



An Analysis of Classroom Management Conducted by the English Teacher at a Private Islamic Junior High School

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Abstract: This study investigates the classroom management strategies of an English teacher at a private Islamic Junior High School in Sidoarjo, focusing on time and space management, student behavior, and instructional strategies. The research aimed to evaluate the effectiveness of these strategies in creating a conducive learning environment. Observations were conducted during two meetings on May 28 and 29, 2024, using an observation checklist based on McLeod, Fisher, and Hoover's classroom management theory. Additionally, an interview with the teacher provided further insights. The results revealed that the teacher effectively managed classroom time and space, scoring 50% in both sessions. However, student behavior management could have been more effective, with scores of 45% and 50% in the respective meetings. Instructional strategies were also limited, with scores of 40% in both meetings. The study highlights a well-organized classroom environment but points to areas for improvement, including enhancing behavior management techniques and incorporating diverse instructional strategies. The implications suggest a need for more dynamic and responsive approaches to classroom management, including integrating technology and fostering personal connections with students to improve engagement and learning outcomes.

Abstrak: Penelitian ini menyelidiki strategi manajemen kelas seorang guru Bahasa Inggris di Sekolah Menengah Pertama Islam Swasta di Sidoarjo, dengan fokus pada pengelolaan waktu dan ruang, perilaku siswa, dan strategi pengajaran. Penelitian ini bertujuan untuk mengevaluasi efektivitas strategi-strategi ini dalam menciptakan lingkungan belajar yang kondusif. Observasi dilakukan selama dua pertemuan pada 28 dan 29 Mei 2024, menggunakan daftar periksa observasi berdasarkan teori manajemen kelas McLeod, Fisher, dan Hoover. Selain itu, wawancara dengan guru memberikan wawasan tambahan. Hasil penelitian menunjukkan bahwa guru efektif dalam mengelola waktu dan ruang kelas, dengan nilai 50% pada kedua sesi. Namun, manajemen perilaku siswa kurang efektif, dengan nilai 45% dan 50% pada pertemuan yang bersangkutan. Strategi pengajaran juga terbatas, dengan nilai 40% pada kedua pertemuan. Penelitian ini menyoroti lingkungan kelas yang terorganisir dengan baik namun menunjukkan area yang perlu perbaikan, termasuk peningkatan teknik manajemen perilaku dan penerapan strategi pengajaran yang lebih beragam. Implikasi dari penelitian ini menunjukkan perlunya pendekatan manajemen kelas yang lebih dinamis dan responsif, termasuk integrasi teknologi dan pembentukan hubungan pribadi dengan siswa untuk meningkatkan keterlibatan dan hasil belajar.

A. Introduction

Learning activities are essential to the educational process, encompassing various tasks and exercises to promote active engagement and knowledge acquisition. English learning activities encompass a broad spectrum of tasks and exercises designed to develop proficiency in various aspects of the English language, including reading, writing, speaking, and listening. These activities are crucial for improving vocabulary, grammar, pronunciation, and comprehension. Freeman et al (2020) highlight that active learning strategies, such as problem-solving tasks and debates, significantly improve student performance in science and mathematics disciplines. Furthermore, integrating technology into learning activities offers personalized learning opportunities and increased engagement. Sung et al (2020) found that digital tools and online platforms support differentiated instruction and facilitate interactive learning experiences. Collaborative learning is another essential aspect, as emphasized by Kim & McGlynn (2017), who point out that group discussions and cooperative projects help students practice language skills in social contexts, improving their real-life communication abilities. Moreover, incorporating cultural context and real-life applications into learning activities enhances students' cultural awareness and language competence, as demonstrated by Garcia & Baker (2016).

