

Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom

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ABSTRACT

This study critically examines the application of classroom management as a vital foundation for building discipline and active participation among students, highlighting two main elements: the adaptation of classroom management approaches by teachers according to student characteristics, and the integral support of educational institutions. Using a qualitative literature review and thematic synthesis approach, it was found that the diversity of student profiles requires varied, participatory management strategies that take into account psychological, ethical, and social aspects. Teachers who are able to adopt dialogic learning methods, utilize technology, and instill values of responsibility tend to be successful in fostering a positive classroom climate and discipline. Progressive educational institution support through the provision of facilities, continuous training, reflective supervision, affirmative policies, and the protection of children's rights and the principle of equal access strengthens the effectiveness of classroom management in schools. Collaboration between teachers, parental involvement, and the utilization of learning communities enrich classroom management adaptation practices. The implications of this research emphasize the need for continuous synergy between teachers, educational institutions, and the community to create inclusive, inspiring classrooms that build character. Follow-up in the form of evaluation, innovation, and strengthening of collaborative networks will support the achievement of better-quality education.

INTRODUCTION

Classroom management is an important aspect in education because it has significant implications for discipline and student engagement in the learning process. In the pedagogical realm, learning success is greatly influenced by a conducive classroom situation, where students can develop intellectually and socially. Effective classroom management is considered a solution to creating a positive environment, making student behavior management more orderly and strengthening positive relationships among them. This arena is not just about supervision, but how to build a participatory atmosphere and support the creation of active learning.

In various educational institutions, a common problem is the lack of student interest in learning, which ultimately results in low active participation. In addition, the tendency of students to procrastinate and their lack of compliance with class rules often arise due to the poor quality of classroom management implemented by teachers (Mardikaningsih, 2014). A rigid or unresponsive

approach to classroom management that does not take into account the character, background, and needs of students will increase the potential for destructive behavior and hinder the learning process (Azizatunnisa et al., 2022).

A change in perspective in classroom management practices based on the development of learning communities requires the adoption of new adaptive strategies (Davis, 2017). Teachers are expected not only to be able to enforce rules with discipline, but also to be skilled in interpersonal communication, positive reinforcement, and the implementation of active learning (Yuliastutik et al., 2022). As stated by Rojak and Khayru (2022), disparities in access to and quality of education in various contexts remain a major challenge, so classroom management strategies need to consider aspects of inclusivity and equal learning opportunities for all students. This is also supported by advances in educational technology, which provide opportunities for teachers to develop more varied and participatory management methods.

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In educational management literature, the relevance between classroom management quality and the success of discipline and participation formation is consistently discussed (Ariani et al., 2022). Studies mention that fostering a democratic climate, strengthening collaboration, and creating harmonious relationships in the classroom can increase students' motivation to learn (Nasution & Neviyarni, 2022). This confirms that the orientation of classroom management has evolved from a control paradigm to one of facilitating the creation of a healthy learning community.

The main problems found in this study include the mismatch between the classroom management methods applied and the characteristics and needs of students, which are very diverse. Teachers often face obstacles in designing a motivating learning environment, mainly due to the heterogeneity of students' backgrounds, learning motivations, and ability levels (Manawatu et al., 2022). When the classroom management approach does not consider the social and psychological aspects of students, the success of instilling discipline and encouraging engagement becomes limited (Chalak & Fallah, 2019).

The next problem is the uneven competence of teachers in creating a supportive learning environment. Weak interpersonal communication skills, an inability to apply positive reinforcement techniques, and a lack of understanding of active learning cause the relationship between teachers and students to be rigid, resulting in a classroom atmosphere that does not encourage character development or independence in students (Sinam Bela et al., 2014). When classroom regulations are not enforced consistently and fairly, perceptions of injustice arise among students, which leads to a decline in motivation and discipline.

In addition to individual teacher factors, institutional support from the school environment is often not optimal in supporting the implementation of humane classroom management. The lack of professional training for teachers and policies that are still oriented towards controlling behavior rather than building a learning community have resulted in less innovative classroom management practices (Pramudya & Mardikaningsih, 2021). In fact, recent literature encourages a transformation towards the creation of a democratic, inclusive and constructive classroom culture.

The diversity of the above issues emphasizes that the main aspect in the implementation of classroom management is not merely at the level of techniques or methods, but requires a comprehensive

understanding of classroom dynamics, improvement of teacher competence, and continuous support from the educational environment (Darmawan, 2013). The synergy between these aspects will determine the effective achievement of classroom management objectives.

In-depth observations of classroom management practices in secondary schools show that many students still find it difficult to follow classroom rules regularly. This often stems from the lack of optimal involvement of teachers in establishing a discipline mechanism based on participation, rather than control. The failure to implement an approach that bridges the differences in students' backgrounds and needs means that the potential of the classroom as a collaborative learning space has not been optimally explored. In addition, the understanding of classroom management in some schools is still limited to the formal enforcement of rules without including efforts to build healthy relationships and stimulate active participation. The lack of professional training and continuous reflection on classroom management practices adds to the complexity of the problem in the field (Masnawati et al., 2022).

