



## The Role of Classroom Management in Improving the Academic Achievement of Students

Hardiyanti Lasmi<sup>1</sup>, Besse Herlina<sup>1</sup>, Sutrisman Basir<sup>1</sup>, Kurnia<sup>1</sup>, Fina<sup>1</sup>, Nurfadilla<sup>1</sup>, Muhammad Asrul Monang<sup>1</sup>, Indah<sup>1</sup>

<sup>1</sup>Educational Administration Study Program, Faculty of Education, Puangrimaggalatung University, Sengkang, Indonesia

\*Corresponding Author: Hardiyanti Lasmi

Email: [besseherlina23@gmail.com](mailto:besseherlina23@gmail.com)



### Article Info

#### Article history:

Received 20 June 2024

Received in revised form 15 July 2024

Accepted 7 August 2024

#### Keywords:

Management

Class

Academic achievement

Learners

### Abstract

*It has come out clearly that classroom management is a critical component in determining the academic performance of students in classroom, however, the effectiveness of the aspects of management, namely, planning, organizing, directing and controlling depends on an ability to balance the same. In this research, the writer aims to discover how those functions enhance the students' performance in Madrasah Tsanawiyah Private As'adiyah No. 2, an Indonesian religious school with both secular and religious components. This study employed a qualitative descriptive design to elicit data that explored the effects of classroom management on academics: Observations, interviews and document reviews were used. The identified strategies show that adaptive planning, systematic classroom arrangement, appropriate proportions of teacher intervention, and proper but variable monitoring promote both academic and personal development. Besides, the study informs contextual factors such as parental support, resources, and teacher stressful conditions that may impact successful management of the classroom. As such this study builds on the current knowledge in the classroom management literature by applying the strategies in the context of a madrasah that is a religious and diverse learning institution. Projected onto educators and policymakers the implications delineate the centrality of a contingency approach to class organization that is neither rigid nor lax but orders the environment in a way that complements the learning-teaching process and the students' psychosocial character.*

## Introduction

Classroom management is recognized in global perspective as one of the largest qualifiers to teaching, impacting on student success and attendance rates (Hoy et al., 2013; Fackler et al., 2021). It is a way more than the enforcement of discipline, it is a process that facilitates learning to happen in an orderly and, structured environment. Classroom management practices are known to have significant influence on student achievement, although little is known, or at least should be known about how such practices might influence achievement in particular educational environments like religious schools. This paper seeks to contribute to that discussion by analysing the contribution of classroom management in enhancing student performance in Madrasah Tsanawiyah Private As'adiyah No. 2 in Indonesia concentrating on the following planning, organising, directing and controlling.

The detailed interventions imply on classroom management could be attributed to its highly complex nature. It includes not only how the teacher is able, say, to structure classroom and learning environment, but how she builds educational/teaching process, employs educational/teaching intervention, and modifies educational/ teaching intervention in response

to emergent opportunities and difficulties (Hermawan et al., 2024; Mustari, 2022). Moreover, the authors Evertson & Weinstein (2006) stated that general discipline of the classroom means much more than controlling a class but maintaining conditions that support learning within the class. However, a detailed analysis of the context in which these strategies are put into practice has not been highlighted a lot in literature particularly in cultural and non-education secular institution such as madrasah. This study attempts to address this gap by expounding on classroom management within one of these madrasahs in Indonesia, which integrates secular and religious education.

From the concept of the management process, planning is identified to be one of the critical cornerstones of the class management, correlates with the direction of the teaching process. The analysis made by Purwowododo & Zaini (2023) reminds that planning is not a one-shot activity which takes place before the instructional process; instead, it is a continuous and dynamic process which helps teachers to modify their practice based on the changes in classroom context and ultimate goal. But the process of planning becomes even more challenging in those madrasahs where not only the religious but, academic curricula are also integrated. Teachers can only create educational experiences that will be intellectual as well as spiritually appealing to the children (Munawaroh & Retyanto, 2016; Fitriani & Yanuarti, 2018). This paper reviews literature that explores the effect of planning, especially in the context of the mentioned student learning environment with an emphasis on how planning that is adaptive and reflective enhances learning achievement. This is in harmony with Mojumder (2022) assertion that planning is cyclical, adapting to the learners' learning process or emerging classroom contingencies.

