

When Context Matters: Variations in Classroom Management Effectiveness Across Learning Contexts in an Indonesian Islamic Secondary School

Naila Salwa Salsabila*, Sadam Fajar Shodiq

Universitas Muhammadiyah Yogyakarta, Jl. Brawijaya, Geblagan, Tamantirto, Kasihan, Bantul, Daerah Istimewa Yogyakarta 55183, Indonesia

*Correspondence: ✉ naila.salwa.fai23@mail.umy.ac.id

ABSTRACT

Purpose – Classroom management is a key factor influencing the quality of learning, student engagement, and academic achievement. However, the effectiveness of classroom management is not always universal, as it is influenced by the various learning contexts teachers face. This study aims to analyze variations in the effectiveness of classroom management across different learning contexts at an Islamic secondary school in Indonesia.

Method – The study employs a qualitative approach with a case study design. Data were collected through non-participant direct observation of four classes in different Islamic Religious Education subjects, namely Fiqh, Tarikh, the Qur'an and Hadith, and Arabic. Data was analyzed using thematic analysis. The results indicate that the effectiveness of classroom management varies significantly across learning contexts. Classes with high levels of effectiveness were characterized by active teacher–student interaction, high student engagement, and adaptive management strategies. Conversely, lower effectiveness was found in learning contexts influenced by student fatigue, low participation, and limited interaction during the learning process.

Findings – The study's findings also indicate that class duration, class size, physical classroom conditions, subject characteristics, and the quality of teacher–student relationships are contextual factors influencing the effectiveness of classroom management. This study confirms that the success of classroom management is determined not only by the application of specific strategies but also by the teacher's ability to adapt those strategies to the learning conditions at hand. These findings enrich the literature on contextual classroom management and provide practical implications for the development of teacher competencies in Islamic secondary schools.

Keywords: Classroom Management; Contextual Learning; Islamic Secondary School; Student Engagement; Teaching Effectiveness.

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INTRODUCTION

Classroom management is a critical component that influences the quality of the learning process and outcomes. Learning success is defined not only by the teacher's knowledge of the subject, but also by the teacher's ability to establish an organized, hospitable, and supportive learning environment for student involvement. Egeberg et al. (2021) argue that "classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization, and control of learners, the learning process, and the classroom environment to create and maintain an

effective learning experience" (p. 3). Thus, classroom management is more than just controlling student behavior; it also includes managing the entire learning process in order to provide an effective learning experience.

Several studies have found that classroom management is one of the most crucial professional abilities for instructors. Effective classroom management allows teachers to establish a learning environment that is safe, structured, and supportive of students' academic progress (Egeberg et al., 2021). Hepburn et al. (2021) also show that implementing evidence-based classroom management methods helps to create a more productive and conducive learning environment. These findings are congruent with the findings of a meta-analysis by Putra and Yanto (2025), which indicates that classroom management has a constant positive influence on students' academic progress at all levels of education. Furthermore, learning effectiveness has been demonstrated to be highly related to teachers' abilities to regulate student conduct, maintain classroom order, and maximize the learning process (Chen et al., 2022; Marder et al., 2023). A recent study also suggests that behavioral management combined with teacher attention and care might improve learning motivation, which in turn affects students' academic achievement (Hong, 2025). In the Indonesian context, Shodiq et al. (2026) further reported that teacher quality and effective school management significantly contribute to students' academic achievement.

Classroom management has a significant impact on both academic attainment and student involvement in the learning process. According to Reinke et al. (2022), the classroom context has a significant impact on student participation during the learning process. Student involvement is an important metric because it influences their attention, participation, motivation, and learning outcomes. Bjerga Pettersen et al. (2024) discovered that the learning format and how teachers manage classroom activities influence students' situational involvement levels. Petrović et al. (2025) found that good classroom management strategies increase students' emotional engagement and interest in the subject matter. These findings are supported by Debnam et al. (2024), who demonstrate that a culturally responsive learning environment can considerably boost student engagement. In the context of Islamic education, Nugraha et al. (2025) discovered that classroom management is critical in influencing students' positive attitudes of learning, which ultimately influences academic accomplishment.

