
MANAGING THE CLASSROOM, ENABLING ACHIEVEMENT: A QUALITATIVE STUDY OF CLASSROOM MANAGEMENT AT MA AL-HIKMAH BANDAR LAMPUNG

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ABSTRACT (10 PT)

Classroom management plays a crucial role in creating learning conditions that support student engagement and achievement. This study aims to examine how student management and classroom facility management are implemented at MA Al-Hikmah Bandar Lampung and how these practices support a conducive learning environment. The study employed a qualitative field research approach. Data were collected through in-depth interviews, observation, and documentation involving the principal, the facilities and infrastructure coordinator, and students. Data were analyzed through data reduction, data presentation, and conclusion drawing, with source and method triangulation used to strengthen the credibility of the findings. The findings indicate that student management is implemented through school rules, continuous supervision, behavioural guidance, positive teacher–student communication, motivation, varied learning activities, and opportunities for student participation and talent development. Classroom facility management includes the organization of ventilation and air circulation, lighting, seating arrangements, cleanliness, and classroom comfort. These practices generally create a more orderly, comfortable, and conducive learning environment that supports student concentration and participation. However, several challenges remain, including students' inconsistent discipline and attention, classrooms that may become hot at certain times, less-than-optimal lighting under particular conditions, limited classroom space, and uneven student awareness of cleanliness. The study concludes that effective classroom management at MA Al-Hikmah involves the coordinated management of students, interactions, learning activities, and physical spaces, contributing positively to students' learning experiences and academic and non-academic achievement.

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Introduction

Classroom management is a central component of effective teaching because learning does not occur in a social or physical vacuum. The quality of instruction is partly shaped by the teacher's ability to establish and maintain conditions in which students can participate, attend to learning, interact appropriately, and use classroom resources effectively. Contemporary scholarship conceptualizes classroom management as teacher actions that create environments supporting academic and social-emotional learning (Abbas, 2020). From this perspective, classroom management encompasses the organization of student behaviour, teacher–student interaction, learning routines, classroom space, and the physical conditions that enable instruction. Effective

management can reduce disruption, protect instructional time, and create opportunities for students to engage more consistently in learning (Abdelaal et al., 2019).

The relationship between classroom management and student outcomes has received substantial empirical attention. A major meta-analysis of classroom management interventions found small but significant effects on students' academic, behavioural, social-emotional, and motivational outcomes, indicating that management practices can contribute to multiple dimensions of student development (Amin et al., 2021). More recent evidence has continued to support this relationship. An updated meta-analysis covering 76 controlled intervention studies reported a small but significant overall effect of classroom management interventions on student outcomes, while also emphasizing the importance of targeted strategies and teacher–student relationships (Anarki et al., 2025). A recent meta-analysis specifically examining classroom management and student achievement likewise concluded that effective classroom management is positively associated with achievement across educational contexts (Ariyanti & Ummah, 2022). These findings suggest that classroom management should be understood as an instructional condition rather than a peripheral administrative task (Mahbubi et al., 2025).

However, classroom management is not limited to interpersonal and behavioural processes. The physical environment of the classroom also matters because students' concentration and participation are shaped by the conditions in which learning takes place. Research on indoor environmental conditions has examined factors such as thermal comfort, indoor air quality, acoustics, and lighting and has identified their relevance to teaching, learning, and academic performance (Iswandi et al., 2021). Classroom management therefore involves an interaction between students and learning spaces. Even when teachers establish effective routines, learning can be constrained by excessive heat, inadequate lighting, limited space, or poor maintenance.

Within Islamic secondary education, the issue has an additional contextual dimension. Madrasah education operates not only as a site for academic instruction but also as an environment in which discipline, interaction, responsibility, and character formation are closely connected to the educational process. Consequently, classroom management in a madrasah cannot be reduced to maintaining order; it also concerns how teachers cultivate a learning environment that supports students' attention, participation, discipline, and achievement (Hartati & Hasan, 2023). Yet empirical accounts of how these dimensions are enacted in particular Islamic senior high schools remain important, especially when the objective is to understand classroom management as a

situated practice rather than as a universal set of techniques (Mahbubi et al., 2024; Mahbubi & Ahmad, 2025).

