasks?	I give them real-life problems to solve in groups, and they brainstorm solutions together before presenting to the class.	I present a scenario and ask them to discuss different solutions, evaluate options, and explain their choices through a short presentation.
What effect does student participation have on motivation?	It increases motivation because they feel their ideas are valued. They become more confident and excited to share their thoughts.	Active involvement boosts motivation. When students contribute, they feel important and become more committed to the learning process.
What is the main challenge in empowering students in the classroom?	The challenge is ensuring equal participation—some students are shy or reluctant, so I have to support them more.	Managing time can be difficult when giving students more control, but it's worth it because they learn better when they take responsibility.

Adapting to Individual Needs

Adapting to individual needs is a key principle in student-centered learning. Teachers must understand each student's characteristics, interests, as well as differences in learning styles and paces to ensure the learning process runs optimally. Through differentiated instruction, teachers can design strategies, materials, and approaches that align with the specific needs of each student, so that no one feels left behind or overwhelmed. This approach helps create an inclusive learning environment, supports the full development of students' potential, and encourages active engagement in the learning process.

Table 5. Interview on Adapting to Individual Needs

Question	Answer from Teacher 1 (Grade 2 Teacher)	Answer from Teacher 2 (Grade 5 Teacher)
How do you identify the individual needs of your students?	I observe their learning behavior, conduct informal assessments, and talk with them to understand their strengths and challenges.	I use diagnostic tests and pay attention to how students respond during class activities to recognize their different learning needs.
What strategies do you use to address different learning styles?	I offer various activities such as visual aids, hands-on tasks, and storytelling so each student can learn in their preferred way.	I apply a mix of methods—lectures, projects, discussions, and games—to match the diverse learning styles in the class.

How do you manage students who learn at different speeds?	I provide extra support or enrichment depending on the student's pace. I also use flexible grouping to help them support each other.	I give slower learners more time and simplified tasks, while advanced students receive more challenging assignments to keep them engaged.
What does differentiated instruction look like in your classroom?	I give students choices in how they demonstrate understanding—through drawing, writing, or performing.	I modify content, process, and products based on student readiness and interests, especially during projects and assessments.
What challenges do you face in meeting individual student needs?	Time is a big challenge. It takes effort to plan different materials and activities that suit each student.	Managing large class sizes makes it hard to give personal attention to every student, but I try to rotate focus across different groups.

3.2 Discussion

Structured Lesson Planning

The interview findings indicate that both teachers adopt a systematic approach to structured lesson planning. The Grade 2 teacher begins by understanding the basic competencies and formulating learning objectives based on the curriculum, while the Grade 5 teacher starts with a needs analysis of the students to determine clear and measurable learning goals. In selecting instructional methods, both teachers adapt their choices to the characteristics of the students and the subject matter. The Grade 2 teacher uses play-based and group activities suited to early childhood development, while the Grade 5 teacher employs discussion for analytical content and hands-on practice for skill-based subjects. In terms of instructional media, both teachers emphasize the importance of using media to enhance students' understanding and engagement. The Grade 2 teacher uses pictures, videos, and manipulatives to attract young learners' attention, while the Grade 5 teacher utilizes videos and simulations to help students grasp abstract concepts. Both teachers also tailor learning activities to students' interests, such as integrating animal stories or environmental issues into lessons. The effectiveness of their planning is evaluated through observations of student engagement, test results, and self-reflection, demonstrating the teachers' commitment to continuously improving their instructional practices.

Effective lesson planning requires a deep understanding of students' needs and the adaptation of teaching strategies to match their individual characteristics (Surbakti et al., 2023). Moreover, the selection of media and methods should align with students' interests and learning styles to enhance motivation and learning outcomes (Putra, 2021). The interview findings show that the teachers have applied these principles in their practice, confirming the importance of a flexible and reflective approach to lesson planning.

Creating a Positive Classroom Atmosphere

Based on the interview results, both teachers demonstrated a deep understanding of the importance of creating a positive classroom atmosphere to support the learning process. The Grade 2 teacher uses educational games and simple songs to make learning enjoyable, while the Grade 5 teacher employs light humor and interactive

activities such as quizzes or group discussions to foster a friendly atmosphere. To ensure a sense of safety, the Grade 2 teacher emphasizes mutual respect and a well-organized classroom layout, while the Grade 5 teacher prioritizes clear class rules and provides space for students to express their opinions without fear. Both teachers agree that building trust and demonstrating empathy are essential elements in establishing a positive learning environment. The Grade 2 teacher shows empathy by patiently listening to students' concerns and avoiding scolding in front of peers, while the Grade 5 teacher offers constructive feedback and avoids using punitive or embarrassing measures. The main challenges they face differ but are rooted in student behavior dynamics. The Grade 2 teacher struggles with managing hyperactive students, while the Grade 5 teacher finds it challenging to maintain a consistent learning atmosphere when students begin to feel bored.

A positive classroom environment contributes significantly to students' emotional well-being and motivation to learn (Nisa et al., 2022). Teachers who show empathy, build open communication, and create a safe and enjoyable atmosphere can enhance students' confidence and engagement in learning activities (Alwi et al., 2024). The interview findings reflect these theoretical perspectives, showing that the teachers' practices, centered on respecting individual differences and prioritizing interpersonal relationships are key to fostering a positive and productive classroom climate.