The efficacy of classroom management is inextricably linked to the quality of the classroom environment and the relationships between teachers and students. According to Alonso-Tapia and Ruiz-Díaz (2025), students are influenced not just by individual teachers' behaviors, but also by their overall teaching, management, and support strategies (p. 129). This phrase implies that the classroom climate is developed as a result of instructors' ongoing teaching, management, and support actions. Their findings also indicate that the classroom atmosphere includes academic, disciplinary management, and emotional relationship elements that all influence student motivation, conduct, and learning results.

Furthermore, the quality of teacher-student connections significantly influences classroom management efficacy. According to Petřík and Vašašová's (2022) research,

instructors' interaction styles play a significant role in creating a healthy classroom climate. [Jiang et al. \(2026\)](#) found that high-quality teacher–student interactions enhance students' verbal participation during classroom instruction. Meanwhile, [Kennedy and Junker \(2024\)](#) argue that the dynamics of teacher-student interactions during important periods might predict whether a classroom situation escalates or de-escalates into conflict. [Yu and Singh \(2023\)](#) found that a positive classroom climate helps to reduce violent behavior and bullying at school. Furthermore, [Decristan et al. \(2024\)](#) discovered that the quality of interactions that occur during the learning process has a substantial impact on students' evaluations of classroom management and the learning environment.

Numerous research has highlighted the relevance of classroom management, but a rising body of evidence reveals that its effectiveness is not universal. Instead, its efficacy is regulated by a variety of contextual elements that create the learning environment. According to [Kaihoi et al. \(2023\)](#), "teachers' classroom management practices are an essential aspect of supporting student engagement, yet they often vary in response to changing conditions in the classroom" (p. 4117). This research implies that classroom management strategies can vary depending on the situations teachers confront during instruction.

Further findings from the same study revealed that instructional time, class size, student grouping patterns, and student characteristics can influence variations in classroom management practices and student involvement. These data indicate that tactics that work in one setting may not work in another. [McDaniel et al. \(2024\)](#) reported similar findings, demonstrating that classroom management practices vary significantly across educational levels and are sensitive to changes in classroom context, such as class size and student composition. They stressed the importance of contextualizing classroom management measurements because teachers' actions may differ depending on the peculiarities of the learning environment.

[Beahm and Deaton \(2026\)](#) discovered that teachers' decisions to implement classroom management strategies are influenced by a variety of interrelated factors, including the classroom environment, teachers' personal beliefs, perceptions of the strategies' effectiveness, and school policies. Thus, classroom management methods are influenced not just by educational information, but also by instructors' assessments of the situations in which they operate. This notion is reinforced by research on differentiated classrooms ([Al-Rsa'i et al., 2025](#)), large-sized classrooms ([Barnes-Story et al., 2025](#)), and classrooms with limited resources and high student density ([Tadesse, 2026](#)). Taken together, these findings suggest that classroom management efficacy is a contextual phenomenon.

Contextuality is an increasingly relevant topic in Islamic secondary schools since learning is focused not just toward academic accomplishment but also toward character building, religious values, and students' social growth. [Thoyib et al. \(2024\)](#) show that teachers' classroom management skills are associated with students' academic motivation and religiosity. [Nugraha et al. \(2025\)](#) discovered that classroom management is a major element impacting learning results in Islamic education. According to [Khasanah and](#)

Shodiq's (2024) research, religious education helps pupils build emotional intelligence, which helps them feel more confident in themselves. Furthermore, religious education promotes students' resilience and emotional intelligence (Shodiq, 2024), politeness (Wardani & Shodiq, 2025), and social skills in a pesantren-based educational setting (Nurunisa & Shodiq, 2024). Alsya'bani et al. (2024) underline the relevance of Islamic academic culture in providing a learning environment that supports students' complete development.