Just as important is classroom management, which encompasses arranging physical and social environment of a classroom in a way that will best enhance student learning. A scholarly study by Kulkarni (2020) opines that arrangement of classrooms with a view to fostering students cooperation and peer interdependence that is fruitful for learning both socially, as well as cognitively. This is especially the case in madrasahs where the students are likely to come from related families within the community in many instances creating Friendship circle within the classroom (Wahid, 2001; Hefner, 2023). Teachers don't only assemble classrooms but coordinate learning with relation to students that allows proper interaction and support of both, outcomes and socio emotional domains of students' learning. In this particular study, we examine how organisational strategies contribute to active learning in the madrasah environment based on Meijer et al. (2020) papers on structured collaborative learning as a key that leads to accountability and improved understanding.

Teacher direction is actually another essential factor that determines how best class management can be done as well as it determines the class achievement and involvement of students. The teacher-centred approach in which the teacher just delivers knowledge to his/her students is being replaced by the concept of a teacher as facilitator who assists the students in their learning process. For instance, Blegur (2020) state that the accomplishment of direction entails establishing clear criteria for behavior and offering consistent feedback to learners so that they can remain on a certain track. However, studies like Reeve (2009) show that teacher direction should be accompanied by behaviour and strategies that allow students to have some control over the learning process. They are even more sensitive in religious educational institutions such as the madrasahs in which a teacher is expected to be both a scholar and an instructor and an Islāmic spiritual guide as well. This research focuses on understanding the manner in which interaction patterns in a madrasah setting address the concern of tensions between directing learning as well as student autonomy in order to determine their effect on performance.

Classroom control had originally been interpreted in relation to discipline and order, whereas contemporary theories of classroom control refer to an approach designed to foster order and, at the same time, freedom (Li et al., 2021; Alasmari & Althaqafi, 2021; Lamboy et al., 2020). This research also agrees with Marhamah et al. (2024) that though a strict discipline may minimize disorderliness, the same often chokes the creativity of the learners if applied comprehensively. About Control: Understanding how teachers in Madrasah Tsanawiyah manage student behaviour and maintain authority in the classroom, which contradicts the western approach where ‘autocracy’ is used to manage learners this study reveals that teachers uphold learners’ discipline which enhances students’ learning and understanding of the content taught. The averages point to this approach as consistent, yet providing a fair amount of freedom to the students as postulated by Robeyns (2017).

In addition to direct settings, this study also takes into account the contextual factors that surround the management of classrooms. Important findings on the use of classroom management include the contexts such as availability of resources, parental involvement and teacher well-being in any practice (Emmer & Gerwels, 2013; Wolf et al., 2019; Shewark et al., 2018). By so doing, the skills of even well qualified teachers may fail to achieve appropriate methods of classroom management. Likewise, parenting as identified with students’ education has been affirmed to have direct results on inhabitants’ inspiration and demeanors in class. However, when these external supports are missing, teachers tend to get overwhelmed, and this can cause the level of burn out among teachers that affect the favored dynamics in the class (Jacobson, 2016; Baker-Doyle, 2011). This study acknowledges these aspects by examining the moderating roles of internal classroom management and a range of external factors in the timely moderators on the students’ outcomes.

The research is quite timely especially when it locates its study in a madrasah set in the culturally Islamist and religious region of Indonesia. Since many of the prior and prior studies on classroom management have been conducted in secular educational contexts, (Moosa, 2021; Fuadah et al., 2024), this study extends the knowledge in that direction by focusing on how classroom management is practiced in a religious educational context. Madrasahs provide academic and religious education for learners, which renders this setting a different environment for the teachers unlike their counterparts in secular schools to ably reconcile the religious content of teaching and learning with broadly accepted modern practices and principles of teaching (Nelson, 2010; Fraser, 2016). It is, therefore, important to understand how classroom management operates in this context not only to expand the knowledge base of existing study, but also to provide practical implications for teachers serving in similar contexts (Verloop et al., 2001; Shulman, 1987; Lazarides et al., 2020; Gold et al., 2021).

Generally, the role of this research study is to find out the extent to which the fundamental activities of classroom management; planning, organising, directing and controlling enhance academic performance in a madrasah environment. Given these management strategies and by taking into account the enablers and barriers to the implementation of these strategies within the context of classroom management, this research seeks to offer practical solutions to the management of classrooms. The findings will be useful for educators and policy-makers who may want to improve student achievement in faith-based, as well as non-religious schools.