This study directly examines classroom management in practice at MA Al-Hikmah Bandar Lampung. The study uses qualitative field research based on interviews, observations, and documentation involving the school principal, facilities coordinator, teachers, and students. The original study focuses on two interconnected dimensions of classroom management: student management and classroom facility management. Student management includes the regulation of interaction and discipline, student behaviour, students' interest and attention, and the classroom learning atmosphere. Facility management includes ventilation and air circulation, classroom lighting, seating arrangements, cleanliness, and comfort. These dimensions provide a basis for examining how teachers create and maintain conducive learning conditions.

MA Al-Hikmah is relevant because the available evidence indicates that classroom management is generally implemented well, while several practical constraints remain. The study documents teacher efforts to establish communication, provide guidance and motivation, address undisciplined behaviour, vary learning methods, involve students through questions and answers, and give additional attention to students who are less focused. At the same time, classroom arrangements are adjusted through seating management, ventilation and lighting, and collaborative efforts to maintain cleanliness and comfort. Nevertheless, the findings also identify continuing challenges, including students who are sometimes inattentive or undisciplined, limited classroom space, heat at certain times, less-than-optimal lighting under some conditions, and uneven student awareness of classroom cleanliness. These findings portray classroom management as an ongoing process of adjustment.

The study is therefore positioned not simply to ask whether classroom management improves achievement, but to explore how classroom management practices create the conditions through which learning and achievement can be supported. This distinction is methodologically important. Because the study is qualitative, its contribution lies in explaining practices, experiences, and contextual conditions rather than establishing a statistical causal effect. The documented academic and non-academic achievements of students at MA Al-Hikmah provide an important context for understanding the perceived contribution of classroom management, but they should not be interpreted as evidence of a direct causal relationship. The school's documented achievements include participation and rankings in academic and non-academic competitions, including biology, Qur'anic competitions, science, and integrated chemistry during 2021–2026.

Accordingly, this article seeks to answer two questions: (1) how are students managed as part of classroom management at MA Al-Hikmah Bandar Lampung, and (2) how are classroom facilities managed to support students' learning and achievement? By bringing these dimensions together, the study offers a contextual account of classroom management in an Islamic senior high school and emphasizes the coordinated organization of people, behaviour, interaction, and learning space. Such an approach may help educational practitioners move beyond a narrow emphasis on classroom control toward a more comprehensive understanding of how conducive learning environments are constructed and sustained.

Research Method

This study employed a qualitative research approach with a field-study design to examine classroom management practices at MA Al-Hikmah Bandar Lampung. The qualitative approach was selected because the study sought to understand classroom management as it occurs in its natural educational setting, particularly how teachers organize students and classroom facilities to establish conducive learning conditions. The design is consistent with qualitative classroom-management research that uses interviews, observations, and documentation to obtain contextual and complementary evidence about teachers' practices (Atkinson, 2017). In this study, the research focus was derived from two principal dimensions: student management and classroom facility management (Mahbubi, 2025).

The research was conducted at MA Al-Hikmah Bandar Lampung. The participants and information sources included the school principal, the vice principal responsible for facilities and infrastructure, teachers, and students. These sources were selected because they provided perspectives on the implementation of classroom management. The use of multiple information sources enabled the researcher to examine classroom-management practices not only from teachers' perspectives but also through school-level information and students' experiences. The research document identifies interviews, observations, and documentation as the principal techniques for obtaining evidence.

Data collection consisted of three complementary techniques. First, interviews were used to obtain information concerning the ways teachers and school personnel managed students, classroom behaviour, learning attention, discipline, and classroom conditions. Second, observations were conducted to examine practices and conditions in the research setting, including student interaction, classroom atmosphere, seating arrangements, ventilation, lighting, cleanliness, and comfort. Third, documentation was used to complement and verify information obtained

through interviews and observations. These techniques enable comparison of forms of evidence in qualitative inquiry (Miles & Huberman, 1994). The study specifically used source and method triangulation to strengthen the credibility of the collected data.

The analytical focus followed the conceptual framework used in the original study. Student management covered interaction and discipline, student behaviour, students' interest and attention during learning, and the classroom learning atmosphere. Facility management covered ventilation and air circulation, lighting, seating arrangements, and classroom cleanliness and comfort. These indicators were used to organize and interpret evidence concerning classroom management (Mahbubi, 2025).

