



Classroom Management in the Implementation of Learning Systems in Schools: A Case Study at State Islamic High School

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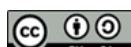
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Classroom Management in the Implementation of Learning Systems in Schools: A Case Study at State Islamic High School

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ABSTRACT

Background: Effective classroom management plays a crucial role in creating a conducive learning environment, which directly impacts the success of teaching and learning processes. **Objective:** This study aims to investigate the application of various classroom management strategies in creating a conducive learning environment and supporting the success of the learning process. **Method:** The study employs a case study design with a qualitative approach, focusing on the MAN Model Kota Bengkulu. Data collection includes in-depth interviews with teachers, classroom observations, and document analysis. Thematic analysis is used to analyze the collected data. **Result:** The findings reveal that teachers employ various strategies to manage classrooms effectively, such as encouraging student concentration, active participation, and mental preparedness for learning. Additionally, varied teaching methods and discipline are crucial in maintaining a productive learning environment. However, challenges such as limited facilities and technological constraints were also identified. **Conclusion:** Effective classroom management is essential for creating a positive and productive learning environment. **Contribution:** This study provides valuable insights into the implementation of classroom management strategies in secondary schools, emphasizing the importance of teacher skills, institutional support, and effective technology integration. The findings offer practical recommendations for improving classroom management and provide a foundation for future research on this topic.

KEY WORDS

Classroom Management; Learning Systems; Schools; State Islamic High School

1. INTRODUCTION

In the era of Industry 4.0 (for point zero), there have been profound upheavals in the education process at various levels, from elementary to higher education. This is due to changes and community needs that cannot be delayed. Additionally, the educational process faces challenges from various local issues and rapidly evolving global dynamics (Mubarok, 2021). Schools are places of learning for students, and most of the teachers' activities are carried out in the classroom, where they facilitate the learning process by providing conducive and optimal learning conditions (Laia & Zagoto, 2022). Optimal learning conditions are achieved when teachers can manage and control the students' learning environment and teaching tools in a PAIKEM situation to meet learning objectives (Madyan, 2024).

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Classroom management is an essential aspect of education that plays a significant role in creating an effective and conducive learning environment (Jumrawarsi & Suhaili, 2020). As an integral part of the learning system in schools, classroom management involves various strategies applied by teachers to regulate interactions between students, learning materials, and time and space management (Hidayatulloh & Tamami, 2024). The main objective of classroom management is to create an atmosphere that supports the teaching and learning process, where students feel comfortable and motivated to learn (Mudarris, 2024). Without effective classroom management, the learning process can be disrupted, ultimately leading to a negative impact on the quality of education and student achievement.

In the context of implementing learning systems in schools, classroom management has become increasingly important, particularly with the shift to more interactive and technology-based teaching methods (Harianto, 2024). Teachers are not only required to master the subject matter but must also possess skills in managing the classroom effectively, including the use of educational technology and innovative learning approaches (Mea, 2024). Therefore, classroom management in the implementation of learning systems in schools is essential for identifying factors that influence learning success and providing recommendations on strategies that can be applied by teachers and schools to improve the effectiveness of classroom management in achieving optimal learning objectives.

The problem that arises in classroom management, particularly in the implementation of learning systems in schools, is the gap between classroom management theory and the challenges faced by teachers in the field. Many teachers still find it difficult to manage their classes effectively, especially given the different characteristics of students, the limited use of learning technology, and the limited time available to implement innovative learning strategies (Masfufah et al., 2023; Putri et al., 2024; Anwar et al., 2025; Amelia, 2023). In addition, although classroom management focuses on creating a conducive environment, the lack of support from school policies and adequate infrastructure often becomes an obstacle for teachers in implementing optimal classroom management. This results in an ineffective learning process, reduced student engagement, and affects the achievement of learning objectives.