Teachers are the primary actors guiding the teaching and learning process toward the ultimate goal of student success. The teachers are indispensable in the learning process for teaching, guiding, directing, training, assessing, and evaluating them. As pointed out in Brown (2001), a teacher has to play many roles, including as an authority figure, leader, knower, director, manager, counselor, guide, friend, confidante, and parent. For instance to research conducted by Jaidi et al (2021) during learning, the seventh-grade English teacher has implemented her role as a teacher by facilitating students with teaching materials and learning media, providing ice breakers to control the class, motivating students regarding English learning objectives, and evaluating student learning outcomes. In addition, teachers must be creative in selecting materials and strategies to help students understand the knowledge to achieve the educational objectives. This idea is in line with Sulistiyo (2023) statement that the role of teachers is particularly crucial because they are the main source and abilities of this language. As expressed simply by Burden (2020), if teacher competency continues to be developed, the quality of the output or learning success will be more excellent. As such, teachers must prioritize the development of their teaching skills and strategies to ensure effective and efficient teaching and learning.

On the other hand, failure can occur if the teacher guides the student without paying attention to various aspects to make the student as comfortable as possible. Apriani (2017) explains that the teacher had eight other roles related to the learning process itself, such as diagnosing students' behavior, planning lessons, implementing the learning process, school administration, communication and developing skills, developing potential competencies, listening to students' opinion also developing the curriculum. Likewise, McLeod et al (2003) stated that classroom life involves planning the curriculum, organizing routine procedures,

obtaining resources, designing the environment to maximize efficiency, monitoring student progress, anticipating, preventing, and solving problems.

Furthermore, English teachers should be competent and confident in handling classroom activities as professionals. This means that the success or failure to achieve educational goals largely depends on how teachers design teaching and learning processes in school. Some schools still need to be more optimal in teaching and learning. [Wiarsih & Aziez \(2021\)](#) research shows that teachers' roles in the classroom will still be implemented in the classroom, but teachers can still not carry out their duties optimally. Thus, teachers must perform their duties well, especially classroom management. According to [Patel & Kumar \(2022\)](#), effective classroom management requires flexibility in addressing students' varied learning styles and behavioral needs. Their research indicates tailoring management approaches to individual student needs can enhance classroom harmony and effectiveness.

One of the essential things in creating an effective and productive learning environment is classroom management. [Martinez & Kumar \(2023\)](#) argue that fostering respect and inclusivity encourages positive behavior and increases motivation. Their research shows that solid teacher-student relationships and a supportive atmosphere lead to fewer conflicts and greater cooperation. Classroom management is crucial to a teacher's daily professional routine. According to [Chalak & Fallah \(2019\)](#), the importance of classroom management has an impact on effective learning outcomes, successful students' engagement, efficient management of lesson time, and creating a good classroom environment, also effective management of classroom resources. Therefore, in classroom management, the teacher is responsible for managing and developing a conducive learning atmosphere for students. It includes making clear and consistent rules, providing appropriate direction, building good relationships with students, and paying attention to the needs of each student.

Based on the research results of [Mudianingrum et al \(2019\)](#), good classroom management can give positive attitudes to teachers and build relationships with the students. Additionally, classroom management can increase students' motivation during the learning process to create a good classroom atmosphere ([Wulandari & Sukmaantara, 2019](#)). Subsequently, good classroom management bolstered by a comfortable atmosphere within the classroom will encourage the students to be more eager and do not feel bored. Conversely, student motivation can increase, and learning objectives can be realized as expected. Teachers should foster strong relationships with students. Research by [Lewis & Smith \(2021\)](#) shows that building rapport and showing empathy are crucial to managing classroom dynamics and improving student behavior. Their findings suggest that when students feel respected and understood, they are more likely to participate actively and adhere to classroom rules.

Classroom management positively influences students' English learning motivation and academic achievement ([Thi & Nguyen, 2021](#)). Based on the positive impact of classroom management and teachers' work ethics on students' learning outcomes in elementary school, the better classroom management and teachers' work ethics are applied in the

classroom teaching-learning process, the more likely it is to produce better results (Arafat & Puspita, 2021). In line with Novalinda & Suryanta (2023) in their research, several conclusions were obtained that learning motivation and classroom management are related to student learning outcomes.

