

Raising One Hand Restores Classroom Order Through Nonverbal Management in an Indonesian Elementary School

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ABSTRACT

This study examines the use of a nonverbal cue, specifically raising one hand, as a strategy for fostering student orderliness during classroom instruction at Khazanah Ilmu Elementary School, Sidoarjo. The study employed a qualitative approach with a case study design in order to explore how the cue was implemented, interpreted, and responded to in an actual classroom context. Data were collected through participant observation, unstructured interviews, and documentation in a Grade II classroom. The findings reveal that the teacher consistently used the gesture of raising one hand when the classroom began to lose order, particularly when students talked among themselves, lost focus, or displayed behaviors that disrupted the learning process. Students responded to the cue quickly by becoming silent, returning to their seats, and directing their attention to the teacher. The effectiveness of the cue was supported by several factors, including the teacher's consistency, early habituation, classroom agreement, and students' responsiveness to visual signals. The study also found that this strategy was not only efficient in restoring classroom order but also reflected a more humanistic form of classroom management, as it allowed the teacher to maintain discipline without repeated verbal reprimands or public embarrassment. The study concludes that nonverbal cues can serve as a practical, respectful, and pedagogically meaningful strategy for managing behavior in elementary classrooms.

INTRODUCTION

Teacher–student communication plays a pivotal role in the learning process. Effective communication involves not only spoken words but also body language, facial expressions, intonation, eye contact, and other nonverbal cues that accompany message delivery. In classroom contexts, nonverbal communication is not merely a complement to verbal interaction; rather, it constitutes an integral component of pedagogical practice that can help teachers create a conducive learning environment, clarify instructions, direct attention, and foster student engagement. Research on teacher communication has shown that teachers' nonverbal behavior influences students' perceptions of learning comfort, psychological closeness, and instructional effectiveness (Bambaeeroo & Shokrpour, 2017; Liu, 2021). Thus, the quality of classroom interaction cannot be understood solely in terms of what teachers say, but also in terms of how messages are conveyed through the body and gesture.

At the elementary school level, the importance of nonverbal communication becomes even more pronounced because young learners are highly responsive to visual stimuli, movement, facial expressions, and simple symbols. Elementary-age children tend to grasp concretely displayed

messages more quickly than lengthy and abstract verbal instructions. In dynamic learning situations, teachers often need to manage students' attention rapidly without interrupting the flow of instruction. For this reason, forms of communication such as nodding, smiling, gaze, pointing, hand movements, or shifts in body position can serve as effective pedagogical tools for regulating behavior while maintaining students' focus on learning. Suryanto and Brawijaya (2024) found that student attention serves as an initial gateway to learning engagement, behavioral management, and academic achievement. This finding underscores that attracting and sustaining students' attention is not a peripheral issue but a core element of successful instruction.

In practice, many classroom problems arise not merely from inadequate mastery of subject matter, but from suboptimal communication within the classroom. Teachers may deliver content accurately, yet when the message is not supported by appropriate expressions, gestures, or interactional management, students may easily lose focus, misunderstand instructions, or become passive learners. Conversely, teachers who can appropriately integrate verbal and nonverbal communication are more likely to establish a positive classroom climate. Liu's (2021) systematic review demonstrated that teacher immediacy, including nonverbal immediacy, is positively associated with students' learning motivation. More broadly, Bambaeroo and Shokrpour (2017) also emphasized that teachers' nonverbal communication contributes to instructional success by facilitating the expression of emotion, feedback, attention, and interpersonal connectedness. In other words, nonverbal communication functions much like a traffic signal in the classroom: it does not always require lengthy explanation, yet it strongly influences when students stop, focus, move, or respond.

Student motivation itself constitutes a crucial foundation for educational success. Students with high levels of motivation tend to participate more enthusiastically in lessons, engage more actively in discussion, work more diligently on assignments, and face learning challenges with greater readiness. However, students' internal motivation cannot develop optimally if classroom conditions are unsupportive. Noisy, disorderly, and distraction-filled classrooms can disrupt students' concentration while reducing the effectiveness of instruction. In this regard, the teacher's role extends beyond that of knowledge transmitter to that of classroom manager who can establish a calm, orderly, comfortable, and interactive learning atmosphere. The literature on classroom management in elementary schools indicates that learning success is strongly influenced by the consistency of classroom management strategies, both in physical and socio-emotional terms (Eliza et al., 2024). To put it simply, learning motivation is like a good seed, but even the best seed still requires well-tended soil in order to grow optimally.