Over the last eight years, research on classroom management in the implementation of learning systems in schools has demonstrated that effective classroom management plays a crucial role in creating a conducive learning environment and enhancing student learning outcomes (Mudarris, 2024; Habbah et al., 2023; Jumrawarsi & Suhaili, 2020). Research by Purwani & Astuti (2023) highlights the importance of planning and implementing good classroom management strategies, including classroom layout, student behavior management, and the use of interactive teaching methods. Another study by Judijanto (2024) demonstrates that factors such as teachers' information literacy skills, institutional support, and the use of technology in classroom management significantly contribute to learning success. In addition, a study by Masfufah et al. (2023) found that innovation in classroom management approaches can support the achievement of learning objectives and student character development. These studies underscore that effective classroom management requires a combination of teachers' pedagogical skills, institutional support, and the use of appropriate learning technology.

Although many studies have discussed classroom management in the implementation of learning systems in schools, several gaps remain that need to be addressed. Previous studies have focused more on individual factors such as teacher skills and classroom management. However, few have explored the relationship between classroom management and the implementation of technology-based learning systems and innovative approaches in a broader context. In addition, although the importance of institutional support and policies in classroom management has been acknowledged in several studies, few have identified the role of school policies and administrative support in promoting effective classroom management. Research also tends to be limited to certain levels of education (e.g., elementary school), and few studies have examined the application of classroom management at higher levels of education or in schools with diverse social and cultural contexts. Therefore, further research is needed to explore the integration of technology, managerial policies, and social contexts in effective classroom management, as well as its impact on the effectiveness of learning systems at various levels of education.

The purpose of this study is to analyze and identify factors that influence classroom management in the implementation of learning systems in schools. This study aims to explore how various classroom management approaches are applied to create a conducive learning environment that supports the success of the teaching and learning process. In addition, this study aims to examine the role of teacher skills, institutional support, school policies, and the use of technology in improving the effectiveness of classroom management. Thus, this study is expected to provide valuable recommendations for the development of more effective classroom management strategies that are tailored to the learning needs of schools.

2. METHOD

2.1 Research Design

This study uses a case study design with a qualitative approach to analyze classroom management in the implementation of learning systems in schools. The case study design was chosen because it provides an in-depth understanding of the implementation of classroom management in a real educational environment. This study aims to investigate the factors that influence classroom management and explore how the implementation of effective classroom management strategies can enhance the effectiveness of learning in schools. This study will be conducted by focusing on one or more schools as units of analysis, which will allow researchers to gain more detailed insights into the different contexts and conditions in classroom management.

2.2 Research Object

This research was conducted in 2025 at MAN Model Kota Bengkulu. The research subjects consisted of teachers from the school, with varying levels of teaching experience and classroom management approaches. In addition, students who participated in the learning process at MAN Model Kota Bengkulu were also part of the research subjects, providing their perspectives on the classroom management applied. MAN Model Kota Bengkulu was chosen as the research location based on its role as an institution that represents the application of diverse learning systems, thereby providing a representative picture of the challenges and successes of classroom management at the secondary school level.

2.3 Data Collection

Data collection in this study was conducted using several techniques, namely: 1) In-depth Interviews: Semi-structured interviews with teachers to explore their experiences in managing classrooms, the challenges they face, and the application of classroom management strategies; 2) Classroom Observation: The researcher will conduct direct observations in the classroom to see the application of classroom management strategies in a real context, as well as the interaction between teachers and students during learning; 3) Documentation: Collecting relevant documents such as lesson plans (RPP), class schedules, and observation notes to support data analysis.

2.4 Data Analysis

The collected data will be analyzed using thematic analysis techniques. First, the interview and observation data will be categorized into main themes related to classroom management strategies, challenges faced by teachers, and student responses and experiences. After that, the researcher will conduct a comparative analysis between the data obtained from teachers and students to find similarities and differences in their perceptions of classroom management. The results of this analysis will be used to describe the dynamics of classroom management applied in schools and to provide recommendations for improving classroom management in the school learning system

3. RESULT AND DISCUSSION

3.1 Result

This study identified various factors that influence classroom management in the implementation of learning systems in schools, particularly at MAN Model Kota Bengkulu. The results showed that teachers at this school implemented several strategies to manage their classrooms and create a conducive learning environment. Some of the strategies employed included encouraging students to focus on their lessons, actively involving students in the learning process, and preparing students mentally to receive learning materials. Teachers also employ varied learning methods tailored to the characteristics of their students, thereby maintaining a dynamic and engaging classroom atmosphere.

