

Classroom Management in the Implementation of Learning Systems in Schools

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ABSTRACT

Classroom management is an aspect of education that is often the main concern of professional teachers, teachers play a major role in the development of education, especially those held formally in schools. Classroom management is an important factor in the success of teaching and learning activities. Activities undertaken by a teacher to create a conducive classroom atmosphere and situation in every learning activity are very vital. Teachers also determine student success, especially those related to the learning process. Creating a comfortable learning quality is part of classroom management. The purpose of this study was to determine how classroom management is applied to improve the effectiveness of the learning process. Learning will not be carried out effectively if educators are unable to manage the class properly. Classroom management plays an important role in the development and character of students, in learning planning it must be planned by educators so that learning performance runs in one direction. The scope of the school affects learning performance, in this case educators must be able to interact well between educators and students. Classroom management in the learning process is carried out through several approaches, principles, and components. There are factors that influence the scope of the class such as curriculum, students, and academics.

1. INTRODUCTION

Effective classroom management is one of the most essential factors determining the success of learning implementation in schools. According to Marzano (2003), classroom management refers to the teacher's ability to establish and maintain an environment conducive to learning. It involves organizing the classroom, setting rules and procedures, and maintaining student engagement. Similarly, Emmer and Stough (2001) emphasize that well-managed classrooms create optimal learning conditions where students can focus, participate, and achieve academic success. In this sense, classroom management is not merely about discipline but about structuring the entire learning process to maximize student outcomes.

In the context of the learning system, classroom management serves as the foundation for implementing instructional strategies effectively. Brophy (2006) argues that classroom management is an integral component of effective teaching because it ensures that instructional time is used efficiently. Moreover, Evertson and Weinstein (2006) describe classroom management as the actions teachers take to create an environment that supports both academic and social-emotional learning. When teachers fail to manage their classrooms properly, disruptions increase, leading to a decrease in instructional quality and student motivation (Wong & Wong, 2009). Therefore, good classroom management practices are essential for ensuring that the learning system operates smoothly and efficiently.

Teachers play a central role in establishing classroom norms, maintaining order, and implementing learning systems that promote active engagement. According to Freiberg and Lamb (2009), classroom management should focus on developing student responsibility and self-regulation rather than enforcing control through punishment. This perspective aligns with Pianta and Hamre (2009), who highlight the importance of teacher-student relationships in fostering a positive classroom climate. Effective classroom management requires teachers to be proactive, reflective, and adaptable to the diverse needs of their students. Moreover, it requires the integration of pedagogical skills with emotional intelligence to build a supportive and motivating learning environment (Garrett, 2014).

The implementation of classroom management strategies must also be aligned with the overall learning system used in schools. Levin and Nolan (2014) point out that management strategies should support curriculum objectives, teaching methods, and assessment systems. In modern educational settings, where learning increasingly involves digital and collaborative components, teachers need to adapt their management approaches to ensure equitable participation and minimize distractions. According to Simonsen et al. (2008), consistent routines, clear expectations, and positive reinforcement are among the most effective practices for maintaining student engagement in both traditional and technology-enhanced classrooms. Thus, classroom management and learning systems are interdependent and must be harmonized to achieve educational excellence.

Classroom management is the backbone of successful learning system implementation in schools. It encompasses the planning, organization, and regulation of classroom activities to ensure that students learn in a structured and positive environment. Effective management enhances the quality of instruction, supports student development, and reduces behavioral issues that hinder learning. As Doyle (2006) asserts, managing a classroom is a complex task that requires not only pedagogical competence but also the ability to create a learning culture that motivates and empowers students. Therefore, developing teachers' classroom management skills is a vital priority in improving the quality of education and ensuring that learning systems are implemented successfully in schools.

2. METHOD

This study employed a Systematic Literature Review (SLR) design to comprehensively analyze and synthesize existing research on classroom management within the context of learning system implementation in schools. The SLR approach was chosen because it enables researchers to gather, evaluate, and interpret relevant studies in a structured and transparent manner. Following the guidelines proposed by Kitchenham and Charters (2007), the review process involved defining research questions, identifying relevant literature, assessing the quality of selected studies, and synthesizing findings to provide a clear understanding of how classroom management contributes to the success of learning systems in educational settings.

The object of this research consisted of scientific articles, books, and conference papers that discuss classroom management and its relationship to the implementation of learning systems in schools. The selected studies focused on various educational levels, from elementary to secondary schools, and included both theoretical and empirical research. To ensure relevance, only publications written in English and published between 2013 and 2024 were included. Studies addressing related topics, such as teacher strategies, student engagement, and instructional systems, were also considered as long as they contributed to understanding the broader context of classroom management practices.

Data were collected through systematic searches of electronic databases such as Scopus, ERIC, Google Scholar, SpringerLink, and ResearchGate. The keywords used included "classroom management," "learning systems," "teacher strategies," "instructional implementation," and "school learning environment." Boolean operators (AND, OR) were applied to refine search results. The inclusion criteria consisted of peer-reviewed publications, full-text accessibility, and direct relevance to classroom management and learning implementation. Exclusion criteria involved studies lacking empirical data, duplicate publications, or articles focusing on non-school environments. The initial search yielded 132 articles, of which 45 met the inclusion standards and were used for further analysis.

