



EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES IN CONTEMPORARY INDONESIAN EDUCATIONAL SETTINGS: A MIXED- METHODS ANALYSIS

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ABSTRACT

Background: Effective classroom management remains a critical factor in determining educational success and teacher retention rates. Contemporary educational environments present unique challenges including technological integration, cultural diversity, and evolving pedagogical approaches that require adaptive management strategies. **Objective:** This study aims to examine the effectiveness of modern classroom management strategies and their impact on student learning outcomes and teacher satisfaction in Indonesian educational contexts. **Methods:** A mixed-methods approach was employed, combining quantitative surveys from 150 teachers across 25 schools and qualitative interviews with 30 educators. Data collection focused on classroom management practices, student behavioral outcomes, and teacher perceptions of effectiveness. Statistical analysis was conducted using SPSS 26.0, while thematic analysis was applied to qualitative data. **Results:** Findings indicate that teachers implementing positive behavior intervention strategies reported 35% higher student engagement rates compared to traditional disciplinary approaches. Culturally responsive classroom management techniques showed significant correlation with improved academic performance ($p < 0.05$) among diverse student populations. Technology-integrated management tools demonstrated effectiveness in maintaining student attention but required substantial teacher training for optimal implementation. **Conclusion:** Contemporary classroom management strategies that integrate positive behavior supports, cultural responsiveness, and appropriate technology use significantly enhance both student outcomes and teacher satisfaction. The study recommends comprehensive professional development programs and policy reforms to support effective classroom management implementation in Indonesian schools.

Keywords: *classroom management, positive behavior intervention, cultural responsiveness, educational technology, teacher effectiveness*

ABSTRAK

Latar Belakang: Manajemen kelas yang efektif tetap menjadi faktor kritis dalam menentukan kesuksesan pendidikan dan tingkat retensi guru. Lingkungan pendidikan kontemporer menghadirkan tantangan unik termasuk integrasi teknologi, keberagaman budaya, dan pendekatan pedagogis yang berkembang yang memerlukan strategi manajemen adaptif. **Tujuan:** Penelitian ini bertujuan untuk mengkaji efektivitas strategi manajemen kelas modern dan dampaknya terhadap hasil belajar siswa dan kepuasan guru dalam konteks pendidikan Indonesia. **Metode:** Pendekatan mixed-methods digunakan, menggabungkan survei kuantitatif dari 150 guru di 25 sekolah dan wawancara kualitatif dengan 30 pendidik. Pengumpulan data berfokus pada praktik manajemen kelas, hasil perilaku siswa, dan persepsi guru tentang efektivitas. Analisis statistik dilakukan menggunakan SPSS 26.0, sedangkan analisis tematik diterapkan pada data kualitatif. **Hasil:** Temuan menunjukkan bahwa guru yang menerapkan strategi intervensi perilaku positif melaporkan tingkat keterlibatan siswa 35% lebih tinggi dibandingkan dengan pendekatan disipliner tradisional. Teknik manajemen kelas yang responsif budaya menunjukkan korelasi signifikan dengan peningkatan kinerja akademik ($p < 0.05$) di antara populasi siswa yang beragam. Alat manajemen terintegrasi teknologi menunjukkan efektivitas dalam mempertahankan perhatian siswa tetapi memerlukan pelatihan guru yang substansial untuk implementasi optimal. **Kesimpulan:** Strategi manajemen kelas kontemporer yang mengintegrasikan dukungan perilaku positif, responsivitas budaya, dan penggunaan teknologi yang tepat secara signifikan meningkatkan hasil siswa dan kepuasan guru. Penelitian ini merekomendasikan program pengembangan profesional yang komprehensif dan reformasi kebijakan untuk mendukung implementasi manajemen kelas yang efektif di sekolah-sekolah Indonesia.

Kata Kunci: manajemen kelas, intervensi perilaku positif, responsivitas budaya, teknologi pendidikan, efektivitas guru

1. INTRODUCTION

Classroom management constitutes one of the most significant challenges facing contemporary educators worldwide. The ability to create and maintain an effective learning environment directly impacts student achievement, teacher satisfaction, and overall educational quality (Simonsen et al., 2008). In the Indonesian educational context, these challenges are compounded by increasing class sizes, diverse student populations, and the rapid integration of digital technologies in learning environments.

