AN ANALYSIS OF TEACHER'S CLASSROOM MANAGEMENT IN LANGUAGE TEACHING AT MA AL-ISLAM JAMSAREN SURAKARTA

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Abstract. The purpose of this research is to describe the components of classroom management implemented by the teacher in English language teaching at the eleventh grade of MA Al-Islam Jamsaren Surakarta in the academic year of 2024/2025. The design of the research was descriptive qualitative research. The research subjects were one English teacher and students of XI-3, MA Al-Islam Jamsaren Surakarta. The data were collected by interview, observation, and documentation. The data were analysed by Miles, Huberman, and Saldana's model. In the trustworthiness of the data, this research uses triangulation by method. The result of this study indicates that the component of classroom management used by English teacher in teaching English at class XI-3 of MA Al Islam Jamsaren Surakarta academic year 2024/2025 divided into five components: creating and teaching expectations and rules (examine the need for rules, select the rules, teach and review the rules, and obtain commitments), establishing procedures and structures (making management instructional preparations, organizing classroom and materials, and procedures in the classroom), reinforcing expectations (building positive teacher-student relationships, having mental set for management, managing whole-group instruction, maintaining student attention and involvement, and improving classroom climate with reinforcers), actively engaging students (planning decisions affect behaviour management, managing lesson delivery, and managing student work), and managing misbehavior (situational assistance, mild responses, and moderate responses).

Keywords *: Teaching English; Classroom Management*

INTRODUCTION

Teaching is the process by which teachers impart knowledge to students. In the context of English, it aims to help learners acquire and comprehend the language (Hasibuan et al., 2023:648). In Indonesia, English learning emphasizes oral and written communication, requiring mastery of four essential skills—listening, speaking, reading, and writing.

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1190

However, teaching English is challenging, as teachers must be both proficient in the language and effective in facilitating student learning. Teachers play multiple roles in the classroom, including facilitator, evaluator, and manager, with classroom management being a key responsibility. Classroom management is defined as creating and maintaining a conducive environment for academic and social-emotional learning (Garrett, 2014:1). When managed effectively, the classroom supports students' personal and academic growth (Kavrayici, 2020:125), highlighting the need for teachers to be competent in this area to ensure successful learning outcomes.

Classroom management refers to how teachers regulate student behavior and interactions to create effective learning conditions. It requires positive attitudes, good relationships, and organizational skills, and consists of five components: setting expectations and rules, establishing procedures, reinforcing expectations, engaging students, and managing misbehavior (Burden, 2020). Teachers must implement effective classroom management to gain student responses that support learning goals. Student responses— whether positive or negative—are reflected in expressions, comments, understanding, and attentiveness (Chin, 2007:1336). Since responses are closely tied to motivation, low motivation leads to poor engagement and hinders the teaching and learning process.

LITERARY REVIEWS

As seen from the results of previous studies, regarding *"English Teacher's Classroom Management in Teaching English at Eight Grade Students of MTs N 2 Surakarta in The Academic Year 2022/2023"* by Zainurrohman Tri Kurniawan. (2023). The researcher found some differences between this study and the current study. They are the research objective, the subject of research, the place of research, and the theories. He found that the component of classroom management used by the English teacher in teaching English at class 8A1 of MTsN 2 Surakarta Academic Year 2022/2023 was divided into five components: physical design of classrooms, teacher rules and routines, relationship among students and teacher students, engaging motivational instruction, and discipline. He also found that the problems faced by the English teacher in classroom management in teaching English at class 8A1 of

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1191

MTs N 2 Surakarta include students' explicit acts of misbehavior and students' attitudes and language levels. The solutions to the problem by the English teacher in classroom management at class 8A1 of MTsN 2 Surakarta included nonverbal, verbal, and task-oriented.