Managing a seventh-grade English classroom presents several challenges, as highlighted by recent research. According to Johnson & Lee (2021), one significant issue is the wide range of student abilities and backgrounds, which can complicate efforts to maintain engagement and consistency in discipline. They found that varying levels of language proficiency and diverse socio-economic backgrounds often lead to discrepancies in classroom dynamics and management strategies. Furthermore, Smith & Nguyen (2022) note that transitioning from elementary to junior high school introduces developmental changes that impact students' behavior and classroom interactions. Their study highlights that these transitional challenges often result in increased classroom disruptions and difficulties establishing authority.

Similarly, Patel & Garcia (2023) emphasize that the increased independence of seventh-grade students can lead to more frequent conflicts and behavioral issues, requiring teachers to adapt their management strategies more frequently. Additionally, Williams (2024) identifies the impact of digital distractions as a growing concern, as integrating technology in the classroom can sometimes lead to off-task behavior and difficulties in maintaining focus. These challenges underscore the need for tailored strategies to effectively address the unique demands of managing a seventh-grade English classroom.

In practice, classroom management is a difficult challenge for teachers. This was proven by the researchers' interview with an English teacher at a private Islamic Junior High School in Sidoarjo, East Java, on 22 November 2023. The researchers chose an English teacher who taught in seventh grade. The interview result shows that the English language learning process in seventh grade could have been more optimal and was quite challenging. This was due to the transition from online to offline learning after several previous online learning periods. The teacher also revealed that the students had various characteristics and came from different economic and social backgrounds. Followed by the learning outcomes of seventh-grade students. There are four classes in the seventh grade, including 7A, 7B, 7C, and 7D. According to the seventh-grade teacher, among the four classes, seventh-grade students were the hardest to be controlled by the teacher. The students need to show more interest in the learning activity. Consequently, at the time of assignment, their learning outcomes were low.

Regarding the statement before, the researchers' questions are: 1) How does the English teacher implement classroom management in seventh C grade in a private Islamic Junior High School in Sidoarjo? 2) How does the English teacher face difficulties conducting classroom management in seventh C grade in a private Islamic Junior High School in Sidoarjo? The study is limited to the English teacher's management in the seventh grade C at the specified school, with data collected over two 40-minute meetings. Using McLeod,

Fisher, and Hoover's theory, the research dissects classroom management into three components: managing time and space, student behavior, and instructional strategies .

Numerous studies have explored classroom management analysis. [Fitrasari et al \(2021\)](#) research shows that most classroom management is implemented well by teachers based on Garret and Harmer's theory, which includes eight components, namely the physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, discipline, teacher talking time, voice management, and physical presence. However, English teachers need help with several problems, namely student habits and classroom discipline. This aligns with research conducted by [Mudianingrum \(2019\)](#), which used Garret's theory. In both studies, only the main components were analyzed, not along with the features of each theory component. This study uses the theories of McLeod, Fisher, and Hoover. Researchers have yet to find research analyzing classroom management with the components and features of each theory. Their theory is widely recognized for its structured approach to evaluating classroom management through time and space management, student behavior, and instructional strategies. This is what distinguishes this study.

Through this in-depth analysis, the research aims to analyze classroom management by the English teacher using McLeod, Fisher, and Hoover's theory and identify the challenges faced in this role. By applying this theory to a private Islamic school in Indonesia, the study fills a gap in existing research, offering insights into classroom management in a specific cultural context and breaking down the theory into actionable components. By achieving these objectives, this research wants to provide valuable knowledge in the field of education and practical implications for teachers, administrators, and future researchers.