From interviews with several teachers at MAN Model Kota Bengkulu, it was stated that several important factors in classroom management include skills in time management, managing student behavior, and using methods that are appropriate to the needs of students. Teachers also emphasized the importance of support from the school, especially in terms of providing adequate facilities and training for teachers in implementing educational technology. The teachers also revealed that, despite their efforts to create a conducive learning atmosphere, they still faced challenges in overcoming the inactivity of some students and the limitations of the available technology.

Table 1. Findings on Classroom Management Strategies and Their Impact on Learning

Classroom Management Strategy	Description	Impact on Learning	Research Findings	Interview Insights
Focus on Student Concentration	Encouraging students to focus on the lesson	Increases memory retention and student focus	Research shows that increased focus leads to better memory retention and academic performance.	Teachers reported that students who focused better during class were able to recall and apply lessons more effectively.
Active Student Participation	Actively engaging students in the learning process and discussions	Increases student involvement and motivation	Active participation enhances engagement, leading to improved academic outcomes.	Teachers noted that students were more motivated and enthusiastic when they participated actively in lessons.
Student Mental Readiness	Preparing students mentally to receive lesson material	Helps students become more focused and prepared	Mentally prepared students tend to be more responsive and engaged in class.	Interviewees emphasized that students who came to class mentally prepared were more engaged and responsive.
Varied Teaching Methods	Using diverse teaching methods tailored to students' characteristics	Maintains variety in approaches and boosts motivation	Varied methods help cater to different learning styles, maintaining student interest and motivation.	Teachers reported that using a variety of methods, such as group discussions and multimedia, kept students engaged and active.
Discipline Positive Modeling and Role by Teachers	Instilling discipline and setting a good example for students	Enhances behavior discipline students	A disciplined environment improves student behavior and academic performance.	Teachers emphasized the importance of leading by example, noting that students tend to follow the positive behaviors modeled by their teachers.

The table highlights the key classroom management strategies implemented at MAN Model Kota Bengkulu and their impact on the learning process. It shows that strategies such as focusing on student concentration, promoting active participation, and preparing students mentally for lessons significantly enhance student engagement, motivation, and academic performance. The use of varied teaching methods also plays a crucial role in maintaining student interest and motivation by catering to different learning styles. Furthermore, the emphasis on discipline and positive role modeling by teachers helps foster a disciplined and respectful classroom environment, which improves student behavior and overall learning outcomes. The insights from both research findings and interviews underscore the importance of these strategies in creating an effective and conducive learning environment.

3.2. Discussion

The findings of this study indicate that effective classroom management has a direct impact on the success of the learning process in schools. Strategies such as focusing on student concentration and promoting active participation have been shown to increase student engagement, which in turn leads to improved academic outcomes. Students' mental readiness also plays a crucial role in ensuring that they can effectively absorb the material. Additionally, the use of varied learning methods offers advantages in maintaining student interest and motivation. At the same time, the discipline and example set by teachers create a more orderly and supportive learning environment. Although challenges such as limited facilities and technology can hinder the implementation of optimal classroom management, the results of interviews with teachers indicate that with the right strategies, teachers can create productive and conducive learning environments.

From a practical perspective, the application of classroom management in schools, especially at the secondary level, such as at the MAN Model Kota Bengkulu, presents significant challenges. Teachers are required not only to master the subject matter but also to have the skills to manage diverse classroom dynamics. In practice, strategies such as providing clear instructions, designing activities that actively engage students, and utilizing learning

technology are essential to creating a productive classroom. However, practical challenges such as limited facilities and infrastructure often hinder the implementation of ideal classroom management. Therefore, teachers must continue to innovate and adapt classroom management strategies to existing needs and conditions, while obtaining full support from the school to create an optimal learning environment.