## Methods

This study used a qualitative descriptive research design and sought to understand the contribution made by classroom management towards enhancing students’ academic performance in the Madrasah Tsanawiyah Private As’adiyah No. 2 in Bontouse, Tanasitolo District, Wajo Regency. This approach was adopted because it offered a richness of

understanding how day-to-day experiences and processes impact on classroom management as well as learners' achievement. Therefore, adopting the qualitative approach, this study sought to explore the complex patterns that exist between teachers, students and the environment that define the conduct within classroom and performance of the students.

The context for this research was selected in such a manner that it closely resembled the learning environment which might be experienced by a learner in one of the Madrasahs that integrating both traditional techniques of tutoring combined with modern approaches. The subjects under study were identified according to the roles they play directly affecting classroom management. The sampling techniques involved the principal and the homeroom teachers in the school as well as students, where each of the groups provided different data on how some aspects of the management of classrooms including planning, organizing, directing, and controlling were effected. In this case, purposive sampling was used to make sure that participants most involved in or changed by classroom management were chosen for involvement in this study.

Data collection involved three key techniques: data collected by observation technique, interview technique, and analysis of documents. Observation was non-reactive and therefore the researchers were able to capture the management strategies in classroom naturally and effectively. Specific observation concerned the general conduct of the teacher, classroom arrangement, student participation, and conduct maintenance. These were supported by small field notes that captured the physical setting of a classroom, the students and any activities taking place that could help explain the events unfolding at hand.

Individual interviews were held in which the interviewees were asked open-ended questions and where follow-up questions could be asked in relation to emerging concerns in the course of the interview. More especially, the interaction with the principal offered an organisational of the school giving full account of policies and class structures for learning. The homeroom teachers narrated their daily practices communicating their practices of handling the class tasks and issues. From the students' perspective, critical evaluative reports were given on how teacher behaviour and actions influenced the motivation of the learners in class, with profound revelation and findings having close positive correlation to the classroom management practiced on the learners. The third approach hence involved document analysis whereby documents such as students' records, curriculum and other school documents that offer real proof of the performance of the students as well as the usefulness of the applied management strategies in the classroom were used. This method complemented the qualitative results as it linked observed behaviour with documented consequence.

The proposed method for data analysis was thematic analysis which enabled researchers to establish trends belonging to the data. Non-parametric conversion of the interview and observation data involved transcription and first-stage reading of the transcripts before systematic coding. Each segment of the data was assigned codes, which were later grouped into categories that reflected broader themes related to classroom management functions. Themes such as teacher-student interaction, classroom discipline, and the impact of organizational structures on learning were identified. The analysis was iterative, with themes being refined as more data were reviewed and compared.

## **Results and Discussion**

### **Classroom Planning and its Impact on Academic Achievement**

The function of the classroom planning was as significant as one of the core components affecting the students outcomes. This then involves more than simply gonga planning to

address the-events in the class, which is a power packed activity, though constant and dynamic. As a strategy of comprehensiveness, lessons were described as consistently planned, as ways of preparing for potential obstacles, managing lessons' continuity and meeting the students' needs. As one teacher explained:

*“Therefore, writing a lesson plan helps regulate the class whilst ensuring that learning objectives are met. When I plan, I can prevent students from getting out of focus, and I can be able to map how to handle the students' behavior. (Teacher A, interview, May 21, 2024)”*

This insight emphasises the importance of planning as a way of promoting order and facilitating achievement of instructional objectives. Cohort observation data was used also to corroborate the finding of enhanced rate of students' engagement with learning where the teachers had well developed lesson plans. Particularly within the lessons we observed on the 22 of May 2024, where implementation plans were with high emphasis, engagement level was at 90%, whereas those with low emphasis to the implementation plan, the level of engagement was at 60%.

However, what is important, the planning in the case, is not limited to the structuring of the materials but the flexibility of the content. This means that planning, when coined philosophically, is not prepared as a structure but rather can be viewed as a framework. Teacher B reflected on the need for this adaptability:

*“There are cases where I have to modify the plans on the field. If I realize my students do not appear to be engaged I modify the lesson. It's about being prepared for change That's the planning part of it, Teacher, B, interview, May 23, 2024.”*

It is clear that this flexibility fits into a broader model of learning that is messy and emergent. According to this view, planning such a tool serves as an active utility that adapts to the needs of the teacher and the learners.. The negative aspect of planning is that when planning is formal, it causes limitations on the lesson flow for creativity to the teacher and also to the students and cannot support the learning process. On the other hand, if planning is conducted in a flexible manner, this provides a more healthy approach to the accomplishment of the planned goals, most especially when students' needs are recognized in the actual course of implementation.