Providing Freedom to Explore

Interviews with Grade 3 and Grade 6 teachers reveal that providing freedom to explore is already embedded in their classroom practices. The Grade 3 teacher offers students options in assignments such as drawing, writing, or presenting, while the Grade 6 teacher allows students to choose project formats that match their interests and creativity. A variety of exploratory activities are employed: the Grade 3 teacher uses group experiments, role-playing, and storytelling, whereas the Grade 6 teacher implements inquiry-based learning, enabling students to formulate questions, gather data, and present their findings. To promote open discussion, the Grade 3 teacher creates a safe space through activities like "circle time," while the Grade 6 teacher uses group discussion roles to ensure each student actively participates. Student freedom is also evident in decisions regarding topics, presentation formats, group members, and task scheduling. However, both teachers face challenges in implementation. The Grade 3 teacher expressed difficulty in managing differences in learning pace, while the Grade 6 teacher emphasized the need to balance freedom with responsibility to prevent misuse of flexibility.

Freedom to explore in learning provides space for students to develop autonomy, creativity, and a sense of responsibility for their own learning process (Engin, 2020). When students are given the opportunity to choose learning approaches that suit their styles, they become more intrinsically motivated and show greater engagement (LO & SUN, 2023). The interview findings reflect these principles, showing how teachers provide struc

Empowering Student Roles in the Classroom

Interviews with Grade 4 and Grade 6 teachers indicate that empowering student roles in the classroom is a key strategy for increasing student engagement. The Grade 4 teacher implements group learning with rotating roles to ensure all students participate actively, while the Grade 6 teacher allows students to form their own groups

and choose roles based on their individual interests and strengths. In classroom activities, responsibilities are clearly defined, such as managing materials, leading review sessions, serving as timekeepers, or facilitating discussions, all aimed at fostering independence and collaboration. Student participation in problem-solving tasks is also a central focus. The Grade 4 teacher presents real-world contextual problems for group discussion and resolution, while the Grade 6 teacher uses scenarios that require critical evaluation of solutions and presentation of decisions. Both teachers recognize that active involvement enhances motivation, as students feel valued and important. However, they also face challenges: the Grade 4 teacher must encourage shy students to engage, while the Grade 6 teacher notes that offering more freedom complicates time management, although the outcomes are considered more meaningful.

Empowering student roles in learning has been shown to enhance intrinsic motivation and a sense of ownership in the learning process. How International Students' Acculturation Motivation Develops over Time in an International Learning Environment (Aladegbaiye et al., 2021). When students are trusted to take on responsibilities and contribute to classroom activities, they demonstrate increased confidence, participation, and the quality of their learning outcomes (Yasin & Khasbulloh, 2022). The interview findings support this, showing that assigning roles and offering problem-solving opportunities not only boost student engagement but also foster proactive attitudes toward learning.

Adapting to Individual Needs

Interviews with Grade 2 and Grade 5 teachers reveal that adapting to individual student needs is a key focus in their teaching practices. The Grade 2 teacher relies on observing learning behavior, conducting informal assessments, and engaging in direct communication with students to understand their strengths and challenges. In contrast, the Grade 5 teacher uses diagnostic tests and monitors students' responses during class activities. To accommodate diverse learning styles, the Grade 2 teacher provides visual, kinesthetic, and narrative-based activities, while the Grade 5 teacher uses a combination of methods such as lectures, projects, discussions, and games. To manage differences in learning pace, both teachers implement differentiation strategies. The Grade 2 teacher offers additional support or challenges as needed and organizes flexible groups so students can help each other. The Grade 5 teacher adjusts task difficulty and timing according to students' abilities. Differentiation is also reflected in the ways students demonstrate understanding such as through drawing, writing, or performance. Despite these efforts, both teachers face significant challenges: the Grade 2 teacher finds it difficult to plan varied materials, while the Grade 5 teacher struggles with large class sizes, though still attempts to distribute attention equitably.

Differentiated instruction is an approach that adapts content, process, product, and learning environment to align with students' readiness, interests, and learning profiles (Novitaningrum et al., 2024). This strategy requires teachers to be flexible and responsive to individual differences to ensure that all students have equitable access to meaningful learning (Thapa & Paudel, 2021). Based on the interviews, both teachers have applied the principles of differentiation by offering task choices, using flexible grouping, and adapting materials and methods, despite being limited by time constraints and class size.

4. Conclusion

Based on interviews with elementary school teachers from various grade levels, it can be concluded that teacher management in designing and implementing instruction plays a crucial role in creating a learning environment that supports students' intrinsic motivation. Teachers demonstrated readiness in developing structured lesson plans, fostering a positive classroom atmosphere, providing opportunities for exploration, empowering student roles, and adapting strategies to meet individual needs. Each teacher employed a unique approach, yet all remained aligned with student-centered learning principles. Overall, the interview findings indicate that the implementation of these strategies positively impacts student engagement, self-confidence, and motivation to learn. Despite facing challenges such as diverse student characteristics, time management issues, and large class sizes, the teachers consistently made efforts to adjust their instructional approaches according to classroom conditions. These findings highlight the strategic role of teachers in creating adaptive, inclusive learning environments that promote the full development of students' potential.

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