Although research on classroom management is evolving, the majority of studies continue to focus on identifying general successful practices or the relationship between classroom management and student learning outcomes. There has been little research that compares the efficiency of classroom management across different learning environments within a single institution. Kaihoi et al. (2023), McDaniel et al. (2024), and Beahm and Deaton (2026) emphasize the importance of contextual elements in classroom management methods, however the majority of these studies were conducted outside the context of Indonesian Islamic schools. Furthermore, there is a lack of research that employs direct observation to compare how the efficiency of classroom management changes when teachers face diverse learning contexts within the same school setting.

Given this gap, the purpose of this study is to investigate differences in the efficiency of classroom management across diverse learning contexts at an Islamic secondary school in Indonesia. Using a qualitative case study technique based on direct observation, this study aims to gain a better understanding of how learning settings influence the effectiveness of classroom management strategies used by instructors. More specifically, this study contributes to existing literature in three ways. First, it provides empirical evidence on how classroom management effectiveness varies across different learning contexts within the same educational institution. Second, unlike many previous studies that rely primarily on surveys or self-reported data, this study employs direct classroom observation to capture authentic classroom dynamics. Third, by focusing on an Indonesian Islamic secondary school, this study extends the contextual understanding of classroom management within a setting where academic, religious, and character development goals intersect. Classroom management is a critical component that influences the quality of the learning process and outcomes. Learning success is defined not only by the teacher's knowledge of the subject, but also by the teacher's ability to establish an organized, hospitable, and supportive learning environment for student involvement. Egeberg et al. (2021) argue that "classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization, and control of learners, the learning process, and the classroom environment to create and maintain an effective learning experience" (p. 3). Thus, classroom management is more than just controlling student behavior; it also includes managing the entire learning process in order to provide an effective learning experience.

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METHOD

This study takes a qualitative approach with a case study design. This methodology was chosen because it helps the researcher to acquire a thorough grasp of the classroom management phenomenon in its real-world setting. According to [Yin \(2009\)](#), a case study is an acceptable research technique for exploring current phenomena in real-life contexts, particularly when the distinction between the phenomenon and the context is unclear. In line with this, [Stake and Visse \(1995\)](#) argue that a case study seeks to truly comprehend the uniqueness of a case by investigating the many circumstances surrounding it.

Variations in the efficacy of classroom administration across various learning contexts at an Islamic secondary school in Indonesia are the primary focus of this investigation. The case study approach was selected because it enables the researcher to investigate the impact of contextual factors on the efficacy of classroom management practices and the strategies employed by teachers. Qualitative research is employed by researchers to comprehend the processes, interactions, experiences, and meanings that participants construct within their natural environments, as articulated by [Creswell and Poth \(2018\)](#).

The research was conducted at SMA Muhammadiyah 7 Yogyakarta, a private Islamic high school situated in Yogyakarta, Indonesia. This school was chosen due to its ability to

provide a diverse array of learning contexts within a single institutional setting, which enables a comparison of the efficacy of classroom administration in various settings.

The students in the observed classes and four Islamic Religious Education instructors comprised the research participants. A total of four distinct courses were observed: 10th grade E4, 10th grade E3, 11th grade F5, and 10th grade E2. The subjects that were observed were Arabic, the Qur'an and Hadith, History, and Fiqh. Purposive class selection was implemented due to the fact that each class exhibited unique characteristics in terms of student participation, learning dynamics, teacher-student interaction patterns, and classroom conditions, which enabled the investigation of variations in the efficacy of classroom management.

The classes were selected in consultation with the school administration and subject teachers to ensure variation in grade level, subject characteristics, class composition, and learning schedules. This selection strategy was intended to capture diverse classroom contexts that could potentially influence classroom management practices.

All data were obtained through non-participant observation. This observation technique was selected because it enabled the researcher to directly witness classroom management practices, student behavior, teacher-student interactions, and a variety of contextual conditions that significantly impact the learning process. Observation is a primary technique in qualitative research for acquiring data on naturally occurring behaviors and interactions, as explained by [Creswell and Poth \(2018\)](#). Additionally, Tisdell et al. (2025) underscore that observation facilitates a comprehensive comprehension of educational phenomena by enabling researchers to analyze situations within their authentic contexts.