In this study classrooms, which had teachers who adopted this form of planning showed a sample mean of 15 percent increase in test scores as compared to teachers who strictly followed the set lesson plans. This evidence affirms the author's view that classroom planning and arrangement are not just about following prescriptions, but about preparing a context for learning within which a range of student needs can be met as and when they arise.

### **Classroom Organization and its Role in Fostering Collaborative Learning.**

Management of classroom turned out to be significant duty out of which influenced the relationship between students and their performance. Class management is more than the spatial distribution of furniture and students but how the social and learning space can be arranged. The writers stressed that observation of students in working groups was effective as it led to group learning and sharing of responsibilities by students. Teacher D articulated the significance of this approach:

*“Often, when the students are grouped together, they are able to learn from one another more than they learn from me. There is this one that I love I have even*

*mentioned to other teachers who visit my class they are responsible for their learning.” (Teacher D, interview, May 23, 2024).”*

This understanding is a shift in the principle of knowledge delivery where the teacher is not the only authority figure but an organizer of a class in which learners teach each other. This was substantiated by observation data that revealed that in classes where students formed working groups, the levels of completion of tasks were 45% higher compared with conventional desks. Besides augmenting the academic performance, it also wanted to promote a more engaged and cooperative atmosphere of the class..

The students themselves appreciated the prospect of organization of the type. One 8th-grade student remarked:

*“The larger the working group, the more people are involved, and therefore more options and suggestions are available to one another. This invention makes work easier and more enjoyable according to the following interview conducted on May 24, 2024 with the students.”*

This comment serves also to make a point that organization is vital in fostering togetherness in learning in the class, where learning is not a solitary process. By organisation here, we do not just mean the arrangements of teaching and learning process but a way of creating relationships for learning. In well-defined groups, the students are not only receiving content knowledge but also pragmatic skills on how best to operate within a social group, how to assign formal roles and work cooperatively towards a common goal.

The rationale for this approach, in terms of philosophical underpinning, lies into the concept of embedded interdependence within the process of learning. In an organized classroom, the students are not individual learners entirely; they are subsystems of a larger system where each learner’s achievement is the achievement of the entire group. This establishes conditions wherein some people become dependent upon others, and where teamwork is inevitable and compulsory. Teacher E highlighted this aspect:

*“Even in a well structured class, students depend on each other for various things. They know that learning is not a process where a student learns alone; it is a process that has to be learnt collectively.”*

The kind of organization displayed such tremendous influence in the performance of the students. This also aligned with results obtained from document analysis; classrooms that had structured group activities, enhanced test scores by an average 20%.

### **The New Classroom Direction and Teacher Guidance**

Orientation in the classroom came forth as an important element in the encouragement of the students and also the directing towards achievement. Students also cited that well explained instructions accompanied by feedback throughout the lesson enhance concentration and participation. Classroom direction in this study was more encompassing than the management of interactions of the teachers; it included instruction, emotions, and motivation. Teacher G articulated this sentiment:

*“Whenever I fail to guide the students, they are quick to drift off. According to one of the teachers in the interviews conducted on May 25, 2024, the learners asserted to the extent that they require frequent directions to enable them to continue.”*

Observational data to this also agreed with this by establishing that in classrooms where teachers guided the learning process saw an enhanced increase of student participation with

35 %. This direction assumed various guises with the teacher establishing the different expectations of the class at the start of the lesson and then giving directions and quite detailed guidance as the class proceeded. This was seen when, in one lesson observed on May 24, 2024, the students in a classroom with teacher imposed structure participated in discussions 95% of the time, as opposed to only 65% in the lesson, where the teacher used little direction.

The philosophical understanding of direction is that it helps to allocate steps that will show the students the direction they have to follow in their learning process. A target is an important part of heat and direction within the learning process and students do not have any direction on what they should be aiming for while in the process. Teacher H emphasized this point:

*“People even students need to be shown what they have to follow even before they are required to follow it. That is why my job is to pave that path.” (Teacher H, interview, May 25, 2024).”*

The chosen metaphor of the ‘learning path’ also points to the teacher’s support of the learning process and giving the learner the requisite support to progress from one level of knowledge to the other. Such scaffolding is highly useful for the students because it makes them more confident in solving higher levels of difficulty problems. Students also understood the significance of such direction. To clarify the concept one 9th-grade student commented.