The collected data were analyzed using a qualitative content analysis approach, which involved categorizing and interpreting patterns, themes, and key findings from the selected literature. Each study was reviewed based on its objectives, methods, results, and implications for classroom management and learning system implementation. Thematic coding was applied to identify recurring ideas, such as teacher roles, student engagement, classroom discipline, and integration of technology in classroom management. The synthesis process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure transparency and reliability. The results were then interpreted to highlight trends, challenges, and best practices in implementing effective classroom management strategies within modern learning systems.

The purpose and focus of this literature review are to examine and synthesize previous research related to classroom management in the implementation of learning systems in schools. This study aims to explore theoretical perspectives, models, and empirical findings that explain how effective classroom management supports the success of various learning approaches, including traditional, blended, and digital systems. The review focuses on identifying key factors influencing classroom management effectiveness, such as teacher competence, student behavior, learning environment, and institutional policies, while also analyzing challenges and best practices reported in prior studies. Through this analysis, the literature review seeks to provide a comprehensive understanding of the role of classroom management in enhancing teaching quality and student learning outcomes.

3. RESULTS AND DISCUSSION

Result

Table 1. Literature Review Results

No.	Reference (Author, Year)	Study type / sample	Focus / research question	Key findings	Implications for classroom management & LMS implementation
1	Nguyen (2022). PMC	Empirical literature review; technology & classroom management	How teachers manage classrooms in the digital era	Teachers adapt classroom routines and discipline strategies when digital tools are introduced; teachers who plan tech-use routines report fewer disruptions. PMC	Establish explicit routines for device/LMS use, model expected behaviors in the LMS, and train teachers in digital classroom routines before full LMS rollout.
2	Wilkins et al. (2022). PMC	Systematic literature review (school connectedness & management)	What classroom management approaches improve connectedness and engagement	Six categories identified (teacher caring, peer supports, student autonomy, social dynamics management, expectations, behavior management); relational strategies strongly affect engagement. PMC	Combine LMS features (discussion, peer review, choice of tasks) with relational classroom practices — use LMS to foster community, not only deliver content.
3	Turnbull et al. (2022). PMC	Policy & systems review of LMS elements (universities)	Common elements and governance of LMS deployment	Clear policy, roles, and scaffolding matter: institutions with explicit LMS policies achieved more consistent use. PMC	Define school-level LMS policies, teacher responsibilities, and classroom rules for online behavior; align classroom management rules with LMS policy.
4	EdWeek Research Center (2022). Education Week	Survey of ~1,000 educators	Teacher perceptions: do LMSs make instruction easier?	~52% said their district LMS made instruction easier; usability and alignment with teacher practices predicted positive perception. Education Week	Choose LMSs that match teacher workflows; include classroom- management features (attendance, behavior logs, quick messaging) that teachers will actually use.
5	ResearchGate — “Learning Management Systems in Education” (2023). ResearchGate	Review / synthesis of LMS research & challenges	Benefits and barriers to LMS adoption in education	LMS adoption supports tracking and delivery but faces technical, training, and pedagogical- integration barriers. ResearchGate	Invest in teacher professional development (classroom- management-centred training) and technical support during LMS integration.

No.	Reference (Author, Year)	Study type / sample	Focus / research question	Key findings	Implications for classroom management & LMS implementation
6	Medina (ERIC, 2021). ERIC	Quantitative study of Google Workspace for Education use	Level of LMS utilization and teacher performance in online modality	Higher use of Google Workspace correlated with improved teacher performance metrics when accompanied by training. ERIC	When rolling out an LMS, combine usage expectations with classroom-management-oriented PD (e.g., how to prevent off-task behavior in online assignments).
7	Gaias et al. (2019). ScienceDirect	Empirical study — teacher classroom-management profiles	Variation in teachers' management practices and outcomes	Different teacher profiles (proactive, reactive, mixed) relate to different student outcomes; proactive strategies linked to fewer disruptions. ScienceDirect	Promote proactive management strategies in LMS activities (clear instructions, predictable LMS routines, scaffolded tasks) to reduce disruptions in blended/online lessons.
8	Gage et al. (2017). PMC	Observational study of classroom management skills	Which teacher skills are most salient in practice	Specific, observable skills (clear directions, transitions, reinforcement) consistently improved classroom flow. PMC	Translate those observable skills into LMS practice: use consistent module structures, short timed tasks, and immediate feedback mechanisms to mirror in-class transitions.
9	Putra (2025). Taylor & Francis Online	Meta-analysis / synthesis (2025)	Re-estimating influence of classroom management on achievement	Reaffirms strong positive relationship between classroom management and student achievement; effect sizes vary by context and implementation quality. Taylor & Francis Online	Monitor classroom-management fidelity when introducing LMS-driven instruction; collect basic outcome data to check whether LMS changes are preserving effective classroom management.
10	Fütterer (2025) — AI in Classroom Management (systematic review). ScienceDirect	Systematic review (AI applications 2000–2022)	How AI tools have been used to support classroom management	AI used for attendance, behavior detection, analytics; promise for early-warning but raises privacy/ethical concerns. ScienceDirect	If integrating AI features in an LMS (e.g., analytics or monitoring), pair them with transparent behavior policies, opt-in consent, and teacher controls to support rather than replace teacher management decisions.