B. Method

In conducting the research study, the researchers employ descriptive qualitative, providing detailed descriptions and interpretations of the observed classroom management practices. According to [Rusli \(2021\)](#), descriptive research interprets and describes data related to the current situation, attitudes, and views that occur in a phenomenon. Descriptive research aims to provide as accurate information as possible about what current practice is, how learners learn, how teachers teach, and what classrooms are like at a particular time and place ([Mudianingrum et al., 2019](#)). The subjects of this study include one English teacher who teaches seventh-grade and twenty-seven students of the seventh C grade. This study was conducted at a private Islamic Junior High School in Sidoarjo, East Java. The researchers employed three data collection techniques: observation, interview, and documentation. The instruments used for data collection included observation sheets to record classroom management practices systematically, interview sheets to guide and structure the interviews with the English teacher, and documentation observation sheets to document and analyze relevant records and materials. The researchers check the validity of the data and use triangulation techniques based on the interviews. Triangulation has also been viewed as a qualitative research strategy to test validity through converging

information from different sources. The researchers utilized the data analysis framework proposed by [Matthew & Miles \(1994\)](#). Which includes three components: 1) Data reduction. 2) Data display. 3) Conclusion.

The detailed information of each step in analyzing the data is as follows: First, the data reduction involves summarizing, selecting the most important, focusing on the essential things, and looking for themes and patterns ([Sugiyono, 2015](#)). In the data reduction process, the researchers select, focus, and simplify the observation data. The researchers observe classroom teaching-learning activities. The researchers chose and focused on classroom management applied by the English teacher at a private Islamic Junior High School in Sidoarjo. Based on the data observation, the researchers categorized and used codes to facilitate the analysis of observation data into three components: 1) Managing time and classroom space (MTC). 2) Student Behavior (SB). 3) Instructional Strategies (IS).

Data display refers to describing data in the form of descriptions or tales. This technique, utilized as the second component in data analysis, compiles facts, descriptions, or narratives to derive inferences from data collection results. To begin with, the researchers examine the data from the observation and interview sheets. The researchers read all the transcripts and coded the data related to the research questions. Then, the researchers use the coding process to generate a table of classroom management components, total usage, percentages, and a data description. The researchers use triangulation (observation, interview, and documentation) to validate the accuracy of the research findings gained from data collection, obtain more comprehensive data, and provide confirmation of findings. In this way, the data from observations is confirmed by the data from the interviews. Based on the data display result, the researchers verified the data to draw a conclusion based on the answers to the research questions ([Triangulation, 2014](#)).



Figure 1. Research Flow

C. Result and Discussion

Result

In this section, the data gathered from the observation and the interview are corroborated and analyzed to respond to the two fundamental questions underpinning the study. The researchers conducted the observation in two meetings at the seventh C grade. The first meeting was conducted on 28 May 2024, and the second on 29 May 2024. The

observation checklist was divided into three categories based on McLeod, Fisher, and Hoover's classroom management theory.

Detailed information: Firstly, the teacher managed time and classroom space well. It can be seen that the teacher reached 15 points from 32 points at the first and second meetings. Regarding inventory, the furniture and equipment in this class are sufficient. This is proven by the number of students, tables, and chairs in sync, plus one teacher's desk in the south corner at the front of the classroom. Apart from that, there is a whiteboard with markers and erasers and three fans, two wall fans in the middle of the class, and a fan at the front. Each student has a locker under their desk for personal belongings.

Additionally, the seating arrangement follows an upper elementary-grade arrangement. In the instructional areas feature, the teacher does not designate learning and interest centers such as a reading corner, the seating area for small-group work, and individual workspaces such as single desks or study carrels with sight barriers. However, this class provides material and record storage, such as a closed cabinet to securely store report cards and a bin. They also provide a computer lab, but it is on the second floor and has a bulletin board with a class picket schedule and an attendance list board. Class movement is free, allowing the teacher to call multiple students to the front. The students are allowed to take turns using the bathroom during class, thus ensuring there are no queues for entering and exiting classes to ensure discipline.