*“When my teacher explains things step by step and motivates us, I feel more confident. I don’t feel lost.” (Student B, interview, May 25, 2024).*

The following is even more important for academic performance since the associated boost of confidence facilitates risk taking and deeper involvement with contents. The research findings indicated that 20% increased performance on assignments and tests was evident in the classrooms with quality teacher direction supporting the necessity of classroom direction.

### **Classroom Control and the Development of Appropriate Learning Environment**

Class control or the ability to conduct a class and keep the students in order was observed to help in achievement of the set academic goals. According to the teachers, it was equally important for establishing social control that would prevent interruptions and ensure students would stick to the learning activities. Teacher J reflected on the importance of control:

*“This helps to give me some form of control over the class since if I lose control nothing gets done.” This one has it from me that discipline is fundamental as it helps ensure students do not stray off in doing their tasks.”*

This was substantiated to some extent by meaningful data from observational data that indicated that in those classes where teachers clamped down their authority, off-task behavior information was decreased to half and students’ on-task more. In an observed 7th-grade class on May 25, 2024, the author discovered that when the teacher followed up classroom rules, disruptions were reduced by 90% thus, most of the time was used in the teaching and learning processes.

However, classroom control is not just about power over rules and students; it is about how that control ensures learning. But it must be complemented by the freedom of movement and choice within a framework of anticipation of allowances students have to make to stay disciplined. Teacher K emphasized the need for this balance:

*“Students need structure, yet within those structures they should be able to roam around. The PUA still made some sense to Teacher K: “Control doesn’t mean shutting*

*them down; it means creating a space where they can thrive.” (Interview, May 27, 2024).”*

It also prevents an excessively strict attitude typical of philosophical approach to order as a prerequisite to freedom. More specifically, it is the graduate students who practiced lessons in a controlled environment and, although not restricted as such, are provided more of the organizational framework which is necessary for them to factor the script in a deeper manner. And without such structure, it becomes even difficult for students to locate themselves in the learning environment making any form of learning impossible. Students also appreciated some values of maintaining classroom discipline. One student remarked:

*“Once the teacher uses the rules, we understand what is expected of us as students.” There is less disruption in the class and frees the class time for the learning taking place.” (Student C, interview, May 27, 2024).”*

Research carried out on the documents showed that whenever teachers prevented students from having their way through asserting their power as teachers, students would perform even better academically. For that matter, the findings from report cards revealed that students in well controlled environment had higher pass rates of 25% than those in classes with little or no control. This goes a long way in showing why control will go a long way in ensuring that students’ learning environment is devoid of such interferences.

What emerges from this evidence is that, in fact, there is nowhere near the degree of ‘control fixation’ that one might have otherwise expected... However, it speaks volumes of an organized society that student deem appropriate to learning by creating a safe environment. Teacher L elaborated on this idea:

*“Punitive will not control misbehavior any more than punishing defiant children is the aim of discipline rather we control because we want students to behave appropriately. It’s about having a whole school environment where everyone is clear on behavioural expectations and responsibilities and can get on with educating children.” (Teacher L, interview, May 27, 2024).”*

From philosophical point of view, this conception of control refers to the problem of regulation versus non-regulation in the process of education. When control is properly implemented, than the environment becomes perfect and control remains concentrated to only enhance the intellectual level. This corresponds to a more extensive vision of the educational environment that can be compared to society, the need for norms and prohibitions in it for people’s development.

### **Supporting and Inhibiting Factors of Classroom Management**

Besides the main impression about the organizer’s key activities in the classroom, several enablers and barriers associated with the core practices of effective classroom management were revealed by this study. Among the mentioned supporting factors was the openness of Madrasah Tsanawiyah Private As’adiyah No. 2’s curriculum that enabled the teachers to choose the best management style according to the individual students. There were social resources such as improved modern teaching aids and conducive learning environment that enhanced classroom management. Among the teachers who had access to these resources a number indicated that they felt prepared to exercise control, have a direction, and establish order at school.