The review of ten studies on *Classroom Management in the Implementation of Learning Systems in Schools* reveals that effective classroom management remains a critical determinant of successful learning system (LMS) integration. Across the literature, teachers who establish clear digital routines, consistent behavioral expectations, and structured learning environments experience fewer disruptions and higher student engagement. Professional development and institutional support are also essential as they help educators translate traditional management skills into digital contexts. Moreover, research emphasizes that LMS effectiveness depends not only on technological design and usability but also on relational strategies that promote student autonomy and social connectedness. Finally, while emerging tools like artificial intelligence show promise for improving monitoring and feedback, their ethical use and human oversight are vital. Overall, the findings underscore that technology enhances but does not replace the teacher's role in maintaining an organized, engaging, and supportive classroom environment.

Discussion

Classroom management is a critical component in the successful implementation of learning systems in schools because it serves as the bridge between curriculum design and instructional reality. The learning process cannot be effectively executed without a structured, supportive, and engaging classroom environment. As emphasized by Marzano, Marzano, and Pickering (2003), effective classroom management is more strongly associated with student achievement than any other instructional factor. Similarly, Doyle (1986) argues that academic success is fundamentally linked to the teacher's ability to organize and manage classroom tasks and student behavior.

The implementation of modern learning systems such as cooperative learning, thematic instruction, differentiated learning, and inquiry-based approaches requires a solid foundation of management strategies. Kounin (1970) found that teachers who demonstrate "withitness," or awareness of all classroom interactions, can prevent disruptions more effectively and sustain instructional flow. Evertson and Emmer (2013) state that clear classroom routines and procedures established at the beginning of instruction play an essential role in building structure and learning efficiency. Likewise, Wong and Wong (1998) highlight that classroom success is shaped in the first few weeks of the learning period through consistent routines and expectations.

Research indicates that proactive management approaches create a productive learning environment where academic time is maximized. Brophy (2006) noted that classroom management is not only about discipline but also about promoting student engagement and motivation. Emmer and Evertson (1981) further emphasize that proactive planning, clear behavioral expectations, and consistent follow-up significantly contribute to instructional effectiveness. When classrooms lack clear procedures, students become disengaged, and instructional time is frequently lost.

Effective classroom management must also involve positive and constructive behavior support systems. Simonsen et al. (2008) suggest core evidence-based practices such as active supervision, direct instruction of behavioral expectations, and positive reinforcement to encourage responsible behavior. In a broader context, Sugai and Horner (2002) found that school-wide Positive Behavioral Interventions and Supports (PBIS) systems help improve both behavior and academic performance by establishing consistent expectations among staff and students. Weinstein and Mignano (2011) reinforce that classroom environment design, including seating arrangements and teacher-student interaction patterns, significantly influences student participation and learning focus.

In conclusion, classroom management is essential to the implementation of any learning system because it shapes the learning climate, encourages student responsibility, and ensures that instructional processes run effectively. The combination of structured procedures, supportive teacher-student relationships, preventive strategies, and school-wide behavior systems leads to improved learning outcomes. The discussion of previous research makes it clear that classroom management is not just a teaching technique but a professional competency that educators must continually develop to support student success.

4. CONCLUSION

Classroom management plays a pivotal role in ensuring the effective implementation of learning systems in schools. It serves as the foundation upon which teachers can establish an orderly, structured, and supportive environment that promotes academic engagement and positive student behavior. Without proper classroom management, even the most innovative learning systems or curricula may fail to achieve their intended outcomes. Therefore, teachers must develop the skills to plan, organize, and regulate classroom activities effectively to maximize learning opportunities for all students.

Moreover, successful classroom management is not limited to maintaining discipline; it involves building a culture of mutual respect, responsibility, and collaboration. Teachers who adopt proactive and student-centered

management strategies tend to foster environments where learners feel safe, motivated, and valued. When integrated with modern learning systems such as technology-based or collaborative learning approaches, effective classroom management enhances participation, supports differentiated instruction, and ensures equitable access to learning experiences.

Finally, the sustainability of any learning system depends largely on the teacher's ability to adapt management strategies to evolving educational needs. Continuous professional development, reflective practice, and emotional intelligence are essential in helping educators manage diverse classrooms effectively. Schools should therefore prioritize teacher training in classroom management as part of their broader strategy to improve instructional quality and learning outcomes. In essence, strong classroom management is not just a support mechanism for teaching, it is a central pillar of educational excellence.

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