Recent educational reforms in Indonesia, including the implementation of Curriculum 2013 (K-13) and the Independent Learning Policy (Merdeka Belajar), have emphasized student-centered approaches that require fundamental shifts in classroom management strategies (Ministry of Education and Culture, 2020). Traditional authoritarian models of classroom control are increasingly being replaced by collaborative and inclusive approaches that recognize the diverse learning needs and cultural backgrounds of Indonesian students.

The significance of effective classroom management extends beyond behavioral control. Research by Oliver and Reschly (2007) demonstrates that well-managed classrooms contribute to improved academic outcomes, enhanced social-emotional development, and reduced teacher burnout. In the Indonesian context, where teacher retention rates remain a concern, particularly in remote and underserved areas, effective classroom management strategies become crucial for sustaining quality education delivery.

This study addresses critical gaps in the literature regarding classroom management effectiveness in Indonesian educational settings. While extensive research exists on classroom management in Western contexts, limited studies have examined the applicability and effectiveness of these strategies within the unique cultural and linguistic diversity of Indonesian classrooms. Furthermore, the rapid technological changes brought about by the COVID-19 pandemic have necessitated new approaches to classroom management that integrate both traditional and digital learning environments.

2. LITERATURE REVIEW

2.1 Theoretical Foundations of Classroom Management

Contemporary classroom management theory is grounded in multiple educational and psychological frameworks. Social cognitive theory, as proposed by Bandura (1986), emphasizes the importance of modeling, observational learning, and self-regulation in shaping student behavior. This theory supports classroom management approaches that focus on teaching appropriate behaviors rather than merely correcting inappropriate ones.

Positive Behavior Interventions and Supports (PBIS) framework has gained significant attention in educational research. Sugai and Horner (2006) demonstrate that schools implementing PBIS experience reduced disciplinary referrals and improved academic outcomes. The framework emphasizes prevention through clear expectations, positive reinforcement, and data-based decision making.

Culturally Responsive Teaching (CRT) theory, developed by Gay (2000), provides another crucial foundation for effective classroom management in diverse settings. CRT recognizes that students' cultural backgrounds significantly influence their learning styles, communication patterns, and behavioral expectations. In the Indonesian context, where classrooms often include students from various ethnic, linguistic, and socioeconomic backgrounds, culturally responsive management approaches become particularly relevant.

2.2 Technology Integration in Classroom Management

The integration of technology in classroom management has become increasingly important, particularly following the global shift to online and hybrid learning during the COVID-19 pandemic. Research by Crompton and Burke (2018) indicates that mobile learning technologies can enhance student engagement and provide new opportunities for behavior management and learning support.

Digital classroom management tools, including learning management systems, behavior tracking applications, and communication platforms, offer unprecedented opportunities for monitoring student progress and maintaining engagement. However, successful implementation requires comprehensive teacher training and ongoing technical support (Ertmer et al., 2012).

2.3 Cultural Considerations in Indonesian Classrooms

Indonesian classrooms present unique cultural dynamics that influence effective management strategies. The concept of "budi pekerti" (moral education) remains central to Indonesian educational philosophy, emphasizing character development alongside academic achievement (Zuchdi, 2009). This cultural emphasis on moral development requires classroom management approaches that integrate character education with behavioral expectations.

The hierarchical nature of Indonesian society, reflected in concepts such as "hormat" (respect) and "sopan santun" (etiquette), influences teacher-student relationships

and classroom dynamics. Effective classroom management strategies must balance traditional respect for authority with contemporary emphasis on student voice and participation (Parker & Raihani, 2011).

3. RESEARCH METHOD

3.1 Research Design

This study employed a mixed-methods sequential explanatory design, combining quantitative data collection followed by qualitative exploration to provide comprehensive understanding of classroom management effectiveness. The quantitative phase examined relationships between management strategies and student outcomes, while the qualitative phase explored teacher experiences and perceptions.

3.2 Participants

The study involved 150 teachers from 25 public and private schools across five provinces in Indonesia (Jakarta, West Java, Central Java, East Java, and Bali). Participants were selected using stratified random sampling to ensure representation across different school types, grade levels, and geographic regions. Additionally, 30 teachers participated in in-depth interviews to provide qualitative insights.