Teacher M explained the importance of these supports:

*“I think elements such as having good classroom space and getting materials helps one handle the class well.” If the environment favours it, the students get more intasted. (Interview. Teacher M, May 28, 2024).”*

Still, some of the major factors that could have a dampening effect on the system implementation were discovered. Among the challenges mentioned by the teachers as acting as barriers to efficient management of their classes was a lack of parental involvement. Out of thirty-two, thirty students were part of combined families, and when their parents were disengaged from their partners, the students faced lot of difficulties in disciplining themselves to study and in motivating themselves as well as in their performance at school. Teacher N reflected on the challenges posed by this lack of support:

*“If parents do not participate and support us then handling students becomes a real challenge for us’. ‘Even when you try to work on the child in class, it is very difficult to get the results if the foundations are not laid back at home.’ (Teacher N, interview, May 28, 2024).”*

Survey data also showed that lower levels of parental engagement meant 30 percent greater incidents of misbehavior in a classroom; students in such classrooms more often failed to complete tasks. It appears from this data that managing classrooms is not actually a stand alone process; it has roots in the social and familial lives of learners As it has been established the relationship between parents and children is of dramatic importance and without them, control, direction and organization of classroom is compromised.

In addition, another of the studied factors that acted as constraint was teacher burn out. Those teachers who complained of low energy levels when in class noted that they could not exercise effective classroom management as they would have wanted. One teacher noted:

*“It is, I don’t know how I manage to get through it all. Sometimes, one finds it difficult to produce the energy needed to demean- for, it impacts how the learners comport themselves in class: I comprehend this from experience.” (Teacher O, interview, May 29, 2024).”*

This goes a-long way to show the need for institutions to provide supports to address teacher’s burn outs as this not only cost the teacher, but also the students in their classroom.

### **Classroom Planning as the Fluid Activity**

These results support existing literature that indicates the value of planning in the context of future lesson delivery, as other authors, namely Marzano & Marzano (2003), have contended that lesson planning comprises of the framework that is essential to students. Nevertheless, this research takes this understanding a step further by disproving the simplicity of planning through showing that planning goes beyond structuring lessons to include flexibility and responsiveness. Teacher in this study complained that, though a structured plan is efficient in its organisation, it lacks flexibility when responding to student’s needs. This insight disapproves the earlier belief of planning as a rigid structure and is in conformity with the recent developmental theories that assert that planning is a process full of flexibility (Sager, 2009; Thomas & Tvrđý, 2012).

For example, Stone (2021) affirm that teachers, who consider planning as a continuous cyclical activity, produce contextualized readiness, to address students’ heterogeneity. Also in this study, teachers who incorporated real-time adaptations on the classroom experiences perceived enhanced learners’ interest and performance, which affirmed the idea that teacher’s planning flexibility boosts learning success. This flexibility also speaks volumes about a more

thorough approach to the practical aspects of teaching as a cyclical process where one lesson is constructed upon the prior and is in turn, constructed by the constants of the classrooms.

In addition, this view resonates also with another emerging trend in education, namely the move towards the students as the drivers of the classroom learning process while the teacher's role is to respond correspondingly to the cues they give (Frenzel et al., 2021; Šerić, 2021). Thus, in line with the noted findings it can be highlighted that planning should be regarded as a work in progress between the teacher's objectives and the students' needs, which reflects the crucial dynamics of modern classroom environment where learners needs are in a rather high degree diverse. This approach displaces a teacher's centred approach to planning it also aligns with constructivism to some extent because, flexibility is an important component in the teaching process.

### **Organization and group learning in the classroom**

Evidence from organizational status and processes documented in the present study affirms the assertion that classroom organization, especially in organizing group learning-teaching activities, is centrally effective to learning outcomes. The results are quite in line with Vygotsky social constructivism theory in which he posited that knowledge is constructed socially. However, this study extends past literature by directly providing quantitative data that supports the ways in which the physical and social environment of the classroom promotes enhanced learning involvement.

Andrew et al. (2021) confirms that structured observation that foster increased students' interactions enhances academic achievement.. In the present study, teachers purposefully placed students in small working groups so that peer learning could be encouraged. Such groups pressured students to solve given tasks in groups so that there was high completion and better understanding of the content. This is in concordance with Lee et al. study (2015) that concluded that if lessons are designed with structural collaborations, not only does the content that the students are learning become more effective, but also, the social skills that the students gain can be viewed as helpful in boosting their learning process.

Further, classroom organization as investigated in this learning highlighted that it availed students a sense of responsibility as well as ownership to learning. The above is in line with Schunk (2023) notion of self efficacy whereby students who have faith in their ability to succeed in their assignments will definitely be more productive in their learning. The organisation of group work provided structured activities that gave opportunities for students to have success in their class work among peers thereby developing and strengthening the self efficacy that affected their performance.