Data analysis followed three interconnected stages: data reduction, data presentation, and conclusion drawing. Interview, observation, and documentary data were first selected and organized according to the research focus. Information was then presented descriptively to identify patterns across student and facility management (Mahbubi, 2025). Finally, conclusions were developed by interpreting converging evidence from the data sources. This process allowed the study to identify both established practices and constraints in classroom management (Creswell, 2013).

Trustworthiness was addressed through triangulation of sources and methods. Information obtained from interviews was compared with observations and documentary evidence, while accounts from participants were examined for consistency. This procedure was used to minimize dependence on a single source and to strengthen the credibility of the findings. The resulting methodological structure enabled the study to provide a contextual account of how classroom management was implemented at MA Al-Hikmah Bandar Lampung in the educational context at this site.

Research Finding

Managing Students: Building Discipline, Engagement, and a Conducive Learning Climate

The findings at MA Al-Hikmah Bandar Lampung demonstrate that managing students is a dynamic pedagogical process that extends beyond maintaining order in the classroom. It involves the deliberate organization of student interaction, discipline, behaviour, attention, motivation, and participation to establish conditions in which learning can take place effectively. The empirical evidence indicates that teachers do not approach classroom management solely through rules and corrective measures. Rather, they combine discipline with communication, guidance, motivation, instructional variation, and opportunities for students to participate actively (Hadijaya et al., 2024).

This pattern reflects a broader understanding of classroom management in which the teacher's task is to create and sustain an environment that allows students to remain focused while simultaneously engaging meaningfully in the learning process (Hakiki, 2018).

One of the most visible practices concerns the management of interaction and discipline. At MA Al-Hikmah, school rules are communicated to students from the beginning of the academic year, providing a common framework for classroom behaviour. Teachers are expected to maintain an atmosphere that is active but orderly, allowing students to discuss, ask questions, and work collaboratively without disrupting instruction. Muhtaruddin, S.Pd.I., the principal of MA Al-Hikmah Bandar Lampung, explained that student discipline is maintained through the implementation of school regulations, regular supervision, and guidance for students who violate established rules. He emphasized that teachers are encouraged to create learning situations in which students can interact appropriately while remaining attentive to the learning process. This approach suggests that discipline is not positioned as an obstacle to active learning; instead, it provides the behavioural framework within which active participation can occur (Lestari et al., 2025).

The students' accounts reinforce this interpretation. One student explained that teachers provide opportunities for discussion, questioning, and group work while reminding students to arrive on time, avoid making noise during lessons, and respect both teachers and peers. Such practices indicate that classroom discipline at MA Al-Hikmah is relational rather than purely coercive. Students are given space to communicate and collaborate, but they are simultaneously expected to understand the boundaries necessary for productive learning. This balance between freedom to participate and responsibility to maintain order is an important characteristic of the classroom environment observed in the study.

Student behaviour is also managed through teacher modelling and interpersonal guidance. The findings show that teachers establish clear expectations from the beginning of learning activities while demonstrating discipline, politeness, and responsibility through their own conduct. When students violate classroom expectations, teachers respond through communication, advice, motivation, and appropriate reprimands. Muhtaruddin explained that teachers use a communicative approach and provide reprimands in an appropriate manner when students violate classroom rules so that the learning atmosphere remains conducive (Ihsany & Arsyad, 2024). From this perspective, behavioural management is not limited to correcting misconduct after it occurs. It also involves establishing behavioural norms through example, repeated communication, and continuous guidance.

This finding is reflected in students' experiences. One student stated that teachers reprimand students who are noisy or inattentive and also provide motivation and advice to encourage discipline and respect for others. The combination of correction and encouragement is significant because it shows that teachers attempt to preserve classroom order without reducing the teacher–student relationship to authority and compliance. The teacher remains responsible for directing behaviour, but the process involves explanation, motivation, and personal guidance. Consequently, student management becomes part of the educational process itself, particularly in shaping responsibility and appropriate conduct (Aryani et al., 2025).