The teacher has an annual program with 120 hours in one subject, 4-5 times a week for 45 hours per class. Daily administrative tasks were consistently carried out in both meetings, with attendance taken at the beginning of the class. Afterward, the teacher continues the lesson by explaining the learning objectives or what students will do that day. Classroom routines were also consistent, with students instructed to write their names and classes on each book or assignment and lockers provided under each student's desk for storing personal belongings. The teacher does not assign homework, so there are no incomplete, late, or missing assignments. The teacher had the same point in this category at the second meeting. The only difference is in the assignment. At the first meeting, the teacher gave the assignment to make a school plan for the first-floor area. Then, at the second meeting, the teacher formed small groups for tasks but maintained the same approach of not assigning homework, projects, essays, reports, quizzes, or tests. The teacher gives the task of making a dialogue that includes five questions and five answers about asking for and giving directions. The researchers can display the results from the observation of managing time and classroom space components in the following table.

Table 1. The Implementation Result of Managing Time and Classroom Space by the Teacher

Managing Time and Classroom Space (MTC)		
Total Use	M1	15
	M2	15
Percentage	M1	50%
	M2	50%



Figure 2. The Teacher Delivers the Learning Objectives.

Secondly, in student behavior categories, the teacher reached 9 points from 20 points at the first meeting and 10 points from 20 points at the second meeting. The teacher observed in the first and second meetings maintained a role-bound relationship with the students, which means solely focused on instructional duties while neglecting personal connections and emotional communication. In terms of instructions, the teacher gives clear instructions to the students in some activities. Some of them also spoke discreetly with their seatmates. The teacher ignored this and continued the learning activities. As a result, when the teacher provided the tasks that needed to be completed, several students needed help understanding. However, this problem can be overcome by the teacher re-instructing and repeating the discussion of the material. When the teacher re-instructs, some students will start to understand the teacher's instructions. The first meeting does not involve cooperative learning, as the assignment is meant to be completed individually. However, groups are established during the subsequent meeting to allow students to practice working together.



Figure 3. Students Work on an Assignment to Create a School Plan Individually

The researchers found that the teacher in the process of teaching tries to create a positive climate by praising their sound knowledge and appreciating those who dare to come forward by saying, "Yes, that is great." During observations, the teacher occasionally gives direct warnings or uses body language. The teacher signals eye contact and hand movements by directing students who violate. The teaching approach lacked negotiation

and cooperative activities between the teacher and students. Additionally, many standards, rules, and proc were enforced. Non-verbal and verbal responses were utilized, but there was a lack of reinforcement and consequences for student behavior. The teacher strategically uses proximity by standing near a student, whether they are on-task or not. Descriptive statements like "This task will be due in ten minutes" also guide student behavior. Demands and instructions were given to manage student behavior in both meetings. At the first meeting, the teacher said, "Sit at your table. This bench is not for four people," and at the second meeting, the teacher said, "Come on, get together with your every group," and "Let us go, let us go! Come forward immediately for the presentation." However, there were no observed consequences for student mistakes. The researchers can display the results from observing student behavior components in the following table.

Table 2. The Implementation Result of Student Behavior by the Teacher

Student Behavior (SB)		
Total Use	M1	9
	M2	10
Percentage	M1	45%
	M2	50%

Thirdly, in the instructional strategies categories at the first and second meetings, the teacher reached 6 points from 15 points. The teacher provided guidance and explanations during the first and second meetings, focusing on forming English sentences and creating dialogues for asking and giving directions. Emphasizing active student participation, the teacher prompted discussions and offered examples to illustrate the concepts. The initial meeting did not involve cooperative, collaborative, or project-based group learning due to the absence of study groups.