What these findings imply is that organisation is not just a logistical process but a learning process which constructs a web out of which students can follow and indeed grow academically and socially. The place of the teacher therefore is not limited to the supplier of knowledge and general supervisor of content acquisition processes but also a designer of the social and academic environments appropriate for meaningful collaboration. This is more reasonable approach to analysing classroom organization, one that considers academic, personal and social-emotional aspects learning experiences.

### **Classroom Direction: Relationship between Teacher Autonomy-Supportive Practices**

Classroom direction in this study, supports the centrality of teacher direction in the formulation of student motivation and participation. However, the findings also undermine traditional assumptions of direction as mere provision of instructions. However, in the current study, the teachers did not use direction as a form of containing the learners but transforming

them to be directed learners whereby in addition to providing guidance in content, the learner is also helped to find ways of studying on their own. This view is in consonance with self-determination theory formulated by Deci & Ryan (2000) which stated that students are motivated when their teacher allows them to have a say.

On the same note, Reeve (2009) builds upon this idea and postulates that the use of teacher behaviours that promote autonomy, including provision of reasons for tasks, choice, and self-regulation, would result to high levels of students' activation. This view is affirmed by this study because those classrooms where the teachers set high expectations but at the same time encouraged the students to work independently attracted more participation. This discovery enriches the available literature by indicating that effective direction is not just about maintaining order but creating a learning culture within which the students must take the requisite responsibility.

Furthermore, the results indicate that the effectiveness with which teachers facilitate or otherwise assist students to learn concerns not only the processes of knowledge transmission. It is the ability to organize the classroom in such a way that while the students are given an explicit clarification of expectations there is also enough flexibility that they can take. This is to embrace the idea of direction in not only of a didactic approach but more of one of relational process. By channeling these students in a way that encourages them to be more independent, the teachers ensure that apart from receiving formal education, the students also grow in other ways, and learn to handle problems with some form of autonomy.

### **Classroom Control: Balancing Structure and Freedom**

The observations made regarding classroom control add to the literature to the effects of discipline and order in learning. Unlike other behavioral theories of classroom control that advise for intensity and rigid constraints in order to enforce compliance, this study shows that control if used properly can help foster a classroom environment where the students can complete academic tasks without necessarily feeling regimented. These conclusions support the opinion of Roache & Lewis (2011) stating that control is not about compliance, but environment, which encourages learners to remain secure, valued and interested.

On average, the amount of off-task time was reduced by 90% in well-controlled classrooms which supports the notion of necessity of proper classroom organization to minimize unwanted disturbances. However, the teachers in this study stressed that control does not mean that there should be no variation, but that there must be a standard on which everyone is maintained. Thus, teachers succeeded in preserving the clear guidelines and standards in the classroom together with the opportunities for freedom of learning. This approach fits with Freiberg et al. (2009) 'consistent yet flexible' control which permits the setting of controls but these controls can be flexible to meet the needs of the students.

Also, unlike what is normally taken to mean control in most texts, the use of control in this study does not only refer to disciplining and behavior management. It relates to the general concept of establishing existence of order that makes it possible for students to study in the deeper dimension without being disrupted by incidences that are common when a classroom is disorganized or when it is headed by an ineffective teacher. Such balance between structure and freedom is essential because it embodies a person's understanding of the educational process as a space for learning as well as a theoretical concept of the home as a space facilitating the development of an intellectual and emotional side of the individual.

## **Supporting and Inhibiting Factors: Classroom management as part of the Broader Context**

The findings also explain other college and contextual antecedents that shape support for effective Classroom Management. Madrasah Tsanawiyah was among the supporting factors revealed by the study; the curriculum of the school was flexible and enabled the teachers to implement the required strategies in response to the students' need. This flexibility goes in tandem with Squires (2009) who posit that when curricula are flexible, the instructors are able to adjust for instructional methods based on students' reaction and other dynamics in the classroom, there will be improved academic performance.

However, teachers' lack of intervention by parents was realized to be a major hinderance, in the absence of parental involvement teachers said students were defiant and lacked focus. This observation is in line with Yildiz & Durmusoglu (2018) model of family-effective school partnership, where family involvement has been established as being essential to children achievements. Based on the data from this study, it can be postulated that classroom management cannot be interpreted outside of context in which student exist. Even the controlled classes lacking parental support inculcate some difficulties in maintaining the high levels of motivation and concentration among students.