Similar research has been analyzed in the journal of Al-Lisan Jurnal Bahasa by Riki Bugis, etc (2021) entitled "Exploring EFL Teacher's Classroom Management Approaches and Students Responses to Male and Female Teachers." The researchers conducted the research in MTs Miftahul Khair Namlea with the subjects of the research were two English teachers and 60 students. The researchers used a descriptive qualitative study. In analyzing classroom management conducted by the teachers, the researchers used Harmer's theory of classroom management strategies.

UNDERLYING THEORIES

1. Teacher

Teachers are individuals who are responsible for implementing the teaching and learning process (Harmer, 2005:58). Teachers have many roles, including as a teacher in front of the class, a discussion leader, and a transmitter of knowledge who pays attention to the development of students. Based on this, education is not only focused on the role as a facilitator in developing students' potential through teaching and learning activities in schools, but teachers are adult humans who are responsible for implementing religious values and trying to create individuals who have the right knowledge and a personal mindset glorious.

2. English Language Teaching

Teaching is an interactive process aimed at providing information and fostering positive behavioral change through guidance and practice (Maswan & Muslimin, 2017:5). As a global language, English holds significant importance in education and society (Rao, 2019:66), and effective teaching requires teachers to connect classroom activities with students' learning goals.

3. Classroom Management

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1192

For learning to proceed as smoothly as possible in a classroom, effective management is required. One aspect of teaching that needs to be taken into account is class management. According to Ulfa, Afriazi & Elfrida (2019:158), classroom management is teachers' work to create a productive, warm, and engaging learning environment in the classroom. According to Wong, Wong, Rogers, & Brooks (2012:61), classroom management is the teacher's efforts in managing students, space, time, and materials so that students can achieve their learning goals.

In line with Delceva-Dizdarevik (2014:52) is a process that entails several activities completed by both teachers and pupils. Subject instruction must also be in line with the previously established learning objectives, as well as the requirements and abilities of the students. A similar description may be found in Afriza (2014:67) classroom management is the attempts made by teachers to establish and preserve optimal conditions in the teaching and learning process so that educational goals can be achieved.

Classroom management involves teachers' actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. According to Burden (2020:41-184), there are 5 components of classroom management. The components are: (1) creating and teaching expectations and rules. Rules in the classroom are behavioral standards that guide students' actions to promote positive interactions and prevent disruptions. Rules and routines consist of expressed expectations about behavior (Marzano et al., 2003:13). The effective use of rules involves several actions, which are (Burden, 2020:65-70): examine the need for rules, select the rules, teach and review the rules, and obtain commitments.

Next, (2) establishing procedures and structure. Procedures are steps that students follow to complete classroom tasks successfully. The effective procedure and structure involves several actions devided into: making management and instructional preparations, managing assessment, record keeping, and reporting, organizing classroom and materials (design with students in mind, design for students with diverse backgrounds, followed guidelines for good room arrangement, floor space, storage space, bulletin boards and wall

space), and procedures in the classroom (examine the need for procedures, select the procedures, teach and review the procedures) (Burden, 2020:42-75).

Next, (3) reinforcing expectations. Once teachers set expectations, rules, and procedures, they can reinforce adherence by rewarding student behaviour. Reinforcing expectations include: building positive teacher-student relationships (communicating caring and support, level of dominance, and level of cooperation), having a mental set for management (withitness and emotional objectivity), managing whole-group instruction (managing movement through the lesson and maintaining a group focus), maintaining student attention and involvement, and improving classroom climate with reinforcers (Burden, 2020:80-98).