These complex issues necessitate further observation and assessment of classroom management practices in contemporary education. The need for adaptive classroom management strategies is becoming increasingly urgent in order to cope with an era of learning that demands high levels of engagement and discipline from students, especially amid significant ongoing social dynamics.

It is hoped that the findings of this study can contribute to efforts to improve the quality of learning in schools. By mapping various classroom management issues factually, it is hoped that more adaptive management strategies can be formulated that are oriented towards strengthening character and active participation. This is crucial so that the national education goal of producing a generation with character and competence can be comprehensively realized.

The purpose of this study is to analyse strategies for adapting classroom management to student characteristics and to examine the contribution of educational institution support in strengthening teachers' capacity as classroom managers. The results of this study are expected to enrich the literature on classroom management, provide evidence-based recommendations for more inclusive learning practices, and encourage improved quality of interaction in the classroom.

RESEARCH METHOD

This study uses a qualitative approach through literature review to comprehensively understand the dynamics of classroom management as a basis for improving discipline and student participation. The literature review method was chosen because it is relevant for exploring and synthesizing ideas, concepts, and findings that have developed in previous studies. The data collection process was carried out by examining various sources from selected books and scientific journals, enabling researchers to construct a strong argumentative framework based on theory and factual evidence (Moleong, 2017). In addition, the qualitative method provides space to examine the context of classroom management application from various perspectives, thereby achieving a deep understanding without having to directly intervene in the research object.

Thematic synthesis techniques were used in data analysis to identify the main themes related to the effectiveness of classroom management practices. The analysis process began by reviewing empirical studies and major theories in the literature, then tracing the relevance of the findings to the actual needs of 21st-century education. This thematic synthesis is considered credible because it combines a systematic approach to summarizing evidence and the diversity of the literature reviewed (Braun & Clarke, 2006). Each finding related to classroom management, discipline, and student participation is critically examined and described in the form of comprehensive themes based on strong conceptual and empirical arguments.

The accuracy and validity of the interpretation results are maintained by the principle of source triangulation, which is to compare data from various valid references, both in the form of educational management reference books and internationally recognized educational research methodology journal articles. This effort is made so that the research results remain objective, free from the author's subjective bias, and in accordance with established qualitative research academic standards (Creswell, 2014; Sugiyono, 2018). Through the selection of this scientific methodology, it is hoped that the study's output will not only reflect the development of ideas but can also be applied in real educational practice.

RESULT AND DISCUSSION

Adjusting Classroom Management Approaches to Student Characteristics

Teachers face the reality of diverse student characters that require the application of adaptive classroom management strategies in an effort to foster discipline and active participation. Variations in cognitive abilities, socio-cultural backgrounds, learning motivation, and learning styles require teachers to apply an individual needs-based approach. Student discipline is the starting point for effective classroom management. A structured behavioral framework provides students with consistent expectations, which in turn promotes a conducive learning environment (Kumar & Liu, 2019). Without discipline, instructional time is often compromised, diminishing both teaching effectiveness and student achievement. Teachers must be equipped with the skills to implement differentiated interventions that are responsive to various behavioral and academic challenges. Consistency in applying classroom rules enhances student accountability and reduces incidences of disruption. Positive reinforcement strategies, when systematically employed, contribute to the internalization of desired behaviors (Yadav, 2022). Collaboration with parents and school counselors can further support the development of student discipline in a sustainable manner. A proactive approach to classroom governance establishes a foundation for mutual respect between teachers and students, which is essential for maintaining long-term engagement and academic growth.

The development of students' discipline can begin with a deep understanding of each student's profile and dynamics as stated by Darmawan and Mardikaningsih (2022), emotional intelligence and communication skills play an important role in building positive relationships between educators and students, which ultimately has an impact on the quality of learning and attitude development. Teachers need to conduct systematic observations to identify behavioral tendencies, potential disciplinary risks, and factors that influence compliance with school rules. With accurate mapping, teachers are able to develop disciplinary strategies that are more personalized and tailored to the actual conditions of the students. This approach can reduce the emotional distance between teachers and students so that interventions feel more humane and are accepted positively (Affifah, 2022).

The prevalence of problematic and disruptive student behavior in schools around the world has prompted extensive research to identify the sources of such behavior and develop a foundation for educating teachers who can manage their classrooms effectively by adopting appropriate disciplinary strategies (Rahimi & Karkami, 2015). The strategy of instilling discipline is also effective when teachers involve students in the process of establishing classroom rules and consequences for violations. Through the active participation of students in formulating rules, a sense of ownership and responsibility for the rules will emerge.