The management of students at MA Al-Hikmah is further demonstrated through efforts to sustain interest and attention during learning. Teachers use motivation and varied instructional methods to encourage students to remain involved. Students are given opportunities to ask and answer questions, participate in discussions, and engage directly with classroom activities. Teachers also provide additional attention to students who experience difficulties maintaining concentration. These practices indicate that classroom management is closely connected to instructional practice. Rather than treating inattentiveness simply as a behavioural problem, teachers attempt to address it by making learning more engaging and by establishing communication with students (Ramani et al., 2012).

The school's approach to student development also extends beyond the formal classroom through programs designed to support students' interests and talents. The findings indicate that MA Al-Hikmah provides various extracurricular opportunities, including scouting, student organizations, flag-raising activities, pencak silat, olympiads, tahfiz, journalism, musyawarah, and hadroh. According to the principal, these activities form part of the opportunities available for students to develop their abilities. The facilities coordinator similarly explained that extracurricular programs are intended to develop students' potential, strengthen discipline and confidence, and support achievement in both academic and non-academic areas. Thus, the management of students is not confined to controlling behaviour during lessons but is connected with providing opportunities for students to develop their capacities according to their interests (Rotgans & Schmidt, 2011).

An important finding is that students are not merely assigned activities but are given opportunities to choose according to their interests. The facilities coordinator explained that student development is supported through extracurricular activities and specific guidance based on individual potential, accompanied by teacher motivation and mentoring. A student similarly stated that students can choose activities they enjoy and that these activities help them develop abilities,

gain experience, and achieve accomplishments (Putra & Yanto, 2025). This evidence presents student management as a developmental practice. The objective is not simply to ensure that students behave appropriately, but also to create opportunities through which they can discover and strengthen their abilities.

The culmination of these practices can be seen in the creation of a conducive learning climate. According to Muhtaruddin, teachers establish such an atmosphere through good discipline, positive communication, and engaging learning methods that encourage students to remain active and focused. From the perspective of the facilities coordinator, a comfortable learning atmosphere is also supported by the effective use of classroom facilities, orderly seating arrangements, learning media, and classroom cleanliness. These perspectives demonstrate that the learning climate is produced through the interaction of pedagogical and environmental factors rather than through a single classroom-management technique (Miftahussurur et al., 2025).

Students' experiences provide further confirmation. One student described teachers as patient, approachable, and willing to involve students in discussion and questioning. The student also noted that teachers make learning enjoyable so that students feel comfortable and do not become bored. This account is particularly important because it shows how classroom management is experienced from the learner's perspective. A conducive classroom is not simply one in which students are quiet; it is one in which students feel sufficiently comfortable to listen, communicate, ask questions, and participate.

Nevertheless, the findings do not suggest that student management at MA Al-Hikmah is without challenges. Observation and interview data indicate that some students remain less disciplined, talk while teachers are explaining lessons, or fail to maintain attention consistently. Teachers therefore continue to require supervision, guidance, and behavioural intervention. This condition is important because it reveals classroom management as an ongoing process rather than a completed achievement. The effectiveness of management depends on the teacher's capacity to respond to changing student behaviour and learning needs.

Taken together, the findings show that student management at MA Al-Hikmah is constructed through a combination of discipline, positive interaction, behavioural guidance, motivation, student participation, and opportunities for personal development. The practices observed suggest that classroom management operates not merely as a mechanism for controlling students but as a means of cultivating a learning climate in which students can participate, develop confidence, and remain focused on learning. The interaction between teacher direction and student participation is particularly significant: teachers establish boundaries and expectations,

while students are simultaneously provided with opportunities to discuss, question, collaborate, and pursue their interests. In this sense, managing students becomes inseparable from enabling learning. The evidence from MA Al-Hikmah therefore suggests that an effective classroom climate emerges when discipline is combined with supportive relationships and meaningful opportunities for student engagement, while continuous teacher supervision remains necessary to address the behavioural and attentional challenges that persist within everyday classroom practice.