Classroom management is a fundamental element in creating an effective and conducive learning environment. Theoretically, classroom management involves regulating various aspects, including time management, space, learning materials, and the relationship between teachers and students (Jovanovic et al., 2019). Effective classroom management can create an atmosphere that supports the achievement of learning objectives, where students feel comfortable and motivated to learn (wang, 2017). Effective classroom management involves teachers acting as facilitators who not only manage teaching and learning activities but also create an atmosphere that supports the development of students' character and intellectual abilities (Chong et al., 2018).

Classes are learning environments created to accommodate learning interests and used by students to achieve specific goals (MacLeod et al., 2018). In this regard, classroom management is necessary both on a daily basis and periodically, as student behavior can change at any moment. Changes in individual behavior must be taken into account by teachers when managing the classroom to create a comfortable and enjoyable learning atmosphere (Nguyen et al., 2022). The classroom is a space for mutual and effective communication and the development of interpersonal relationships between teachers and students, in addition to planning/preparing for teaching (Tan et al., 2024).

The learning system is an organized combination of human, material, facility, equipment, and procedural elements that interact to achieve a goal. The human elements in the learning system are students, teachers/instructors, librarians, laboratory assistants, administrative staff, and people who support the success of the learning process (Hartadiyati et al., 2023). The learning process is a dynamic interaction between teachers and students, characterized by reciprocal communication that occurs within an educational setting to achieve learning objectives. In the learning process, teachers and students are two inseparable components. The ultimate goal of learning is to acquire knowledge in a way that develops students' intellectual abilities, stimulates their curiosity, and motivates their learning (Suci & Ginting, 2021).

One of the tasks of teachers in teaching and learning activities is to enhance the learning process and provide continuous guidance, direction, and supervision to students using various learning strategies, thereby ensuring that teaching and learning activities run effectively and achieve the desired goals (Sumar, 2020). As learning managers, teachers provide the foundation and prepare the classroom conditions for effective learning to take place. Effective learning is an activity that educators strive to achieve. If, in the learning process, every element functions as a whole, participants feel happy and satisfied with the results, and it leaves a lasting impression. The facilities and equipment are adequate, the materials and methods are affordable, and the teachers are professional (Budiana, 2022). The learning strategies employed by teachers significantly influence the success of students in their learning. Teachers are required to understand the basic components of implementing learning activities at school, both inside and outside the classroom. The duty of a teacher is not only to transfer knowledge, but also to understand the philosophy of teaching and learning.

Additionally, a teacher must be able to recognize behaviors that occur during the teaching process. Teachers will become the primary example, which students will later imitate. Education in Indonesia remains suboptimal due to inadequate education management. The low quality of education in Indonesia is a shared responsibility that requires improvement, especially among teachers (Kamil, 2010).

The findings of this study identify the importance of institutional support and school policies in supporting optimal classroom management. Thus, the findings of this study not only focus on individual factors, such as teacher skills, but also emphasize the importance of adequate policies and facilities. Another strength of this study is its holistic approach, which encompasses both theoretical and practical aspects, providing useful recommendations for developing more effective classroom management strategies. This makes it a valuable reference for further research and the development of educational policies in schools.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

This research has important implications for the development of effective classroom management in the school learning system. The findings of this study suggest that effective classroom management, encompassing the management of space, time, and interactions between teachers and students, plays a significant role in enhancing the quality of learning. Additionally, school policy support and adequate facilities are crucial factors in ensuring the

optimal implementation of classroom management. Thus, this study can guide schools in refining their policies and enhancing support for teachers in classroom management, thereby creating a more conducive and productive learning environment.