This participatory model can minimize resistance and make students more aware of the importance of discipline. Teachers can facilitate discussions about the values underlying the rules so that discipline is not seen as coercion, but as the result of a joint decision that has educational value. When students are engaged in the rule-making process, they are more likely to internalize the rationale behind behavioural expectations. Such involvement fosters a sense of autonomy and contributes to the development of ethical reasoning skills. Classroom environments shaped by mutual agreements tend to reduce oppositional behaviour and increase cooperative learning. Moreover, students who perceive fairness in disciplinary practices are more inclined to adhere to norms consistently. This method also strengthens the relational dynamics between educators and learners, laying the groundwork for a more respectful academic atmosphere. In turn, a rule system rooted in shared understanding can cultivate emotional regulation and social responsibility. Ultimately, participatory discipline enhances the overall instructional climate and aligns behavioural goals with broader educational objectives.

In addition, teachers setting an example plays a fundamental role in instilling a disciplined attitude. Teachers' exemplary behavior in keeping to time, being fair, consistently enforcing rules, and being able to manage their emotions creates behavioral standards that students will emulate. The disciplined attitude displayed by teachers also serves as a reflection of the values that they want to develop in the classroom environment. Thus, daily interactions between teachers and students become an effective medium in the process of internalizing a disciplined attitude on an ongoing basis.

The instilling of discipline in students should be accompanied by a system of rewards and periodic reflection. Giving appreciation for disciplined behavior and joint evaluation encourages students to

understand the cause-and-effect process of their actions. Structured reflection, both individually and in groups, provides space to analyse the successes and obstacles encountered in applying discipline. As explained by Hutomo et al. (2012), well-planned evaluations serve not only as assessment tools, but also as learning tools for students to develop awareness and responsibility for their behaviour. Through a combination of individual, participatory, exemplary approaches, as well as appreciation and reflection, the development of students' disciplinary attitudes can be optimally achieved within the framework of adaptive and humane classroom management.

In modern education, effective classroom management is one of the main foundations for achieving optimal learning outcomes. Teachers face complex challenges because each classroom contains a diversity of characters, abilities, and backgrounds among students. This dynamic requires teachers to not be fixated on a single teaching pattern, but rather to be able to develop flexible approaches so that all students' potential can be developed to the maximum.

Every action, whether preventive or curative, must be based on a comprehensive understanding of individual and group needs, thereby creating a conducive and productive learning environment for all parties. Teaching and learning interventions are necessary in educational environments to ensure that the learning process runs smoothly. This is in line with standard teaching procedures. Education is a continuous process of providing learning through teachers' innovations in teaching styles and specific techniques for the learning process (Mallillin, 2022).

Understanding the latest theories and practices is crucial for teachers to be able to adapt to changes and innovate in classroom management. Teachers are not only responsible as educators, but also as facilitators and motivators who play an important role in building discipline, motivation, and active participation among students. The development of classroom management strategies needs to be based on a strong theoretical foundation so that every step taken is focused and able to respond to actual challenges in the field. Thus, the effectiveness of classroom management does not only depend on experience, but also on openness to new concepts that are relevant and proven.

One theory that can be used as a reference is the theory of instructional differentiation, which emphasizes the importance of adjusting teaching strategies to the profile of students in order to achieve effectiveness in classroom management

(Tomlinson, 2014). The application of this principle encourages teachers to adjust learning methods, communication patterns, and discipline reinforcement based on the unique needs of each individual in the classroom.

Adjusting effective learning strategies for each student is a major concern in creating an inclusive and productive classroom. The theory of instructional differentiation proposed by Tomlinson (2014) emphasizes that teachers need to understand various aspects of students' individual characteristics, such as academic ability, interests, motivation, learning styles, and cultural backgrounds. With an in-depth understanding of each student's profile, teachers can identify specific learning needs and design more personalized strategies so that each student feels cared for and able to develop their potential optimally.

The implementation of instructional differentiation requires teachers to create variety in learning methods. Teachers can use a combination of strategies, such as group discussions, projects, presentations, experiments, and technology-based learning, so that all students can express their understanding in different ways. In addition to varying methods, teachers can also adapt materials and assignments with different levels of difficulty according to students' abilities. This differentiation of content provides equal opportunities for all students to feel successful, while supporting the development of knowledge and skills at a pace that suits their needs. Through such instructional practices, learners with varying cognitive profiles are given a meaningful entry point into the curriculum. Differentiation also encourages students to take ownership of their learning journey by selecting formats and approaches that align with their preferences and strengths. When students are consistently exposed to multiple modes of instruction, their engagement and motivation tend to increase, reducing passive learning behaviours. Furthermore, differentiation cultivates inclusivity within the classroom by acknowledging diversity as an instructional asset rather than a challenge. By designing layered tasks and scaffolding complex concepts, educators are better equipped to maintain academic rigor while addressing learning gaps. Over time, this approach reinforces students' metacognitive awareness and fosters the ability to transfer knowledge across disciplines. In sum, differentiated instruction contributes to the formation of equitable learning environments that respect individual variability and promote academic growth for all students.

In addition to methods and materials, adjusting communication patterns is key to reaching all students. In line with the findings of Darmawan et al. (2021), good communication skills among teachers have been proven to play a major role in building student motivation and creating a positive school environment. Teachers can choose a more informal and warm communication approach for students who need extra emotional support, or provide more firm guidance for students who need intensive guidance. The correlation between communication patterns and individual character will foster students' trust in teachers, while opening up a wider space for dialogue, so that students are more motivated to be active and disciplined in the learning environment.