At the elementary level, classroom management is especially crucial because students are in an active, expressive, and easily distracted stage of development and are still learning to understand the boundaries of acceptable classroom behavior. This condition requires teachers to employ strategies that are not only effective but also rapid, energy-efficient, and not constantly dependent on verbal reprimands. Overreliance on scolding or repeated verbal warnings can drain teachers' energy, disrupt the rhythm of instruction, and in some cases even weaken teacher-student relationships. By contrast, nonverbal strategies have the potential to support more subtle and humane classroom management. Sajjad et al. (2023) found that teachers' nonverbal behaviors, such as eye contact, facial expressions, and hand movements, influence students' motivation, engagement, and learning experiences. This suggests that teacher nonverbality operates not only at the communicative level but also at the affective and managerial dimensions of instruction.

One of the common challenges teachers frequently face is classroom disorder, such as students talking among themselves, moving seats without permission, excessively playing with stationery, or running around during lessons. Such situations not only hinder content delivery but also reduce effective learning time. To address these conditions, teachers need strategies capable of quickly restoring students' attention without resorting to anger or reprimand. It is precisely here that nonverbal communication becomes highly relevant. Certain nonverbal cues may function as shared signals that students understand as instructions to stop, remain silent, listen, or refocus. Anwar and Indra (2024) showed that teachers' nonverbal forms of communication, such as eye contact, body language, touch, and facial expressions, serve to direct attention, motivate students, build closeness, and clarify meaning. Although their study was conducted in a special education context, the findings

nevertheless indicate that the power of nonverbal communication lies in its ability to create meanings that students can immediately grasp.

Within the context of children's learning, the use of such signals or attention cues has also been discussed in studies on attention grabbers. Recard and Nathania (2021) demonstrated that young learners' attention can be redirected through particular signals that are mutually agreed upon and consistently repeated during instruction. The principle is straightforward: once such a signal becomes part of classroom culture, students no longer require lengthy explanations to understand the teacher's intent. This is consistent with Wang et al.'s (2022) view that expressive nonverbal behavior can enhance students' affective experiences and reduce their perceptions of task difficulty, although its effectiveness must still be adjusted to learners' readiness levels. It follows that nonverbal cues are not merely spontaneous gestures, but pedagogical instruments whose effectiveness is shaped by habituation, consistency, and interactional context.

An interesting experience occurred in an elementary school where university students were undertaking the MBKM Teaching Assistance program. When the classroom became highly disorderly, the mentoring teacher responded with a single, simple action: raising one hand without saying a word. Remarkably, all the students who had previously been noisy immediately fell silent, returned to their seats, and focused their attention on the teacher. This phenomenon suggests that a simple gesture can possess strong regulatory power once it has become a symbol recognized collectively by students. In everyday terms, the situation resembles traffic at an intersection: a red light does not need to speak, yet people stop because its meaning is already socially agreed upon. Similarly, in the classroom, a teacher's hand movement can function as a "symbol of regulation" that works rapidly because it is mutually understood as part of classroom discipline.

A review of recent scholarship published within the last five years further sharpens the research gap addressed in this study. Recent studies have examined nonverbal communication in diverse educational settings, but most have focused either on broader patterns of teacher nonverbality or on contexts that differ from regular elementary classroom discipline. For instance, Yunita et al. (2022) analyzed gestures as a multimodal resource for managing young learners' classroom activities, while Candra et al. (2023) examined students' responses to teachers' nonverbal communication in EFL classrooms. El Mouhayar (2022) explored how teachers and students used gestures and home language to build shared understanding in a multilingual mathematics classroom, and Wang et al. (2023) investigated gesture instruction in second-language academic presentations. More recent studies have extended the discussion to gesture alignment in teacher-student interaction (Opazo et al., 2024), the role of teacher nodding in engagement and wellbeing (Kennedy et al., 2024), multimodal nonverbal social behavior in instructional video design (Frenkel et al., 2024), lecturer nonverbal cues and perceived teaching quality (Keelson et al., 2024), teacher nonverbal immediacy as an observable construct linked to emotional support and engagement (Toivanen et al., 2025), and the range of nonverbal communication practices used in EFL classroom interaction (Wahyuni et al., 2025). Taken together, these studies confirm the pedagogical importance of nonverbal communication, yet they do not specifically investigate how one simple and routine nonverbal cue, namely raising one hand, functions as a classroom-regulation strategy for fostering orderliness in a regular Indonesian elementary school classroom. It is precisely this specific empirical and contextual gap that the present study seeks to fill.