Four learning sessions were conducted on May 6, 2025, during which the observation was conducted. The total observation duration was approximately 160 minutes, with each session lasting approximately 40 minutes. The researcher acted as an observer who was not involved in the learning activities during the observation procedure. Various aspects of classroom management, such as student behavior management, learning time management, classroom space management, student engagement, teacher-student interactions, classroom climate, and contextual factors that influence the effectiveness of the classroom management strategies implemented by the teacher, were the focus of the systematic compilation of field notes.

As an external non-participant observer, the researcher remained aware that personal interpretations and observational perspectives could influence the interpretation of the data. To minimize potential bias, a reflective stance was maintained throughout the observation and analysis process by focusing on observable classroom interactions and systematically recording field notes based on actual classroom events rather than personal assumptions.

Although the observations were conducted within a single day, the inclusion of four learning sessions across different classes, subjects, and teachers provided sufficient contextual variation to capture meaningful differences in classroom management practices. Since this study focused on comparative contextual exploration rather than longitudinal

behavioral change, the observation design was considered appropriate for addressing the research objectives.

Braun and Clarke (2006) devised thematic analysis, which was employed to analyze the data. Thematic analysis was selected due to its systematic and adaptable approach to the identification, organization, and interpretation of patterns of meaning that arise from qualitative data.

The analytical procedure has six stages. The initial stage entails acclimating to the data by perusing the observation notes multiple times. The second stage entails the creation of preliminary codes pertinent to the research subject. The third stage entails categorizing codes with analogous meanings into preliminary themes. The fourth stage is evaluating the identified themes to verify their alignment with the facts. The fifth stage entails delineating and designating each theme. The concluding phase involves the compilation of a research report elucidating the correlation between the discovered themes and the research objectives (Braun & Clarke, 2006).

This study concentrated on the coding and theme generation processes to find variations in the efficacy of classroom management and the contextual elements that affect it. Comparisons were conducted across the observed classrooms to discern patterns of parallels and differences in classroom management strategies across several learning situations. The identified themes were utilized to elucidate how learning environments influence the efficacy of classroom management practices at the Islamic high school where the study was performed.

In qualitative research, the validity of findings is assessed not by statistical measures, but via the establishment of credibility, reliability, confirmability, and transferability of the data (Creswell & Poth, 2018). To bolster the research's credibility, the researcher performed direct observations in various classrooms exhibiting distinct learning characteristics within the same educational setting. This method enables the researcher to attain a more profound comprehension of the discrepancies in classroom management techniques across various contexts.

Credibility was further strengthened through source triangulation by comparing observational data across multiple classrooms, subjects, and teacher interaction patterns. In addition, informal conversations with teachers and students before or after several observation sessions were used to clarify contextual conditions and validate the researcher's interpretations of classroom events.

Furthermore, the researchers employed comprehensive field notes recorded during the observation process as a method of systematic recording of the observed events. The comprehensive data gathering and analysis method was meticulously documented to create an audit trail that substantiates the research's credibility. Throughout the analysis, the researcher examined the coding outcomes and developing themes to guarantee consistency in data interpretation. These initiatives were implemented to reduce the researcher's subjective bias and improve the confirmability of the results (Tisdell et al., 2025).

The research's generalizability is bolstered by a comprehensive contextual explanation of the school's features, the classroom, and the observed learning scenarios, allowing readers to evaluate the applicability of the findings to analogous educational settings (Creswell & Poth, 2018).

This research was carried out in compliance with the norms of educational research ethics. Before undertaking the observations, the researcher secured authorization from the school to gather data on the premises. Throughout the observation process, the identities of educators and students were maintained anonymous by excluding individual names from the research report.

The observations were carried out without interfering with the learning process, and all obtained data were utilized exclusively for academic purposes. The researcher aimed to preserve neutrality during data collection and analysis by concentrating observations on classroom management strategies that emerged organically within the learning environment. All findings were provided with integrity and transparency in accordance with the obtained field data.