Strengthening discipline in the classroom can no longer be standardized, but must be tailored to the unique characteristics of each student. Understanding the background, mindset, and emotional needs of students is key to developing an effective approach to discipline. Through careful observation and reflection, teachers can identify the factors that trigger inappropriate behavior, whether they originate from the home environment, peer pressure, or personal challenges faced by students. This knowledge enables teachers to develop strategies that are not only reactive but also preventive, with empathy and fairness as the main foundations.

Establishing relevant and educational consequences is the next step in developing constructive discipline. Teachers can design consequences that are not merely punitive, but serve as a means of learning and self-improvement for students. For example, when a student breaks the rules, the teacher can invite them to discuss the causes and consequences of their behavior, then involve the student in determining concrete corrective measures. Such consequences have a more positive impact, as they encourage students to understand the meaning behind the rules and foster an intrinsic awareness not to repeat the same violation. Thus, this approach is far more educational than simply imposing rigid and uniform punishments.

The active involvement of students in establishing classroom rules and reflecting on behavior is an important element in the process of strengthening discipline. When students are given the space to speak, express their opinions, and participate in determining the rules, they will feel a sense of ownership and responsibility for the rules that have been agreed upon together. The process of

joint reflection, both individually and in groups, also helps students evaluate their own actions and attitudes. Indirectly, this strengthens character building and fosters a sense of discipline within students, enabling them to act in accordance with their values without pressure or coercion from outside parties.

Adjusting learning strategies according to instructional differentiation requires teachers to always be reflective and adaptive. Teachers are expected to continuously evaluate the effectiveness of the approaches used through formative assessment, as emphasized by Sutarjo, et al. (2007), educational evaluation is an important component in ensuring the relevance and sustainability of the learning process, and involve students in the process of improving learning strategies. Thus, the classroom will become a space conducive to students' academic and character growth, and can accommodate diverse needs and learning styles amid the dynamics of the times.

Various participatory practices can be applied through various methods, such as group discussions, debates, project group work, and problem-solving simulations. Student involvement in the learning process is not limited to solving academic tasks, but also extends to decision-making related to class rules, division of responsibilities, and even determining consequences for violations of rules. This method fosters a sense of ownership among students towards mutually agreed rules, making them more aware and willing to exercise discipline as part of their commitment to the group. This process also provides real-life experience in developing democratic attitudes, instilling the importance of deliberation, and honing social skills and empathy among class members.

Through active involvement, students gain a more relevant and meaningful learning experience. They feel valued not only as objects that follow instructions, but as subjects who have a voice and an important role in the classroom community. This condition increases intrinsic motivation to participate, reduces passive behavior, and fosters confidence in interacting. Ultimately, the participatory approach not only builds discipline that grows from self-awareness, but also strengthens social relationships, enriches learning experiences, and shapes students' characters to be independent and responsible in school and community environments.

The adaptation process undertaken by teachers also requires high interpersonal competence.

Teachers must be able to read the psychological situation and emotional dynamics of students in order to treat them proportionally and fairly (Darmawan et al., 2021). Empathetic communication skills encourage the creation of positive relationships that support students' courage to express their opinions without fear, as well as encouraging active involvement in learning. Studies indicate that teachers who are able to establish open communication and respect differences tend to be successful in fostering a classroom atmosphere that is conducive to discipline and participation (Mardikaningsih et al., 2022).

In line with this, a varied learning approach needs to be implemented to respond to the needs of students who have different learning method preferences. Teachers can apply methods such as discussion, simulation, group projects, and the use of technology such as interactive media (Ghozali et al., 2022). This diversity of approaches allows for the creation of dynamic classrooms that are responsive to individual learning challenges, so that students do not feel alienated or bored.

The integration of character values into classroom management is a key element in establishing sustainable discipline. This can be achieved through setting an example, positive reinforcement, and involving students in reflecting on moral values in their daily activities (Masnawati & Darmawan, 2022). Setting an example and reinforcing positive behaviors have been proven to strengthen the internalization of classroom rules while developing individual responsibility. Thus, students realize the importance of discipline not because they are forced to, but based on personal awareness. This internal commitment enables behavioral consistency across different learning situations. When students understand that values are embedded in every classroom expectation, they begin to associate discipline with moral reasoning rather than mechanical obedience. The habitual engagement with ethical reflection fosters an atmosphere of mutual respect and shared responsibility. Character-based management also encourages resilience and critical thinking when students face behavioral challenges. The inclusion of moral considerations in everyday school life deepens students' sense of accountability and promotes a learning environment built on trust. As students grow in their capacity to self-regulate, teachers can focus more on facilitating learning rather than resolving recurring behavioral issues. Ultimately, this approach aligns the goals of academic instruction with the ethical development necessary for active, responsible citizenship.