This phenomenon warrants further investigation because most previous studies have focused more broadly on teachers' nonverbal communication, student attention, or classroom management strategies in general, whereas studies specifically examining the effectiveness of a single simple nonverbal cue as a tool for cultivating student orderliness in regular elementary classrooms remain relatively limited, particularly in the Indonesian context. Accordingly, this study is designed to describe both the form of implementation and the effectiveness of a nonverbal cue in fostering student orderliness during instruction at SD Khazanah Ilmu Sidoarjo. The study is expected not only to enrich the scholarship on educational communication but also to provide practical contributions for elementary school teachers in implementing classroom management strategies that are more efficient, participatory, and humane.

METHOD

This study employed a qualitative approach with a case study design. A qualitative approach was selected because the study did not aim to measure the effectiveness of nonverbal cues statistically; rather, it sought to develop an in-depth understanding of how such cues were used, interpreted, and responded to in the context of actual classroom instruction. The case study design was chosen because the research focused on a single, specific case, namely the use of a nonverbal cue in the form of raising one hand by a second-grade teacher as a strategy for fostering student orderliness during classroom learning at Khazanah Ilmu Elementary School, Sidoarjo. In qualitative inquiry, case studies enable researchers to examine phenomena contextually, holistically, and in depth, particularly when the boundary between the phenomenon and its context is not clearly delineated (Creswell & Poth, 2018; Yin, 2018).

The study was conducted at Khazanah Ilmu Elementary School, Sidoarjo over approximately four months, from February to May 2025, coinciding with the implementation of the MBKM Teaching Assistance Program. This site was selected because it presented a distinctive classroom management practice, namely the consistent use of a nonverbal cue to calm a disorderly classroom. The research focused on a single class, specifically Grade II, because in this class the use of the nonverbal cue was clearly observable, repeatedly enacted, and already embedded in classroom routine.

The primary subject of the study was the Grade II teacher, who consistently employed the nonverbal cue of raising one hand as a classroom-ordering strategy. Meanwhile, the Grade II students served as supporting participants, as they were the ones who received, interpreted, and responded to the cue within the learning process. Participants were selected purposively on the grounds that the teacher and students in this class were the most relevant to the research focus. Through this sampling strategy, the data were expected to accurately represent the practice under investigation.

In this study, the researcher functioned as the primary instrument as well as an observer-participant. This means that the researcher did not merely observe from the outside, but was also present within the instructional environment through teaching-assistance activities, thereby gaining closer access to classroom dynamics. This role is crucial in qualitative research, as the researcher serves as the principal means of capturing, interpreting, and constructing meaning from field data (Creswell & Poth, 2018). However, in order to maintain interpretive rigor, the researcher also kept reflective notes on a regular basis so as to distinguish between empirical data, personal impressions, and interpretive conclusions.

The data were collected through participant observation, unstructured interviews, and documentation. Participant observation was conducted directly during classroom instruction to record the form of the nonverbal cue used by the teacher, the timing of its use, the context in which it emerged, and the students' responses after the cue was given. Unstructured interviews were conducted with the teacher to explore the reasons for using the cue, its pedagogical purpose, the process through which students were habituated to it, and the teacher's views regarding the effectiveness of the strategy. Limited informal interviews were also conducted with several students to gain insight into their understanding of the cue's meaning. Documentation served as supporting data in the form of field notes, activity photographs, and relevant records associated with classroom instructional practice. The combination of these three techniques enabled the data to be both richer and more complementary.

The research instruments included an observation sheet, an open-ended interview guide, field notes, and documentation tools. The observation sheet was used to assist the researcher in systematically recording patterns of teacher action and student response. The interview guide remained flexible in order to accommodate the dynamics of participants' answers. Field notes were used to document classroom atmosphere, interactional details, and the researcher's preliminary reflections during the data collection process. The flexible nature of these instruments is consistent with the character of qualitative research, which develops in response to field realities.