Participant demographics included:

- Elementary teachers: 60 (40%)
- Middle school teachers: 54 (36%)
- High school teachers: 36 (24%)
- Years of experience: ranging from 2 to 30 years ($M = 12.5$, $SD = 7.2$)
- Rural schools: 12 (48%)
- Urban schools: 13 (52%)

3.3 Data Collection Instruments

Quantitative Data Collection:

1. Classroom Management Strategies Inventory (CMSI): A validated 45-item questionnaire measuring teacher use of various management approaches
2. Student Engagement Scale (SES): A 25-item instrument assessing student participation and motivation
3. Teacher Satisfaction Questionnaire (TSQ): A 30-item survey examining job satisfaction and burnout indicators

Qualitative Data Collection:

1. Semi-structured interviews: 60-90 minute interviews exploring teacher experiences, challenges, and perceived effectiveness of management strategies
2. Classroom observations: Structured observations using the Classroom Assessment Scoring System (CLASS) framework

3.4 Data Collection Procedures

Data collection occurred over a six-month period (March-August 2023). Initial contact with schools was established through provincial education offices. Ethical approval was obtained from the university research committee, and informed consent was secured from all participants. Surveys were administered online using Google Forms, while interviews were conducted via Zoom or face-to-face based on participant preference.

3.5 Data Analysis

Quantitative data analysis was conducted using SPSS 26.0, including descriptive statistics, correlation analysis, and multiple regression analysis to examine relationships between variables. Qualitative data was analyzed using thematic analysis following Braun and Clarke's (2006) six-step process. NVivo 12 software was used to manage and code qualitative data.

4. RESULTS AND DISCUSSION

4.1 Quantitative Results

4.1.1 Classroom Management Strategy Usage

Results indicate significant variation in classroom management strategy implementation across participants. Positive reinforcement strategies were most commonly used ($M = 4.2$, $SD = 0.8$ on a 5-point scale), followed by clear expectation setting ($M = 4.0$, $SD = 0.9$). Traditional punitive approaches showed lower usage rates ($M = 2.3$, $SD = 1.1$), suggesting a shift toward more positive management approaches.

Table 1: Frequency of Classroom Management Strategy Usage

Strategy Type	Mean	SD	Usage Rate (%)
Positive Reinforcement	4.2	0.8	84%
Clear Expectations	4.0	0.9	80%
Cultural Responsiveness	3.7	1.0	74%
Technology Integration	3.5	1.2	70%
Collaborative Learning	3.4	1.1	68%
Traditional Punishment	2.3	1.1	46%

4.1.2 Impact on Student Outcomes

Multiple regression analysis revealed significant relationships between management strategies and student outcomes. Positive behavior intervention strategies showed the strongest correlation with student engagement ($\beta = 0.42$, $p < 0.001$). Culturally responsive approaches demonstrated significant positive relationships with academic performance ($\beta = 0.31$, $p < 0.01$).

Table 2: Regression Analysis - Management Strategies and Student Outcomes

Predictor Variable	Student Engagement	Academic Performance	Behavioral Improvement
Positive Reinforcement	$\beta = 0.42^{***}$	$\beta = 0.28^{**}$	$\beta = 0.35^{***}$
Cultural Responsiveness	$\beta = 0.25^{**}$	$\beta = 0.31^{**}$	$\beta = 0.22^*$
Technology Integration	$\beta = 0.19^*$	$\beta = 0.15$	$\beta = 0.18^*$

Predictor Variable	Student Engagement	Academic Performance	Behavioral Improvement
Clear Expectations	$\beta = 0.33^{***}$	$\beta = 0.26^{**}$	$\beta = 0.41^{***}$
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$			

4.2 Qualitative Results

4.2.1 Teacher Experiences and Perceptions

Thematic analysis of interview data revealed five major themes regarding classroom management effectiveness:

Theme 1: Cultural Adaptation Challenges Teachers consistently reported difficulties in balancing traditional Indonesian educational values with contemporary management approaches. One middle school teacher noted: *"Sometimes parents expect strict discipline like they experienced, but students respond better to positive approaches. Finding this balance is challenging."*

Theme 2: Technology Integration Benefits and Barriers While teachers acknowledged the benefits of technology in classroom management, they also reported significant challenges. A high school teacher explained: *"Digital tools help track student progress and engagement, but reliable internet and technical support remain major obstacles."*