Collaboration with parents and the community is an integral part of modern classroom management strategies. Teachers are expected to be able to establish regular communication with parents so that they have a more complete understanding of their students' characters and can provide optimal support for strengthening discipline (Kurniawan et al., 2020). Harmonious interaction with families strengthens the synergy between home and school, which has a positive impact on the consistency of student behaviors.

Adjustments to the classroom management approach must also be supported by the teacher's ability to identify and respond to learning obstacles that students may experience. Competent teachers constantly observe, conduct formative assessments, and reflect on the effectiveness of the strategies used (Djazilan & Darmawan, 2022). The continuous evaluation process provides opportunities for teachers to adapt strategies in line with classroom dynamics and student needs.

Empowering students to play an active role in classroom activities can foster a sense of responsibility and ownership of the learning process. Teachers can assign students as group leaders, discussion moderators, or activity facilitators, thereby increasing their involvement in classroom management. This not only builds confidence, but also instils discipline through the practice of real responsibility in the classroom.

An inclusive learning environment, which takes into account differences in characteristics, special needs, and cultural backgrounds, is an indicator of successful adaptive classroom management. Teachers need to open up dialogue and involve students in understanding each other's differences. Thus, the formation of discipline and participation becomes a collective process supported by the values of tolerance and togetherness (Arifin et al., 2022).

The application of technological innovations in learning also helps teachers to adjust their classroom management strategies to deal with the characteristics of students in the digital era (Yuliasutik et al., 2022). Interactive media, online learning platforms, and classroom management applications make it easier for teachers to monitor the progress of individual students and provide timely and personalized feedback.

Continuous professional development of teachers plays a crucial role in improving the quality of education, especially in effective classroom management that is responsive to student needs. Teachers, as the spearhead of curriculum implementation, need structured access to various

forms of training, workshops, certification, and reflection forums. Through these activities, teachers can gain new insights into classroom management techniques, innovative learning strategies, and differentiated approaches that are tailored to student characteristics. Participation in training also provides opportunities for teachers to reflect on their teaching practices, identify challenges, and formulate appropriate solutions on a regular basis.

In addition to individual capacity building, strengthening teacher learning communities is very important for encouraging collaboration and the exchange of experiences. In these communities, teachers can share best practices, discuss case studies, conduct peer coaching, and provide moral support to deal with classroom dynamics. Regular meetings in learning communities help teachers realize that challenges do not have to be faced alone, but can be solved together through collaboration and mutual inspiration. Furthermore, learning communities can also be catalysts for innovation in schools, as consistent interaction will generate fresh ideas that are relevant to real needs in the field.

Teacher professional development supported by continuous training and learning communities will create an adaptive and progressive educational culture. Teachers who continuously update their knowledge and skills tend to be more confident, flexible in facing change, and able to adapt classroom management to the times.

The implementation of professional development programmes also encourages the creation of a harmonious and supportive school ecosystem, thereby improving the quality of teaching and learning and having a positive impact on student growth and development (Masnawati & Darmawan, 2022). Investment in professional development meets the evolving needs of teachers while becoming a vital foundation for the progress of educational institutions as a whole. When teachers engage in sustained, collaborative and context-embedded learning opportunities, their instructional practices become more effective across a variety of learning situations. Continuous professional growth fosters greater teacher efficacy, which correlates with higher student achievement and deeper learning engagement. Moreover, schools that prioritise structured development processes are better positioned to cultivate leadership capacity, thereby enhancing organisational resilience. Well-designed professional development also promotes reflective practice, enabling teachers to adapt to diverse

student needs and emerging pedagogical demands. As the teaching workforce becomes more competent and confident, institutional culture shifts towards innovation, shared responsibility and collective improvement. Ultimately, the strategic alignment of professional development with institutional goals helps transform schools into dynamic learning organisations, capable of sustaining improvement and delivering equitable student outcomes.

Adjustments to classroom management approaches should be a dynamic process that is continuously evaluated and developed. Teachers need to adopt an open attitude to receiving feedback and criticism and be willing to try new strategies that are in line with the developing needs of students. With a commitment to inclusive learning processes, teachers play an important role in creating humanistic learning that is oriented towards strengthening the character and active role of students in the classroom. The paradigm shifts from sole authority to learning facilitator expands the space for student participation and fosters independence, so that discipline is not driven by fear, but grows from understanding and self-awareness.

Ultimately, the success of teachers in adapting their classroom management approach to the characteristics of their students is largely determined by their willingness to understand the dynamics of the classroom as a whole and to priorities reflection as a regular part of their teaching practice. An adaptive learning environment, warm teacher-student relationships, and active participation in rule-making are the solid foundations for achieving discipline and sustained student engagement.

Essential Elements for Effective Classroom Management

Effective classroom management can be seen from a number of key characteristics that complement each other. A tidy, clean, and supportive physical classroom environment is an important foundation for creating a comfortable and conducive learning atmosphere. The arrangement of seating, lighting, and ventilation is designed to facilitate interaction between teachers and students, while also providing sufficient space for various activities (Putri et al., 2019).