Data were analyzed using a descriptive qualitative procedure following the interactive model of data analysis, which consists of data condensation, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014). At the data condensation stage, the researcher selected, focused, and categorized significant data derived from observation, interviews,

and documentation. At the data display stage, the findings were organized into thematic narratives so that patterns in the use of nonverbal cues and the factors underlying their effectiveness could be clearly identified. Subsequently, conclusions were drawn gradually and continuously verified throughout the research process, ensuring that the final findings did not emerge prematurely but rather represented a synthesis of thoroughly re-examined data.

To ensure the trustworthiness of the data, several techniques were employed, namely source triangulation, technique triangulation, and limited member checking. Source triangulation was conducted by comparing information obtained from the teacher, the students, and the researcher's own observations. Technique triangulation was carried out by cross-checking findings from observation, interviews, and documentation. Member checking was conducted by reconfirming several key findings with the teacher to ensure that the researcher's interpretation did not deviate from the participant's intended reality. In addition, the researcher applied reflexivity, understood as a critical awareness of the researcher's own position and involvement in the field. This step was important for maintaining credibility, process traceability, and interpretive depth. Within the framework of qualitative research, such strategies constitute an essential part of establishing trustworthiness (Lincoln & Guba, 1985).

Through this design, the study was expected to provide a comprehensive account of how a nonverbal cue was used as a classroom management strategy, how students interpreted it, and why the strategy proved effective in fostering student orderliness during instruction at Khazanah Ilmu Elementary School, Sidoarjo.

RESULT AND DISCUSSION

Result

The data in this study were obtained through participant observation, unstructured interviews, and documentation during the instructional process in Grade II at Khazanah Ilmu Elementary School, Sidoarjo. Observation was conducted to examine directly the patterns of interaction between the teacher and students, particularly when the classroom atmosphere shifted from orderly to less controlled, as well as how the teacher responded to such situations through nonverbal cues. Interviews were conducted to gain a deeper understanding of the reasons for using the cue, the ways in which the teacher established classroom habits, and how students interpreted the signal used by the teacher. Documentation was employed as supplementary evidence to support the observational and interview data. Through the combination of these three techniques, it became evident that the use of nonverbal cues in the classroom was not merely a spontaneous action, but rather part of a classroom management strategy that had been mutually understood.

Based on the collected data, it was found that the Grade II teacher used one distinctive and consistent form of nonverbal cue, namely raising one hand when the classroom began to lose order. This cue was used particularly when students started talking among themselves, lost focus on the lesson, moved away from their seats, or displayed other behaviors that could potentially disrupt the learning process. In practice, the teacher did not always accompany the cue with verbal reprimands. Instead, the teacher simply stood in front of the class, raised one hand, and paused momentarily to allow students to grasp the meaning of the signal. In some situations, the cue was reinforced by eye contact or a firmer facial expression. Thus, the act of raising one hand did not function as an ordinary bodily movement, but rather as an instructional sign that carried a specific meaning within the classroom.

In terms of form, the nonverbal cue used by the teacher was simple, concise, and easily recognizable. This simplicity in fact became its principal strength, because elementary school students, especially those in lower grades, tend to respond more quickly to concrete visual signals than to lengthy verbal instructions. In this context, the teacher's cue can be understood as a "classroom code" employed repeatedly and consistently. A useful analogy is that of a traffic light: the signal itself is simple, yet because its meaning is collectively understood, the response it elicits is quick and relatively uniform. In the observed classroom, the act of raising one hand functioned as a shared code directing students to stop irrelevant activity and return their attention to the lesson.

Students' responses to the cue followed a relatively rapid and consistent pattern. When the teacher raised one hand, most students immediately stopped whatever activity they were engaged in.

Students who had been talking with their peers became silent, those moving around the classroom returned to their seats, and those who had not been paying attention began to direct their gaze toward the teacher. This response pattern indicates that students no longer interpreted the cue as a spontaneous action whose meaning had to be guessed each time it appeared; rather, they understood it as a message with a clear and established meaning. In other words, the cue had become a shared symbol in classroom life.

Interview findings with students further revealed that they understood the cue as a signal to remain silent, sit properly, and listen to the teacher. They also stated that this pattern had been habituated since the beginning of their time in Grade II. This finding is important because it suggests that students' compliance with the cue did not emerge suddenly or merely as a reaction to immediate pressure; instead, it resulted from an ongoing process of habituation. In this context, the nonverbal cue became effective because it had been integrated into classroom routines and reinforced through daily instructional practice.