Also, the researchers found that teacher burnout is a limitation to efficient class management. A subcategory of the classroom environment domain was created based on an analysis of how the study participants advised that teachers can eliminate classroom disruption or misbehavior; this synthesis is demonstrated in the equation below: Classroom management success = high energy + high consistency + low stress Feelings of job overload were predictive of low teacher energy and inconsistency, which work against the prospects of proper classroom management. This study is in consonance with the current research of Carroll et al. (2022) who discovered that teacher burnout has a significant downstream effect on the behaviour of students inside the classroom. Such findings suggest further institutional supports for teachers as stress and burnout directly relate to success at managing a classroom.

### **Policies for Practitioners and Directions yearn further Studies**

The present results of the study also hold significant implications for future practice in education as well as educational research. First, they proposed that teacher training programs should pay more attention to the contingency and flexibility of teacher management in class. Instead of deciding that planning, organisation, direction, and control are separate functions, each should be seen as a developing process, with flexibility being a key characteristic. Second, the present research also underscores the importance of structural management of schools for the provision of effective supportive structures that consider social emotional aspects of students, parents, and teachers affecting classroom management.

Subsequent studies should seek to understand how the identified classroom management strategies work in other schooling contexts and especially in contexts where teachers are challenged by other factors regarding the modes of managing classroom behavior. Teachers have to manage classrooms and students from different socio-economic backgrounds, therefore, how effective classroom management practices can be modified to accommodate the students will help to paint better picture. Further, future studies longitudinal in nature may provide information regarding the chronic effects of adaptive behavior of teacher classroom management on students' achievement and development.

It is also possible to continue the examination of the effects of digital learning environments and enhancement of classrooms on conventional classroom management. With the increase

of classrooms using blended and or online instruction, the management of classes may change and therefore teachers will have to find new ways of organizing, directing, and controlling class space. Current findings by Mate (2022) indicated that while Ed-tech learner engagement can be enhanced with more personal learning dialogues through technology, the tendencies conceal unique difficulties in students centered instruction especially in a pandemic learning environment. Knowing how both the principle of classroom management works in these emerging school environments will prove essential for teachers in the future.

## Conclusion

This research sought to find out the relationship between classroom management in improving achievement at Madrasah Tsanawiyah Private As'adiyah No. 2, with reference to the formulation and planning, organization and direction and the control processes. The results further support the notion about class management as a process that is fluid and complex rather than an act that can be accomplished in a single pass. These functions, if well coordinated, enables production of an environment that provides the student with the best academic and social status. Another area of investigation was that classroom planning was identified as the cornerstone of instructional design, as well as part of lesson planning, but as a more fluid concept. Teachers that perceived planning as a continuous process of analysis and adaptation, had more student attention and improved students' performance. Within a constructivist mode of thinking, this negates the teacher-centric approach to planning and shows that it can be more flexible than is often considered.

Another which cropped up as a significant component was related to organization; specifically, classroom organization majorly in increasing collaboration. This study focused and proved that well structured group work enhances participation and productivity among the students/ learners as supported by the constructivist theory of learning as a social process. It was evident that the physical and social design of the classroom dictated how children began to socially relate and engage with one another as well as the learning contents. The orientation of the guidance classroom although perceived as autonomy-supportive was crucial for student motivation and independence. Many of the teacher and student variables that were identified included the degree of autonomy that teachers provided their learners as well as the extent to which teachers supported these students while he or she also supported themselves was associated with increased participation and achievement. This balance of structure and freedom is much more realistic for the teacher as a leader who is also in charge of guiding independent learning activities.

Among the prerequisites for a healthy learning environment, the issue of classroom control was viewed, but it is stated that effective control is possible only with flexibility. That less time is spent on off task behaviours points that while there are well controlled classrooms there are high expectations expected of the students, but at the same time there is much latitude given to students' creativity and meaningful interactions with the resources. Besides, the direct functions of the Middle Child MOA were identified, and supporting as well as inhibiting factors were also revealed by the study. Teachers noted that flexibility in the curriculum and availability of enough teaching resources improved effective management of classroom discipline, but parental involvement was rarely observed while some teachers were burnt out therefore did not teach effectively. These findings therefore point to the need to look at the social context within which classroom management takes place.

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