Clearly and systematically formulated classroom rules are the main foundation for creating order in the learning environment. Well-defined rules not only guide student behaviors, but also create

predictability and a sense of security in the classroom. Firm enforcement of rules ensures that every member of the class, both teachers and students, understands the expectations and boundaries that apply. Thus, rules can minimize the potential for deviant behaviors, while fostering a healthy culture of compliance among all class members. Discipline built on consistent rules can be a preventive measure against various problems that may arise during the teaching and learning process (Wahid et al., 2018).

In addition, the involvement of students in formulating class rules has strategic value in strengthening the effectiveness of these regulations. When students are given the space to express their aspirations, suggestions, and opinions in determining norms, they feel valued and have a stake in the learning ecosystem. This fosters a sense of ownership of the agreed-upon rules, making students more responsible for complying with and maintaining classroom order. As a result, discipline grows not merely because of coercion, but on the basis of collective awareness built from a process of dialogue and agreement. Thus, the active involvement of students in designing classroom rules is a long-term investment in creating a positive and harmonious learning culture.

A positive emotional climate arises from relationships of mutual trust, respect, and consideration between teachers and students as well as among students themselves. Effective and open two-way communication is the main means of creating such an atmosphere. Teachers are able to convey material clearly, and students feel free to ask questions, give opinions, and offer suggestions. Transparent communication strengthens student engagement and minimizes misunderstandings during the learning process (Nasution & Neviyarni, 2022).

Effective discipline reinforcement in the classroom does not only focus on imposing sanctions for violations, but rather emphasizes a deep educational approach. Teachers view discipline as a learning process, in which students are invited to understand the meaning of each rule and the purpose for which it was established. Students are involved in discussions about the reasons behind each regulation, so that they are able to see the connection between the rules, personal responsibility, and their impact on the classroom environment. With this educational approach, students are not only afraid of punishment, but gradually build awareness of the importance of discipline as a life value that is beneficial to themselves and others.

In practice, teachers act as patient and reflective facilitators. When violations occur, instead of immediately punishing students, teachers invite them to reflect on their actions and understand the consequences for themselves, their friends, and the classroom atmosphere as a whole. Through dialogue and guidance, students are given the opportunity to assess and improve their behaviors voluntarily.

Educators tailor their teaching to the social, linguistic, cultural, and instructional needs of their students. Although there is consensus that effective teachers are adaptive teachers, there is no consensus on the language to describe this phenomenon. The diverse terminology used to describe the same phenomenon hinders effective communication and comprehensive understanding of important aspects of classroom teaching (Parsons et al. 2018). The coaching process does not only target temporary behavioral changes, but also shapes positive character traits, such as responsibility, honesty, and self-control. This approach makes students feel understood and supported, rather than judged, thereby strengthening the relationship between teachers and students and fostering mutual respect.

Furthermore, a harmonious classroom atmosphere is the main objective of strengthening educational discipline. A classroom filled with students who are aware of the consequences of their actions will create a safe, comfortable and productive environment. Each individual is encouraged to maintain order based on internal understanding and commitment, rather than external pressure. This harmony strengthens the creation of an inclusive learning culture, where conflicts can be resolved through dialogue, tolerance, and empathy, creating a strong foundation for students' academic and character development.

The application of instructional differentiation is another characteristic of an effectively managed classroom. Teachers adapt learning strategies, methods, and media to the needs and characteristics of each student. Varied assignments, evaluations, and feedback ensure that all students can develop their potential optimally without anyone feeling neglected.

Effective classroom learning actively involves students through various activities such as discussions, exploration, experiments, and group collaboration. Teachers act as facilitators who encourage students to think critically, solve problems, and take responsibility for the learning process. This involvement builds students' motivation, competence, and confidence to follow each stage of learning.

Appreciation and motivation systems are also important elements in effective classroom management. According to Darmawan (2015), motivation plays a significant role in improving teacher performance, which in turn has an impact on students' enthusiasm and positive behaviors in the classroom. Rewards for progress and positive behaviors are given fairly and transparently, both individually and collectively. These rewards are not only material, but can also take the form of praise, recognition, or opportunities for self-development, thereby strengthening students' enthusiasm for learning.

When conflicts arise in the classroom, teachers are able to handle them constructively so as not to have a negative impact on the learning atmosphere. Through dialogue or mediation, resolutions are reached in a fair and solution-oriented manner, while instilling values of togetherness and mutual respect among all members of the class. Teachers play a key role in creating an effective classroom. It is the teacher's responsibility to make their class interesting so that students are motivated to attend and participate in class (Chandra, 2015).

Another characteristic of effective classroom management is continuous evaluation and reflection. Teachers regularly assess progress and challenges encountered in classroom management, whether through their own observations, feedback from students, or reviews of learning outcomes. Collective reflection also encourages a process of continuous improvement so that learning remains relevant, adaptive, and in line with the dynamics of the students.

By combining these characteristics, effective classroom management plays a crucial role in building a productive, inclusive, and effective learning environment that supports the optimal development of students' potential in various aspects. The systematic implementation of integrated strategies enables harmonious interaction between teachers and students, so that the learning process can take place dynamically and meaningfully.