The study also found that the effectiveness of the nonverbal cue was supported by several interrelated factors. First, the teacher used the cue consistently in similar situations, enabling students to understand its function and meaning clearly. Second, from the beginning of the academic year, students had been introduced to the meaning of the cue and trained to respond to it appropriately. Third, a classroom agreement had provided legitimacy for the use of the cue as part of the instructional rules. Fourth, the characteristics of Grade II students, who are still highly responsive to visual stimuli, made such a cue easier to accept. Fifth, the cue was used in a classroom that had already developed a certain degree of routine, which helped preserve its stable meaning and prevented it from shifting over time.

From the teacher's perspective, the use of the nonverbal cue was also considered more efficient in managing the classroom. The teacher did not need to repeatedly issue verbal reprimands or raise her voice to calm the class. The process of restoring order became shorter and more subtle, thereby minimizing disruption to the flow of instruction. This finding indicates that the nonverbal cue affected not only student behavior but also helped the teacher maintain a more orderly teaching rhythm. The order created through this strategy appeared not as forced compliance, but as a classroom habit that developed through repetition, shared understanding, and continual reinforcement.

Overall, the findings demonstrate that the use of a nonverbal cue in the form of raising one hand played an effective role in fostering student orderliness during instruction in Grade II at Khazanah Ilmu Elementary School, Sidoarjo. Its effectiveness lay not only in the simplicity of the movement itself, but in its successful transformation into a classroom symbol that was understood, accepted, and consistently responded to by students. Accordingly, this nonverbal cue may be regarded as a practical, efficient, and contextually relevant classroom management strategy for elementary education.

Discussion

The findings of this study confirm that nonverbal cues can function as an effective pedagogical instrument in elementary classroom management. The teacher's act of raising one hand may be understood as a form of kinesics, that is, the communication of meaning through bodily movement. In instructional contexts, teachers' nonverbal behavior cannot be viewed merely as an additional element accompanying verbal communication; rather, it constitutes an integral part of instructional communication itself. Bambaeroo and Shokrpour (2017) explain that teachers' nonverbal communication contributes to instructional success by conveying attention, emotion, feedback, and interpersonal connectedness. The present findings reinforce this view, as a simple bodily movement was shown to function as a means of regulating student behavior and directing students' attention to learning.

The finding that students immediately became silent, returned to their seats, and focused their attention after seeing the teacher's cue can also be interpreted through the concept of teacher nonverbal immediacy. Liu (2021) demonstrated that teachers' nonverbal behavior is positively associated with students' motivation and engagement in learning. Although the present study did not directly measure motivation, there is a close relationship between orderliness, attention, and

readiness to learn. An orderly classroom constitutes a prerequisite for more effective academic engagement. Put simply, just as a meeting cannot proceed productively until participants are attentive and prepared to listen, classroom learning cannot unfold optimally without an initial condition of order. In this sense, the nonverbal cue helped establish the conditions necessary for instruction to proceed effectively.

Another important aspect of these findings is that the effectiveness of the cue did not reside solely in the physical form of the hand movement itself, but in the social meaning repeatedly constructed within the classroom. The gesture became effective because students had learned to associate it with the expectation to remain silent, behave orderly, and attend to the teacher. In this regard, the nonverbal cue functioned as a classroom symbol. Such a symbol does not emerge automatically from the gesture alone; rather, it is produced through repetition, habituation, and mutual understanding between teacher and students. Therefore, the findings suggest that effective nonverbal communication in instructional settings is inherently social and contextual. Teachers cannot rely solely on performing a particular gesture; they must also build a “classroom language” that is commonly understood.

These findings are consistent with previous research on attention grabbers in children’s learning contexts. Recard and Nathania (2021) showed that attention grabbers are used to redirect students’ focus when they begin to talk, move around, or lose concentration during learning activities. The effectiveness of such attention grabbers depends on the type of signal used, the frequency of its use, and the process of habituation established in the classroom. In the present study, the act of raising one hand may be understood as a mature form of nonverbal attention grabber. The teacher no longer needed to accompany the signal with extended verbal instructions, because students already understood what they were expected to do when the cue appeared.