Figure 4. The Teacher Provides Directions

The teacher assigned group tasks in the following meeting but did not evaluate individuals. Students were assigned to form 3-4 member groups to create a 15-minute dialogue, with two presenting the outcome. Long-term projects did not require group

formation; loosely formed groups were not used for graded assignments. The teacher assigns students to discuss the material with desk mates during the first meeting, followed by individual assignments. The teacher does not use technology and does not utilize learning centers or props. At the second meeting, the teacher randomly forms groups for a task without using technology or props. The researchers can display all of the results from observing the instructional strategies component in the following table.

Table 3. The Implementation Result of Student Behavior by the Teacher

Instructional Strategies (IS)		
Total Use	M1	6
	M2	6
Percentage	M1	40%
	M2	40%

This refers to English teachers' difficulties managing classes at a private Islamic Junior High School in Sidoarjo. These difficulties mainly arise from the students. Through interviews with English teachers, he said that in managing time and classroom space, the teacher faces different challenges in different classes. For instance, seventh A and seventh B grades are relatively easy to manage, while seventh C grades require more time as the students are almost 90% kinesthetic. Managing disruptions and time constraints is tackled by assigning responsibilities and providing timely reminders. To address diverse student needs and learning styles, the teacher conducts class tests at the beginning and implements tailored assignments. Encouraging student engagement is achieved through personalized connections with their problems. Managing disruptions in classroom behavior involves first handling naughty students to maintain a positive learning atmosphere. To differentiate the approach to managing student behavior, the teacher assesses students at the beginning to understand their levels. Student understanding and progress are actively assessed, and individual approaches to managing student behavior are adapted based on their needs and characteristics.

Differences in student character cause issues. Some students need more interest in learning and make noise during lessons, which disrupts teaching and learning. The varying levels of intelligence and learning processes among students make it difficult for teachers to convey the content. Additionally, many students come from lower middle-class families, and their emotional control differs due to their family background. The teacher instructs the students to straighten their seats and says that now is the time to study to make the class more conducive. Apart from that, the teacher also said he would choose children who were less active in learning to be placed in the front seat.

Discussion

The results of this study clearly show that classroom management plays a crucial role in creating an effective learning environment. The findings highlight several key aspects

of classroom management: managing time and classroom space, managing student behavior, and employing instructional strategies. These aspects have been observed and analyzed in the context of an English teacher's classroom management in the seventh C grade of a private Islamic Junior High School in Sidoarjo.

The teacher scored 15 out of 32 points in both meetings, indicating a moderate ability to manage time and classroom space. The classroom was well-equipped, with sufficient furniture and organizational tools, allowing for effective space management. McLeod et al (2003) state that a well-organized physical environment is critical for reducing distractions and maximizing instructional time. The teacher's ability to maintain an organized classroom aligns with these principles, as the structured environment supports focused learning and minimizes disruptions. The teacher's performance supports Valiandes & Neophytou (2018) conclusions on the importance of an organized physical environment in enhancing engagement and reducing disruptive behavior. Guardino & Fullerton (2020) also found that well-organized spaces reduce disruptive behavior and improve academic performance. This aligns with findings from Johnson & Lee (2021), who also emphasize the importance of structured classroom environments to support student learning. However, the absence of designated learning and interest centers, such as reading corners or small-group work areas, indicates a potential area for improvement. These centers have been shown to enhance student engagement and learning outcomes, as noted by Martinez & Kumar (2023).

The teacher reached 9 points in the first meeting and 10 points in the second for managing student behavior. The teacher maintained a role-bound relationship, used non-verbal cues, and occasionally praised students, yet lacked consistent reinforcement and consequences for behavior. This contrasts with the findings of Kim & McGlynn (2017), who highlight the effectiveness of clear rules and consistent enforcement in promoting positive student behavior. Furthermore, the teacher's focus on role-bound relationships with students, without personal connections, may limit the development of a supportive classroom atmosphere. Research by Lewis & Smith (2021) underscores the importance of building rapport and showing empathy to improve classroom dynamics and student behavior. McLeod et al (2003) emphasize the importance of clear expectations and consistent rules enforcement to manage student behavior effectively. The teacher's inconsistent use of reinforcement and consequences contrasts with these recommendations, indicating a need for more systematic behavior management strategies. The lack of consistent reinforcement observed contrasts with Simonsen et al (2019), who emphasized the need for clear expectations and consistent consequences in managing student behavior. Korpershoek et al (2020) emphasized that proactive strategies, such as clear expectations and consistent consequences, significantly reduce disruptive behavior.