A conducive classroom atmosphere provides space for each individual to express themselves, participate actively, and grow in an atmosphere of mutual respect and support. In addition, clear rules and consistent enforcement minimize the potential for deviant behaviors, strengthen classroom structure, and boost students' confidence in their learning. With a system of continuous appreciation and reflection, students feel valued for their efforts and achievements and are encouraged to develop their capacities.

Interpersonal relationships forged through effective communication have been proven to strengthen collective spirit, build solidarity, and reinforce the integrity of the classroom community. Active student participation in various educational activities also provides rich and challenging learning experiences, supporting the formation of independent, creative, and adaptive characters. Teachers who are responsive to individual needs accelerate the achievement of educational targets in accordance with the potential and interests of students.

Systematic evaluation of the classroom management process allows for the objective identification of challenges and opportunities for improvement so that learning innovations can be implemented appropriately. Strengthening discipline through an educational approach and instilling values of integrity provides a solid foundation for the formation of a positive and sustainable learning culture. Thus, the integration of all elements in classroom management becomes the main foundation for achieving superior learning quality and optimal learning outcomes for all students.

The Role of Institutional Support in Strengthening Teacher Competence

Support from educational institutions plays a significant role in strengthening teachers' capacity to create a conducive and participatory classroom environment. Indonesian educational institutions, with their established curricula, can play a key role in educating students to think critically and creatively. As a result, students will be able to understand issues thoroughly, find innovative solutions, and be resilient in facing various challenges and changes of the times (Sari & Noor, 2022).

Educational institutions are responsible for providing various means that enable teachers to continuously update their knowledge and professional skills. As stated by Darmawan (2014), improving teachers' competence and work ethic plays an important role in encouraging work performance and learning effectiveness in the classroom. The provision of structured continuing training on classroom management, communication, participatory learning techniques, and interpersonal skills development has been shown to improve teachers' ability to adapt to the changing needs of students and the demands of the times. These professional development programmes are often designed to provide

teachers with new insights into classroom management strategies based on best practices and empirical evidence.

Institutional support does not stop at training, but is expanded by providing learning support facilities. Facilities and infrastructure such as adequate classrooms, access to technology, comprehensive reference sources, and a safe and healthy physical environment foster comfort for both teachers and students. These facilities also create opportunities for teachers to develop innovations through the use of interactive learning media that can enliven the classroom atmosphere, as stated by Ghozali et al. (2022) on the innovation of using puzzle media to improve student literacy.

A supportive work environment is realized through democratic school leadership, a reward system for teachers, and a collaborative climate among parties at school (Djazilan & Darmawan, 2022). The headteacher also plays a role as a motivator and facilitator who ensures that teachers receive guidance, constructive supervision, and space to experiment with new approaches. This collaboration has been proven to give teachers greater confidence when facing various challenges in the classroom (Masnawati & Darmawan, 2022). In addition, strengthening a culture of reflection and sharing experiences among teachers encourages the development of an adaptive learning community.

Policy supports that favors strengthening teacher capacity is also vital. The formulation of regulations that encourage regular training, adaptive curriculum development, and the provision of space for participation in educational decision-making at the school level strengthens the position of teachers as key players in classroom management. The establishment of these regulations must also guarantee the protection of teachers' rights, access to resources, and lifelong learning opportunities that can improve the quality of learning.

Progressive educational institutions also pay attention to policies on the protection and guarantee of children's rights in education, as described by Hariani et al. (2021). This protection is realized through the creation of a safe, non-discriminatory, and inclusive learning environment so that all students, including those from vulnerable groups, can feel valued and have the opportunity to participate without fear of pressure or unfair treatment.

Equality in access to education is an important dimension of effective institutional support. Suwito et al. (2021) argue that the fair distribution

of scholarships, the elimination of disparities in facilities, and the development of affirmative programmes for children from disadvantaged groups enable every student to obtain equal rights in learning. Thus, teachers will not face the dilemma of exclusivity or marginalization, which are often major obstacles to participatory classroom management.

In addition to complementing physical and formal aspects, institutional support is considered effective when building a collaborative, cross-disciplinary learning community. Teachers who have access to networks with colleagues from various educational backgrounds, both within and outside the school, tend to be open to innovation and varied classroom management practices. Pedagogical discussion forums, teacher learning groups, and partnerships with higher education institutions are productive means of developing collective knowledge.

Institutional support also takes the form of a constructive academic supervision system. A supervision system that encourages reflection, self-evaluation, and feedback based on concrete evidence is more important than supervision that is unilaterally controlling (Darmawan et al., 2021). This constructive supervision enables teachers to develop data-based classroom management strategies and to be able to identify the actual needs of students.

Institutional attention to the development of students' creativity and critical thinking skills is a priority. Through the encouragement of arts education, institutions can equip teachers with a variety of approaches, as described by Ramle (2021), so that the classroom atmosphere is livelier and more participatory because art has been proven to stimulate reflective and collaborative thinking among students.