Next, (4) actively engaging students. Teachers promote student engagement and academic success by providing frequent opportunities to respond. Active engagement reduces problem behavior and allows teachers to correct errors and reinforce learning. The steps are: planning decisions affect behaviour management (the degree of structure in lessons, grouping students for instruction, holding students academically accountable, and planning for motivation), managing lesson delivery (the beginning of a Lesson, the middle of the lesson, and the ending of a lesson), and managing student work (managing seatwork effectively, collecting assignments and monitoring their completion, managing the paperwork, and giving students feedback) (Burden, 2020:149-172). Last, (5) managing misbehavior. Teachers use a range of strategies to manage student behavior effectively. This involves reinforcing positive behavior and using misbehavior as a teaching opportunity. A three-step response plan helps teachers decide how to intervene when students misbehave or get off-task. Three-step responses are situational assistance, mild responses, moderate responses (Burden, 2020:175-184)

RESEARCH METHOD

In this study, the researcher used a descriptive qualitative research method. According to (Creswell, 2014:192), in qualitative research, the researcher studies participants problems or issues and discusses research to obtain information. The data in this research were in the

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1194

form of words. Descriptive data is used to describe how the teacher applies classroom management in English Language Teaching at the eleventh grade of MA Al-Islam Jamsaren Surakarta in the academic year of 2024/2025. Through the collection of qualitative data from observations, interviews, and documentation, this study seeks to provide in-depth insights into the implementation of classroom management using the Paul R Burden, 2020 theory.

The researcher used three techniques for collecting data in this research. (1) observation. In this research, the researcher observed passive participation. Passive participation is when the observer presents in the conducted activity but does not follow the activity (Sugiyono, 2016:312). The researcher joined the offline English teaching-learning process and observed how classroom management is applied by the teachers, but the researcher did not participate in the activity. (2) interview. An interview is a meeting of two people to exchange information and ideas through question and answer so that meaning can be constructed in a particular topic (Gay et al., 2012:34). The researcher asked the teacher about how he applies classroom management strategies. Strategy classroom management includes creating and teaching expectations and rules, establishing procedures and structure, reinforcing expectations, actively engaging students, and managing misbehavior. The interview process will run based on the main questions and the development of the questions until the researcher collects the data needed. (3) documentation. Documentation is a method of collecting data by collecting records of events that have passed, writings, pictures, or works of a monumental nature. Documentation studies are complementary to the use of observation and interview methods in qualitative research (Sugiyono, 2016:329).

RESULTS AND DISCUSSION

RESULTS

1. **Creating and Teaching Expectations and Rules.**
   The English teacher of grade XI-3 implemented classroom rules through a learning contract even before formal lessons began. At the start of the school year, the teacher explained school expectations and established rules in collaboration with students,

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1195

considering classroom climate, discipline level, and needs. The rules, limited to 15, were aligned with school regulations such as neat dressing and honesty during exams. Consistent consequences were also applied, for instance, requiring late students to write a permission letter.

The rules were communicated using simple, clear language, posted on the classroom wall, and consistently reinforced during lessons. The teacher calmly referred to the rules when minor disruptions occurred, ensuring students remained focused and respectful. To strengthen commitment, students and parents signed a copy of the rules, stating, "I have read, studied and understood the discipline book." These strategies proved effective in managing the classroom and fostering a productive learning environment..

2. **Establishing Procedures and Structure.**

The teacher utilized LKS books and online materials for exercises, supported by a well-organized archive of lesson plans, handbooks, and curriculum resources in both physical and digital forms. Classroom management included a row seating arrangement, an absence book for attendance, labeled rooms, and active school-home communication through a parents' WhatsApp group.

Picture 1 LKS Book

The teacher used a semester syllabus divided into daily learning plans, with materials typically covered in 2–3 meetings or 4–5 for difficult topics. Assessments were carried out regularly through written tasks, participation, and group activities, with results recorded in a gradebook. Formative assessments included listening via audio barcodes, reading through multiple-choice, and writing focused on grammar and tenses..