Managing Learning Spaces: Classroom Facilities, Comfort, and Conditions for Achievement

The findings at MA Al-Hikmah Bandar Lampung demonstrate that classroom management is not limited to regulating student behaviour and interaction. The physical organization of the classroom constitutes an equally important dimension of the learning environment because students' comfort, concentration, and ability to participate are closely connected to the conditions in which learning takes place. In this study, classroom facility management encompasses the arrangement of ventilation and air circulation, lighting, seating, cleanliness, and overall classroom comfort. The empirical data indicate that these facilities are managed through cooperation between the school, teachers, the facilities and infrastructure division, and students. The objective is not merely to maintain physical order, but to create a classroom environment that supports effective, comfortable, and conducive learning (Akdon, 2006).

One of the most prominent findings concerns the management of ventilation and air circulation. The school seeks to ensure that classrooms have adequate ventilation and windows so that air can circulate properly. Windows are opened before learning begins, ventilation is kept free from objects or furniture that might obstruct airflow, and supporting facilities such as fans are checked and maintained. The school also pays attention to the cleanliness of ventilation areas and repairs damaged fans when necessary. These practices demonstrate that classroom comfort is addressed through routine management rather than being treated as an incidental matter. The findings indicate that classrooms with adequate air circulation are perceived as less stuffy and more comfortable for students. Students reported that a cooler and fresher classroom environment helped them remain focused, reduced feelings of drowsiness, and supported their concentration during lessons (Apiyani, 2024).

The interview evidence provides further insight into how the school understands this issue. The principal, Muhtaruddin, S.Pd.I., explained that the school pays attention to ventilation and air circulation to ensure that classrooms remain comfortable during learning. The school's efforts include maintaining adequate ventilation, opening windows, and ensuring that supporting equipment remains functional. From the students' perspective, the effect is experienced directly

through classroom comfort. A student described the benefit of having a classroom that is “not stuffy,” explaining that such conditions make students more comfortable, less sleepy, and more focused during lessons. This convergence between institutional practice and student experience suggests that ventilation is perceived not simply as a facility requirement but as part of the conditions that enable sustained attention (Buchori et al., 2023).

Lighting represents another important component of classroom facility management. The findings indicate that MA Al-Hikmah combines natural and artificial lighting. Classrooms are equipped with windows and ventilation openings that allow natural light to enter during the day, while lamps are provided for situations in which natural illumination is insufficient, such as cloudy conditions or lessons extending into the afternoon. The school’s facilities division also undertakes routine maintenance and management of lighting facilities. Students perceive adequate lighting as contributing to comfort, concentration, and enthusiasm for learning (Cheung et al., 2002). The principal emphasized that sufficient lighting is important because it helps students remain comfortable and concentrated during learning activities.

The management of lighting therefore illustrates the school’s effort to adapt classroom facilities to changing learning conditions. Natural light is utilized whenever possible, while artificial lighting functions as additional support when environmental conditions require it. This arrangement reflects an effort to ensure continuity of learning rather than allowing physical conditions to interrupt instructional activities. At the same time, the research findings indicate that lighting is not always optimal under certain conditions. The final conclusions of the study identify less-than-optimal lighting in particular circumstances as one of the remaining challenges in classroom facility management. This finding is important because it shows that effective classroom management does not mean that all facilities are without limitations. Instead, management involves continuous adjustment and maintenance in response to actual classroom conditions (Bush, 2020).

Seating arrangements provide another example of how physical space is connected to instructional needs. At MA Al-Hikmah, seating is arranged by considering student comfort, discipline, and the effectiveness of learning. Teachers are given flexibility to adjust seating according to instructional requirements, including group arrangements, U-shaped configurations, or rows. The arrangement also considers lighting, air circulation, and students’ ability to see the board clearly (Apiyani, 2024). From the facilities perspective, the school provides appropriate tables and chairs and arranges them according to the physical characteristics of each classroom. Attention

is also given to the distance between tables so that students can move easily and classroom activities can take place in an orderly manner.

Students' experiences reveal that seating is not simply a matter of physical arrangement. One student explained that the positioning of desks was comfortable because it allowed students to focus and hear the teacher clearly. The student also noted that seating could be rearranged into groups during discussions, making learning more engaging and facilitating cooperation among classmates. This finding suggests that classroom space is treated as flexible rather than fixed. The physical organization of the room can be adapted to the pedagogical activity taking place. In this respect, seating becomes part of the teacher's instructional management because it can influence interaction, cooperation, attention, and classroom movement (Khosa, 2025).