The teacher scored 6 out of 15 points in both meetings, indicating limited use of effective instructional strategies. There was a focus on traditional methods with minimal integration of technology and cooperative learning. As observed, group tasks align with collaborative learning strategies supported by Kim & McGlynn (2017), which can enhance student engagement and language skills. McLeod et al (2003) advocate for diverse

instructional strategies to engage students and cater to different learning styles, including cooperative learning and technology integration. However, the lack of technology integration contrasts with the findings of [Sung et al \(2020\)](#), who advocate for digital tools to support differentiated instruction and interactive learning experiences. The teacher's reliance on traditional methods and lack of technological integration suggest a need for broader instructional approaches to enhance student engagement and learning outcomes. The limited use of technology and cooperative learning contrasts with [Hattie & Zierer \(2019\)](#), who emphasized visible learning and feedback, highlighting the importance of clear guidance and formative assessment. [Bond et al \(2021\)](#) advocated for the role of technology in facilitating personalized learning and engagement.

The teacher addressed diverse student needs by conducting class tests and implementing tailored assignments. Differences in student character, interest, and background posed challenges in managing classroom behavior and conveying content. These challenges are compounded by the transition from online to offline learning and the student's socio-economic backgrounds. This finding is consistent with the observations of [Smith & Nguyen \(2022\)](#), who note the impact of developmental changes and socio-economic diversity on classroom management. [McLeod et al \(2003\)](#) emphasize the importance of differentiated instruction to meet students' varying needs and promote inclusive classroom practices. The teacher's efforts to personalize connections and tailor assignments align with these principles, though there is room for further development in managing diverse student behaviors effectively. The teacher's efforts to personalize connections align with [Tomlinson & Moon \(2020\)](#), who highlighted the necessity of differentiated instruction to cater to diverse learning needs and styles. [Klem & Connell \(2019\)](#) found that inclusive practices and personalized learning plans significantly improve student engagement and achievement.

D. Conclusion

The study analyzed classroom management strategies employed by a seventh-grade teacher in a private Islamic Junior High School in Sidoarjo based on McLeod, Fisher, and Hoover's theory, focusing on time and space management, student behavior, and instructional strategies. In managing time and classroom space components, the teacher effectively manages the classroom to a moderate extent, with a structured environment that supports learning. However, the need for designated learning centers and varied assignments suggests areas for improvement. In the student behavior component, the teacher's management of student behavior is moderately effective, lacking consistent reinforcement and personal connection. In the instructional strategies component, the teacher's instructional strategies are limited, focusing on traditional methods and minimal use of technology or diverse teaching approaches. At the same time, there is some emphasis on student participation.

The implications of the above study for teachers include gaining input on areas for improvement in their classroom management, behavioral strategies, and teaching methods. By understanding the impact of a structured environment, consistent behavioral

reinforcement, and diverse teaching strategies, teachers can improve the effectiveness of their teaching, leading to better student engagement and learning outcomes. This study provides a foundation for exploring the specific impacts of different teaching strategies and classroom management techniques, and this study can help future researchers who wish to delve deeper into the topic of classroom management.

Future research should explore the long-term impact of integrating diverse instructional strategies and technology on student engagement and learning outcomes in similar educational settings. Additionally, studies focusing on developing and implementing comprehensive behavior management programs tailored to the unique needs of students in private Islamic schools could provide valuable insights. It would also be beneficial to conduct comparative studies across different grades and school types to identify best practices and common challenges in classroom management, thus contributing to more effective teacher training programs.

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