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1196

*"**Nilai ulangan harian**, itu **bobotnya 2**, nanti nilai **PAS atau PTS** nya itu **1**, nanti digabungkan jadi 1 seperti itu...**Nilai rapot adalah gabungan dari nilai ulangan harian dan nilai ujian**...**Perbandingannya ini 2:1**, nanti akan keluar nilai rapotnya itu sudah sistem ada aplikasinya, namanya **rapot digital madrasah**, Kalau untuk nilai prakteknya...tapi di form keterampilan nah itu nanti **juga di rata-rata**, langsung keluar ,yang **2:1 itu yang nilai kognitif**."*(Interview with English teacher, Friday, March 7th 2025)

The teacher reported that student assessments for report cards focused on cognitive and skills aspects. Cognitive scores were drawn from daily tests, PAS, and PTS, with a 2:1 weighting—two for the daily test average and one for PAS or PTS scores. In daily lessons, assessments included attitudes, knowledge, and skills based on the lesson plan (RPP). Academic progress was communicated to parents through report cards, with student grades entered into the Raport Digital Madrasah application.

The English teacher also adopted an inclusive approach by involving students in classroom arrangements, group decisions, and wall decorations. Lessons incorporated culturally relevant materials and real-life connections to reflect students' diverse backgrounds. In class XI-3, the teacher used slower explanations to accommodate students with lower comprehension levels, humor to increase engagement, and strategies adapted to students' varying knowledge backgrounds.

Classroom layout and organization were designed to encourage collaboration and student engagement. Seating arrangements shifted between rows, pairs, circles, and small groups, while specific spaces such as a reading corner, presentation area, and storage cabinets supported different activities. Learning aids were neatly stored, and student work, schedules, and rules were displayed on walls and bulletin boards. Clear procedures—such as routines for starting class, collecting mobile phones, and submitting assignments—were emphasized in the learning contract, helping establish structure and predictability in the classroom.

*"Di buku peraturan besar pun juga ada. **Kita menentukan prosedur di dalam kelas menggunakan kontrak belajar**."* (Interview with English teacher, Friday, March 7th 2025)

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1197

First, the teacher introduced the procedure contained in the learning contract. At the beginning of the lesson, the teacher reminds the students to read the prayer, Asma'ul Husna, read the Quran, and collect their mobile phones. The teacher also explains the expected behavior during group work. In addition, the teacher explains the steps to collect the assignment.

3. **Reinforcing Expectations.**

The teacher created a supportive classroom atmosphere by actively listening to students, giving constructive feedback, acknowledging their efforts, and setting high expectations to build confidence and motivation. Students were encouraged to present their work and contribute to discussions, while the teacher maintained authority through clear rules, procedures, and firm classroom management. Confidence was demonstrated by mastery of material, appropriate responses to questions, and a fair approach to addressing student mistakes.

The teacher also built personal connections with students inside and outside the classroom, encouraged participation from all learners, and supported less active students with personal encouragement. Classroom management strategies included walking around during exercises, monitoring attendance, and handling disruptions calmly and respectfully. The teacher structured lessons with smooth transitions, rules to minimize distractions, and group activities to ensure full participation, while using open-ended questions to maintain engagement.

To sustain student attention and motivation, the teacher employed varied strategies such as humor, questioning techniques, and the use of media like whiteboards and online resources. Reinforcement strategies included praise, tangible rewards such as money, and token systems like food vouchers. These methods created a positive classroom climate that strengthened students' engagement, attention, and learning outcomes..

4. **Actively Engaging Students**.

The teacher uses a mixed technique between teacher-centered and student-centered. Teacher centered when the teacher explains the material and students must focus on listening

to the teacher's explanation. When students are centered, that is when they are in groups, discussing, and exchanging opinions.

Picture 2 Student Center in Group

The English teacher strategically grouped students using various methods such as pairs, small groups, and whole-class instruction to support collaboration and accommodate different abilities, often pairing fast learners with slower ones. Accountability was emphasized through clear expectations, close monitoring, timely checks of classwork, and strict homework deadlines. To foster enthusiasm, the teacher consistently provided motivation at the start of lessons, both collectively and individually for students who displayed poor behavior, helping to build focus, collaboration, and a caring classroom atmosphere.