Strengthening teachers' classroom management skills will be more successful if supported by a fair reward system and respect for individual teachers' achievements. Yanti and Darmawan (2016) emphasize that teacher competence has a significant influence on student learning outcomes, especially when supported by a conducive learning environment and an effective motivation system. Recognition is not only material, but also acknowledgement, publication of successful classroom management practices, and opportunities to expand professional networks.

Progressive institutions also promote digital literacy programmes. Access to technology and training in the use of digital media encourages

teachers to innovate in classroom management, strengthen interaction, and open up wider opportunities for student participation (Yuliastutik et al., 2022). Moreover, integrating learning management systems, virtual collaboration tools, and interactive platforms enables personalized learning pathways and continuous monitoring of student progress, fostering greater engagement and academic achievement. The adaptation of technology enriches the learning experience for all students, both inside and outside the formal classroom.

The commitment of educational institutions to conduct continuous evaluation and policy updates is a strategic step to ensure the relevance and effectiveness of teacher strengthening programmes. This evaluation process is not merely an administrative formality, but is designed through a review of the real needs faced by teachers in the field. Involving teachers in the reflection and decision-making process will help institutions understand various practical challenges, whether in classroom management, learning strategy adjustments, or efforts to strengthen student character. A participatory approach involving intensive dialogue between policy makers and education practitioners will result in policies that are more contextual, responsive, and capable of addressing real issues faced in the classroom.

Policy updates and teacher strengthening programmes also need to be based on data and best practices obtained through monitoring and educational research. Institutions are expected to be able to provide structured professional development platforms, such as thematic training, coaching, reflective supervision, and professional learning communities. In addition, continuous evaluation encourages institutions to be proactive rather than static in reading trends in educational development, including the adoption of digital technology and new relevant pedagogical approaches. Thus, institutional support programmes are not only reactive but also adaptive to changes in student needs and developments over time.

The tangible impact of institutional commitment to evaluation and policy renewal will be felt in the quality of classroom management. Teachers who receive concrete support from the institution feel more confident and motivated to optimize classroom management practices. In addition, continuous professional development programs, mentoring systems, and access to evidence-based teaching resources further empower educators to implement innovative pedagogical strategies effectively. Policies that support the strengthening of teacher

capabilities create a conducive, innovative, and collaborative work environment. The end result is seen in the improved quality of the learners' learning experience, increased discipline, and the development of a school culture that is adaptive to the challenges of today's education.

Progressive educational institutions are those that are able to make collaboration, innovation, and teacher empowerment a top priority in classroom management. An atmosphere of mutual trust, respect, and learning between parties is the foundation for creating a conducive, participatory, and inclusive classroom. Policy synergy, strengthened professionalism, and transformative leadership are the foundations for creating meaningful learning, building discipline, and encouraging active participation from all students.

Within this framework, optimizing the potential of educators through a structured support system plays a strategic role in ensuring responsiveness to changes in education. The application of active and adaptive learning principles accelerates the integration of democratic values in classroom interactions. Strengthening collaborative networks between teachers and policy makers also increases the effectiveness of formulating solutions to learning challenges. The institution's commitment to improving the quality of educational services ensures the creation of a healthy, safe, and inclusive learning environment for all students. Systematic efforts to identify and eliminate barriers to student participation also strengthen equality in access to quality education.

CONCLUSION

The implementation of classroom management based on adaptation to student characteristics and institutional strengthening has been found to be the foundation for creating a healthy, conducive classroom climate that encourages optimal participation. The discussion shows that teachers' initiatives to read and respond to students' needs through an adaptive approach greatly assist in the growth of discipline and active participation. Meanwhile, systemic support from educational institutions through training, policy updates, facility improvements, and collaboration has been proven to strengthen teachers' capacity to manage modern classrooms that are inclusive and responsive to change. The integration of these two aspects results in strategic synergy to build learning spaces that focus not only on behaviors control but also on the development of students' values and character.

The results of this study imply that the transformation of classroom management must be a priority in the education quality development agenda. Educational institutions have a vested interest in strengthening collaboration between institutional management and teacher innovation in real classroom practice. Teachers are advised to priorities varied learning strategies and build intensive communication with students and parents as an integral part of the educational process. Institutions are expected to always provide resource support, constructive supervision, and create a work atmosphere that motivates the development of teacher professionalism. Schools that successfully build synergy between these components will be better prepared to face the complexity of change, ensuring that all students gain meaningful learning experiences that are relevant to the demands of the 21st century.

In order to improve the quality of learning in the country, it is recommended that there be expanded training for teachers related to strengthening classroom management adaptation skills, as well as the active involvement of parents and the community in character education. Educational institutions need to regularly evaluate internal policies to ensure they remain relevant and beneficial. Strengthening communication between education stakeholders is a prerequisite for ensuring that the solutions implemented are truly in line with the needs of children and developments in the digital era. Technology-based innovation, open reflection, and interdisciplinary learning can strengthen the effectiveness of classroom management strategies that are carried out professionally, humanely, and with a focus on strengthening values.

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