Theme 3: Professional Development Needs Participants emphasized the need for ongoing professional development in classroom management strategies. An elementary teacher stated: *"We learn management techniques in pre-service training, but real classroom situations require continuous learning and adaptation."*

Theme 4: Student Diversity Management Teachers highlighted the complexity of managing increasingly diverse classrooms. One teacher observed: *"Each student brings different cultural backgrounds, learning styles, and family expectations. One-size-fits-all approaches don't work anymore."*

Theme 5: Administrative Support Importance The role of administrative support emerged as crucial for successful management strategy implementation. Teachers reported: *"When administrators understand and support positive management approaches, implementation becomes much easier and more effective."*

4.3 Discussion

The findings of this study provide important insights into the current state and effectiveness of classroom management strategies in Indonesian educational contexts. The predominance of positive reinforcement and clear expectation strategies aligns with contemporary educational research emphasizing preventive rather than punitive approaches (Simonsen et al., 2008).

The strong correlation between culturally responsive management approaches and student outcomes supports Gay's (2000) theoretical framework and highlights the importance of adapting management strategies to local cultural contexts. In Indonesian classrooms, where students may come from diverse ethnic and linguistic backgrounds, this cultural responsiveness becomes particularly crucial.

The challenges identified in technology integration reflect broader issues in Indonesian educational infrastructure. While digital tools show promise for enhancing classroom management, successful implementation requires addressing systemic issues including internet connectivity, device access, and teacher training (Inan & Lowther, 2010).

The emphasis on professional development needs aligns with international research highlighting the importance of ongoing teacher support in management strategy implementation. The complexity of contemporary classrooms requires continuous learning and adaptation of management approaches (Freeman et al., 2014).

5. CONCLUSION

This study provides comprehensive evidence for the effectiveness of contemporary classroom management strategies in Indonesian educational settings. Key findings include:

1. **Positive management approaches** demonstrate significantly higher effectiveness than traditional punitive methods in improving student engagement and academic outcomes.
2. **Culturally responsive management strategies** show strong correlation with improved performance among diverse student populations, highlighting the importance of cultural adaptation in Indonesian contexts.
3. **Technology integration** offers valuable opportunities for enhanced classroom management but requires substantial infrastructure and professional development support.
4. **Teacher professional development** emerges as a critical factor for successful implementation of effective management strategies.

5.1 Implications for Practice

The findings suggest several practical implications for educators and policymakers:

- **Professional Development Programs:** Schools should invest in comprehensive training programs that address contemporary management strategies, cultural responsiveness, and technology integration.
- **Policy Reforms:** Educational policies should support positive management approaches and provide resources for infrastructure development and teacher training.
- **Cultural Adaptation:** Management strategies should be adapted to reflect Indonesian cultural values while incorporating evidence-based contemporary approaches.
- **Administrative Support:** School leaders should provide ongoing support and resources for teachers implementing new management strategies.

5.2 Limitations and Future Research

This study has several limitations that should be considered. The cross-sectional design limits causal inferences about the relationships between management strategies and outcomes. Future longitudinal studies could provide stronger evidence for causal relationships. Additionally, the study focused primarily on teacher perspectives; future research should include student and parent perspectives to provide more comprehensive understanding.

Future research directions include:

- Longitudinal studies examining long-term effects of different management approaches
- Investigation of specific cultural adaptations needed for different ethnic groups within Indonesia
- Exploration of technology-enhanced management strategies in resource-limited settings
- Development and validation of culturally adapted management assessment instruments

5.3 Final Recommendations

Based on the findings, this study recommends:

1. **Systematic Implementation:** Schools should systematically implement positive behavior intervention frameworks with appropriate cultural adaptations.
2. **Continuous Professional Development:** Establish ongoing professional development programs focusing on contemporary management strategies and cultural responsiveness.
3. **Technology Infrastructure:** Invest in technological infrastructure and support systems to enable effective integration of digital management tools.
4. **Policy Support:** Develop educational policies that support positive management approaches and provide necessary resources for implementation.
5. **Research-Practice Partnership:** Establish partnerships between researchers and practitioners to continue developing and evaluating culturally appropriate management strategies.

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