Classroom routines were structured to create a positive learning environment, beginning with greetings, prayers, Qur'an recitation, and collecting cellphones, followed by attendance, a review of previous material, and an explanation of learning objectives. The teacher connected lessons to students' real-life experiences, gave clear instructions, and maintained momentum through interactive activities such as group discussions, guided practice, individual tasks, and presentations. Smooth transitions between teacher-centered and student-centered activities, along with the use of key points, ensured clarity and kept students engaged and focused throughout the lesson..

*"**Disesuaikan sama kelasnya**, disesuaikan sama kemampuan anak-anak yang ada di kelas tersebut."* (Interview with English teacher, Friday, March 7th 2025)

*"Saya biasanya ada **diskusi**, biasanya ada **main peran**, terus **jigsaw** juga ada, diskusi itu sering, **presentasi**, gitu."* (Interview with English teacher, Friday, March 7th 2025)

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1199

*"Iya, dengan melihat hasil yang dikerjakan. **Kalau anak-anak bisa mengerjakan semua, berarti anak-anak faham. Selesai semua berarti anak anak faham"*** (Interview with English teacher, Friday, March 7th 2025)

Based on the interview and observations, the English teacher used varied methods such as jigsaw, discussion, role play, and presentations, adjusting lesson speed to match students' abilities—especially in class XI-3 with many slow learners. The teacher provided clear instructions, monitored student responses, and circulated during group work to offer support. Lessons were structured with signals to transition, reviews of key points, and connections to future content, while assignments were collected physically or via email. Importantly, the teacher gave timely, constructive, and personalized feedback during and after activities, acknowledging correct answers, correcting misunderstandings, and commenting on both group and individual progress..

5. **Managing Misbehavior**.

The observation results showed that the English teacher provided situational assistance tailored to students' needs, such as inviting distracted students back into discussions and varying seating arrangements to enhance engagement. Classroom management was maintained through calm and respectful responses, beginning with mild strategies like eye contact, proximity, and gentle reminders, and escalating to moderate strategies when necessary, such as moving seats or asking students to step outside. The teacher also applied logical consequences by discussing inappropriate behavior with students and determining agreed consequences, ensuring discipline was handled constructively while preserving a positive classroom atmosphere.

DISCUSSION

1. **Creating and Teaching Expectations and Rules.**

Creating and teaching expectations and rules is the foundation of effective classroom management. Rules and routines function as expressed expectations that guide student behavior to promote positive interactions and reduce disruptions (Marzano et al., 2003:13). According to Burden (2020:65-77), the process of creating and teaching rules consists of four

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1200

stages: examining the need for rules, choosing rules, teaching and reviewing rules, and gaining commitment. The English teacher of grade XI-3 at MA Al-Islam Jamsaren Surakarta has implemented all four of these stages in classroom management.

The first stage is examining the need for rules. Burden (2020:65) emphasizes that when creating rules, teachers must consider their teaching philosophy, students' age and maturity, school expectations, classroom climate, and the reasons behind each rule. In practice, the teacher conveyed expectations through a learning contract that outlined discipline, knowledge, and classroom environment. For example, the rule requiring male students to sit in the front row was based on the teacher's belief that men should take leadership roles. The second stage is choosing rules. Garrett (2014:30) states that a positive classroom environment can be fostered through positive language in rule formulation. The teacher ensured the rules aligned with school regulations, involved students in the process, and used concise, positive language limited to 15 rules. Consistent consequences were also established for those who broke the rules.

The third stage is teaching and reviewing rules, which involves explaining, practicing, providing feedback, and reteaching when necessary (Burden, 2020:69). The teacher reinforced the rules through the learning contract, reminders using clear language, and visual postings on the classroom wall. Calm reinforcement during disruptions helped maintain focus and respect in class. Finally, the fourth stage is gaining commitment. Burden (2020:71) suggests this can be done by requiring students and parents to sign a copy of the rules. The teacher implemented this through a rule approval sheet confirming that both parties had read, understood, and agreed to follow the rules.