However, the study also identifies limitations in the use of classroom space. Observation and interview findings indicate that the physical dimensions of some classrooms restrict the extent to which seating can be rearranged according to different learning needs. The study reports that although teachers move students who are less focused or frequently disturb the learning process, limited classroom space prevents seating arrangements from being optimized in every situation. This limitation reinforces the importance of understanding classroom management as a contextual practice. Teachers may have appropriate management strategies, but their implementation remains influenced by the physical resources available to them (Brookhart, 2023).

Cleanliness and comfort constitute the final major dimension of facility management identified in the study. At MA Al-Hikmah, classroom cleanliness is maintained through cooperation between teachers and students. Students have scheduled duties to clean classrooms before and after learning, while teachers continuously remind students of their responsibility to maintain the learning environment. A clean and orderly classroom is perceived as helping students learn more comfortably, calmly, and with greater concentration. The management of cleanliness therefore involves both institutional routines and student participation, making the physical environment part of students' shared responsibility (Hung, 2018).

This collaborative dimension extends beyond the classroom itself. The school maintains safety and comfort through clear regulations, environmental supervision, cleaning activities, greening initiatives, and routine facility maintenance. The principal explained that cooperation among teachers, security personnel, and parents is also part of the school's effort to maintain a safe and comfortable environment. The facilities division contributes through regular maintenance, repair of damaged infrastructure, cleanliness, adequate lighting, waste bins, and security equipment. Students similarly perceived the school environment as sufficiently clean and

comfortable, while teachers and school personnel continued to remind them to maintain order (Ali et al., 2025).

Taken together, these findings indicate that classroom facility management at MA Al-Hikmah operates as an integrated process involving air circulation, lighting, spatial organization, cleanliness, and comfort. These elements are not managed independently; rather, they interact in shaping the conditions under which teaching and learning occur. Adequate ventilation supports physical comfort, appropriate lighting supports visibility and concentration, flexible seating facilitates different learning activities, and cleanliness contributes to a sense of comfort and order. The study consequently suggests that effective classroom management requires attention to both the social and physical dimensions of learning (Mubarok et al., 2023).

Nevertheless, the findings also reveal that the physical learning environment remains subject to practical constraints. Some classrooms can become hot at particular times, lighting may be less than optimal under certain conditions, classroom space can restrict seating flexibility, and some students still demonstrate limited awareness of maintaining cleanliness. These limitations do not negate the overall effectiveness of the school's management practices; rather, they demonstrate that classroom management is an ongoing process of maintenance, adaptation, supervision, and shared responsibility. The evidence from MA Al-Hikmah therefore shows that managing learning spaces is an essential part of enabling achievement: when physical facilities are organized around students' comfort and instructional needs, the classroom becomes not merely a place where teaching occurs, but a learning environment that supports concentration, participation, cooperation, and more effective educational experiences.

Conclusion

This study concludes that classroom management at MA Al-Hikmah Bandar Lampung is implemented through two interconnected dimensions: student management and classroom facility management. Student management is carried out through the implementation of discipline, behavioural guidance, positive communication, learning motivation, and the creation of opportunities for students to participate actively in classroom and extracurricular activities. Teachers seek to maintain an atmosphere that is orderly while still allowing students to discuss, ask questions, collaborate, and develop their interests.

Classroom facility management is implemented through the organization of ventilation and air circulation, lighting, seating arrangements, cleanliness, and classroom comfort. These practices contribute to creating a learning environment that is comfortable and supportive of students'

concentration. Nevertheless, several challenges remain, including classrooms that can become hot at certain times, lighting that is not always optimal, limitations in classroom space, and the inconsistent awareness of some students in maintaining cleanliness.

Overall, the findings indicate that classroom management at MA Al-Hikmah has been implemented well and contributes positively to the learning environment and students' academic and non-academic achievement. The study therefore highlights that effective classroom management is not simply a matter of controlling student behaviour, but involves the coordinated management of people, interaction, learning activities, and physical space. At the same time, continuous supervision, teacher development, and gradual improvement of classroom facilities remain necessary to strengthen the effectiveness and sustainability of classroom management practices.

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