4.1 Research Contributions

This research contributes by providing deeper insights into how classroom management strategies are applied in the context of secondary schools, particularly at MAN Model Kota Bengkulu. This study successfully identified various factors that influence the effectiveness of classroom management, including teacher skills, the use of technology, and institutional support. With a holistic approach, this study also offers practical recommendations for enhancing classroom management effectiveness through teacher training and the provision of improved facilities. These findings can serve as a reference for future research and informed education policies at the school level.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

The limitation of this study lies in its approach, which employs a case study design in only one school, namely MAN Model Kota Bengkulu, resulting in results that may not be fully generalizable to other schools with different social, cultural, or infrastructural conditions. In addition, this study relied solely on interviews and classroom observations, which may limit understanding of certain aspects of classroom management more broadly, such as school policies or the role of parents in supporting classroom management. Another limitation is the challenge of objectively measuring the impact of classroom management on student achievement, as numerous external factors can influence it.

5.1 Recommendation for Future Research Directions

Further research is recommended to expand the scope of the study by involving multiple schools from various educational settings (elementary, secondary, and higher education) to obtain a more comprehensive understanding of the application of classroom management in diverse contexts. Additionally, further research could investigate the role of technology in classroom management, as well as assess the impact of institutional policies and parental support on the effectiveness of classroom management. More varied research methods, such as experiments or longitudinal studies, could also be applied to evaluate changes in the quality of learning after the implementation of different classroom management strategies.

6. CONCLUSION

The findings of this study reveal that effective classroom management is a key factor in creating a conducive learning environment and improving student learning outcomes. From the results of research conducted at Man Model Kota Bengkulu, it was found that the classroom management strategies applied by teachers, such as directing students to focus, involving them in learning activities, and creating mental readiness, have a significant influence on student motivation and engagement in the learning process. In addition, the use of varied learning methods also increases student interest and participation in class.

Furthermore, teachers need to employ various learning strategies to enhance student concentration, participation, mental readiness, and engagement. The use of appropriate and varied methods, as well as setting a good example and maintaining discipline, are key to creating a dynamic and effective learning atmosphere. Teachers not only act as conveyors of knowledge but also as mentors, guides, and supervisors who help students achieve optimal learning outcomes.

However, this study also identified significant challenges in implementing classroom management, such as limited facilities and inadequate technology. Even though teachers have tried their best to manage their classes, external factors such as a lack of infrastructure support and inadequate school policies remain obstacles that need to be overcome. These limitations can impact the effectiveness of classroom management strategies, resulting in suboptimal student learning outcomes. Therefore, it is essential for schools and educational institutions to provide additional training for teachers in classroom management and to ensure that there is policy and facility support for the effective implementation of good classroom management. Additionally, the integration of technology in learning needs to be strengthened to create a more dynamic and engaging classroom environment. This study also provides direction for further research to expand the scope and involve various schools with different contexts in order to obtain a more comprehensive picture of classroom management in the school learning system.

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CRediT Authorship Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Edo Setiawan: Conceptualization, Methodology, Validation, Writing - Original Draft. Ulfa D. Jayanti: Conceptualization, Formal analysis, Data Curation. Ranisa Julia: Conceptualization, Review & Editing

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that Generative Artificial Intelligence (GenAI) tools were utilized for text generation, language enhancement, and refinement throughout the manuscript. These tools assisted in improving clarity, grammar, and coherence. The final content, including the research findings and conclusions, was reviewed, revised, and approved by the authors to ensure alignment with the study's objectives. The suggestions provided by GenAI were critically evaluated and modified to ensure that the final draft accurately reflects the original work of the authors. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [SAJGTIE GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no competing financial interests or personal connections that could be perceived to influence the results of this study.

Informed Consent Statement

The authors declare that this study was conducted in accordance with research ethics, including obtaining approval from the relevant institution. This process respects the autonomy of participants, ensures the confidentiality of their data, and prioritizes their safety and well-being, in compliance with applicable research ethics guidelines. Written and verbal informed consent, or assent for minors, was obtained from all participants involved in the study.

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