2. Establishing Procedures and Structure

Establishing procedures and structures is the second component of classroom management, which includes management and instructional preparation, organizing the classroom and materials, and procedures in the classroom (Burden, 2020). In terms of management preparation, the English teacher in grade XI-3 MA Al-Islam Jamsaren Surakarta prepared supporting materials such as LKS books, sample questions, PowerPoint slides, and TV screens. Communication with parents was maintained through WhatsApp groups, while

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1201

lesson books, rules, and curriculum materials were archived both physically and digitally. Instructional preparation was also carried out at the beginning of each semester, including syllabus, lesson plans, weekly plans, and daily plans (Burden, 2020:45). Assessments were systematically managed through formative and summative tests, recorded in Excel, and reported via the Raport Digital Madrasah application (Burden, 2020:48).

Organizing the classroom and materials is another important aspect. The physical classroom design was created with students in mind and considered diverse linguistic, cognitive, and cultural backgrounds (Burden, 2020:55–61; Garrett, 2014:13). The teacher involved students in arranging group seating and classroom decoration, and lessons were made inclusive with culturally relevant content. Spatial planning ensured visibility and accessibility, with neatly arranged books and clear walkways (Burden, 2020:57). The classroom was equipped with a whiteboard, TV screen, and teacher's desk positioned at the front corner. Storage was managed through cabinets and containers, while bulletin boards and walls were decorated with schedules, regulations, national symbols, and student work.

Finally, classroom procedures were established as routines for tasks such as praying together, greeting, reviewing lessons, and collecting assignments. Burden (2020:71–75) outlines that procedures involve examining the need, selecting, and teaching or reviewing them. The teacher implemented procedures through a learning contract, starting each lesson with prayer, Asmaul Husna, Quran recitation, and mobile phone collection. Procedures were consistently reinforced, with reminders for expected behavior in group work and assignment submission. These routines created structured learning activities and strengthened discipline in the classroom..

3. Reinforcing Expectations

The first component of reinforcing expectations is building positive teacher-student relationships through caring and support, dominance, and cooperation (Burden, 2020:80–86). The teacher showed care by actively listening, giving feedback, discussing student problems, and engaging in personal interactions during lessons. At the level of dominance, the teacher reinforced expectations through confident body language, a clear tone, consistent follow-up, and disciplinary interventions (Burden, 2020:82). The teacher also demonstrated authority

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1202

by setting rules, mastering the material, solving problems, and providing follow-ups. Meanwhile, at the cooperation level, the teacher responded to wrong answers by guiding toward the correct ones, showed personal interest in students inside and outside the classroom, and encouraged participation fairly.

The second component involves having a mental set for management, which includes withitness and emotional objectivity (Burden, 2020:86–88). Findings showed that the teacher monitored students closely during discussions or assignments, walked around the classroom to prevent misbehavior, and regularly checked attendance. Rules were enforced to minimize disruptions, such as restricting movement during explanations. Emotional objectivity was reflected in the teacher's rational responses to misbehavior—he never became angry but instead advised students calmly. In addition, managing whole-group instruction was carried out by maintaining momentum, smoothness, and group focus (Burden, 2020:68–71). The teacher ensured smooth transitions between tasks, maintained fluency without sudden topic changes, and applied group alerting strategies through questioning, discussions, and role play.

The final components of reinforcing expectations are maintaining student attention and providing reinforcement. Maintaining attention and involvement was achieved by using humor, questions, varied instructional methods, and emotional strategies such as calling students by name or emphasizing key points (Burden, 2020:91–95). The teacher also effectively highlighted important material and engaged students with different methods like discussions, presentations, and lectures. Reinforcement was implemented in multiple forms, including recognition, privileges, tangible rewards, and tokens (Burden, 2020:95–98). For example, the teacher praised students verbally with phrases like "good job, nice" and also rewarded them with money or food vouchers to acknowledge their efforts.