The findings regarding the importance of teacher consistency and habituation from the beginning of the academic year are also highly relevant from a classroom management perspective. Consistency creates predictability in relation to classroom rules. Students learn that a particular signal always carries the same meaning, allowing the expected response to emerge more quickly. Habituation from the outset transforms the cue into part of classroom routine rather than a temporary response to occasional disruption. This indicates that the success of a nonverbal strategy lies not merely in the teacher’s performance at the moment the cue is given, but also in the continuous behavioral socialization that accompanies it. In this context, student orderliness is not the result of sudden control, but the product of a classroom culture gradually and consistently formed over time.

From the standpoint of child development, these findings are also reasonable, since elementary school students, especially in the lower grades, tend to process concrete and visual messages more easily. Sajjad et al. (2023) argue that teachers’ body language influences students’ learning experiences and the classroom climate. Visual messages can be more readily processed by children in certain situations because they do not require lengthy verbal comprehension. When a classroom begins to grow noisy, one clear bodily sign may work more quickly than repeated verbal reprimands. This helps explain why a simple gesture such as raising one hand can produce a substantial regulatory effect in elementary school learning contexts.

The findings also highlight a humanistic dimension of classroom management. A nonverbal strategy enables the teacher to restore order without continually reprimanding students verbally or embarrassing them in front of their peers. In elementary education, this is particularly important because the emotional relationship between teacher and students plays a major role in shaping students’ comfort in learning. Overly harsh strategies may be effective in the short term, but they can also create psychological pressure or emotional distance. By contrast, a nonverbal cue that has been mutually understood preserves the teacher’s authority while also safeguarding students’ dignity. The effectiveness of this strategy, therefore, lies not only in its speed in restoring order, but also in its capacity to maintain a positive classroom atmosphere.

Nevertheless, these findings should be interpreted with appropriate caution. The effectiveness of raising one hand in this study was strongly shaped by the specific classroom context, the teacher’s characteristics, the students’ age, and the prior process of habituation. Accordingly, the findings cannot be generalized directly to all elementary school classrooms. In other settings, the same gesture

may not necessarily be effective if its meaning has not been socially constructed or if it is used inconsistently. Yet this is precisely where the contribution of the study lies. It demonstrates that a nonverbal strategy can function effectively when several conditions are met: the signal must be simple in form, consistently used, introduced from the beginning, and accepted by students as part of classroom rules.

In this way, the study extends the understanding of teachers' nonverbal communication from being merely a supportive element in instruction to becoming a concrete tool of classroom regulation. While many previous studies have emphasized the relationship between nonverbal communication and motivation, rapport, or classroom atmosphere, this study demonstrates its more operational function in fostering student orderliness. Theoretically, the findings affirm that nonverbal communication in learning contexts should be understood as a system of signs that can be developed into classroom culture. Practically, the findings offer elementary school teachers an alternative means of managing classrooms in a more efficient, non-confrontational, and educationally constructive manner.

CONCLUSION

The findings of this study demonstrate that the use of a nonverbal cue in the form of raising one hand functions as an effective strategy for fostering student orderliness during classroom instruction. The cue enabled the teacher to regain students' attention quickly, restore a calm classroom atmosphere without relying on verbal reprimands, and support the continuity of the learning process. Its effectiveness lay not merely in the simplicity of the gesture itself, but in its role as a classroom signal that had been understood and consistently responded to by students.

The study also shows that the success of this strategy was closely related to several supporting factors, particularly the teacher's consistency in using the cue, the habituation process established from the beginning of the school year, and the students' acceptance of the cue as part of classroom rules and routines. In this sense, the effectiveness of the nonverbal cue was socially and pedagogically constructed. It emerged through repetition, shared understanding, and the gradual formation of classroom culture, rather than through spontaneous compliance alone.

Beyond its practical effectiveness, the strategy also reflects a more humanistic model of classroom management. By relying on a nonverbal cue rather than repeated verbal scolding, the teacher was able to maintain classroom order while preserving students' dignity and sustaining a positive relational climate. These findings suggest that effective classroom management in elementary education depends not only on authority and control, but also on the teacher's ability to employ appropriate, consistent, and educationally meaningful strategies. Thus, the use of nonverbal cues may serve as a practical, respectful, and pedagogically sound alternative for managing classroom behavior.

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