4. Actively Engaging Students

The first component of classroom management in actively engaging students is the degree of structure in lessons, grouping students, holding them academically accountable, and planning for motivation (Burden, 2020:149). The English teacher applied a mix of teacher-centered and student-centered strategies, balancing explanations with group

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1203

discussions and opinion sharing. Students were grouped in pairs, small groups, or whole-class formats using methods such as lottery, roll call, and spins, with the teacher ensuring balanced collaboration between fast and slow learners. Academic accountability was maintained through classroom monitoring, reminders via phone, and setting due dates for homework. At the start of lessons, procedures included praying, reading Asmaul Husna and Al-Qur'an, checking attendance, collecting cellphones, reviewing past material, motivating students, and stating objectives. The teacher used attention-getting strategies, related lessons to real experiences, and gave clear instructions. Lesson delivery was structured into beginning, middle, and ending phases, with smooth transitions, use of key points for clarity, and review of key concepts before closing.

The third component of classroom management is managing student work, which involves handling seatwork effectively, monitoring assignments, managing paperwork, and providing feedback (Burden, 2020:168-172). The teacher facilitated group discussions, presentations, and individual tasks by giving clear instructions and ensuring students understood expectations. While students worked, the teacher actively circulated, offering guidance and support. Assignment collection was systematic, either via email or through a class coordinator, and grading was done promptly to prevent backlog. Feedback was consistently given during class and at the end of tasks, with personalized comments for both group and individual work, reflecting the teacher's attention to student progress.

5. **Managing misbehavior**.

The final component of classroom management is managing misbehavior. Teacher use a variety of strategies to effectively manage student behavior. This strategy is called the Three-Step Response Plan, which consists of situational support, mild response, and moderate response (Burden, 2020:173). Based on these findings, teacher have implemented the Three-Step Response Plan. First, teacher pay attention to individual student needs and quickly offer support when they show signs of confusion or distress. The teacher invites students who have lost focus to return to the discussion through several questions. In the middle of the lesson, the teacher changes the seating from rows to round tables to create variations in learning. Second, teacher respond to mild misbehavior with verbal response,

The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1204

eye contact, or ignoring the misbehavior. Then, the teacher standing near the students who were making noise. In the advanced stage, the teacher held the arm of the male student who was making noise. Third, teacher respond to severe misbehavior with punishment or consequences agreed upon with the student.

CONCLUSION

Based on the results of the study and discussion, the researcher concluded that the teacher had implemented good classroom management in English learning in class XI-3 at MA Al Islam Jamsaren Surakarta. The process of implementing this classroom management is in accordance with Burden theory (2020), there are creating and teaching expectations and rules, establishing procedures and structures, reinforcing expectations, actively engaging students, and managing misbehavior. In the creating and teaching expectations and rules component, the teacher carries out the stages of examining the need for rules, selecting the rules, teaching and reviewing the rules, and obtaining commitment. The establishing procedures and structures component includes making management and instructional preparations, organizing the classroom and materials, and making procedures in the classroom. Meanwhile, the reinforcing expectations component requires the teacher's efforts to build positive teacher-student relationships, having a mental set for management, managing whole-group instruction, maintaining student attention and involvement, and improving classroom climate with reinforcers. In the actively engaging students component, the teacher tries to plan decisions that affect behavior management, manage lesson delivery, and manage student work. The last component is managing misbehavior that teacher do is a three-response plan consisting of situational assistance, mild responses, and moderate responses.

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The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1205

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The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1206

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The 3rd Proceedings of the International Conference on Cultures & Languages (ICCL 2025): Innovating Knowledge Through Language and Culture: Interdisciplinary Pathways for Global Understanding

Page | 1207