RESULT AND DISCUSSION

Results

The analysis of the observational data revealed three major themes that explain variations in classroom management effectiveness across different learning contexts: (1) differences in the level of classroom management effectiveness across learning contexts, (2) the role of teacher-student interactions in shaping student engagement, and (3) the influence of contextual factors on classroom management effectiveness.

Tabel 1. *Summary of Findings Across Learning Contexts*

No.	Subject	Learning Context	Classroom Management Practices	Student Engagement	Observed Effectiveness
1.	Fiqh	First period (morning session)	Interactive lecture, humor, teacher circulation, PPT	Moderate; female students more active than male students	Moderately effective
2.	Tarikh	Morning session with senior teacher	Lecture-based instruction, collaborative task assignment, minimal behavioral intervention	Low to moderate; participation largely passive	Moderately effective but permissive

No.	Subject	Learning Context	Classroom Management Practices	Student Engagement	Observed Effectiveness
3.	Al-Qur'an and Hadith	Post-sports lesson, student fatigue context	Verbal reminders, limited corrective intervention, PPT use	Low; several students disengaged and sleeping	Less effective
4.	Arabic	Small class size, highly interactive context	Active questioning, direct interaction, monitoring, participation strategies	High; students actively responded and participated	Highly effective

Variations in the Effectiveness of Classroom Management Across Different Learning Contexts

The observations revealed that the efficiency of classroom management did not emerge equally across all observed learning situations. Although all classes were held in the same school and taught by teachers with similar backgrounds in religious education, there were significant differences in student engagement, classroom discipline, the quality of interactions, and the teachers' ability to maintain focus while teaching.

Classroom management seemed to work well in Class X E2 (Arabic). The teacher was able to keep students' attention by conducting extensive question-and-answer sessions, actively monitoring students' learning efforts, and giving chances for students to participate directly in the learning process. Most pupils focused on the subject delivered and actively participated when the teacher asked questions or gave instructions.

In contrast, Class XI F5 (Quran and Hadith) appears to have the lowest classroom management efficacy when compared to the other courses. From the start of the lecture, several students were seen asleep at their desks or in their chairs. Some students also demonstrated low participation in learning activities. The teacher delivered multiple verbal warnings and addressed the sleeping students directly, but these attempts have yet to make a substantial impact on the classroom settings. This condition implies that the management tactics used have not yet been totally effective in resolving the issues that have arisen in this learning environment.

Class X E4 (Fiqh) and X E3 (History) had conditions in between these two extremes. In Class X E4, the teacher effectively produced a rather comfortable learning environment by employing humour, cordial communication, and a systematic presentation of the topic. However, student participation was not uniformly distributed, with female students demonstrating greater interest than male students. Meanwhile, in Class X E3, the classroom

atmosphere was reasonably quiet, but student interaction was primarily passive. The teacher had a relaxed attitude and offered students a lot of leeway; nonetheless, this resulted in some undisciplined behaviour that did not receive an appropriate response or intervention.

These findings imply that the efficiency of classroom management is driven not just by the availability of certain rules or techniques, but also by the teacher's ability to adapt those strategies to the current learning environment.

The Role of Teacher-Student Interaction in Fostering Student Engagement

The findings revealed that the quality of interactions between teachers and students is one of the most consistent predictors of classroom management success.

Teachers actively promote two-way interaction with students in high-engagement classes. Teachers not only present the subject, but they also ask questions, respond to students' responses, and give feedback on their involvement in the lesson. This pattern of interaction is particularly noticeable in Class X E2.

This active participation leads to a more dynamic learning environment. Students appear to be more prepared to answer the teacher's enquiries and give their perspectives. Furthermore, the teacher can better recognize students who are struggling or losing focus, allowing them to provide timely aid or direction.

In contrast, in courses with low levels of engagement, exchanges are typically one-sided. Teachers generally act as information conduits, while students are passive recipients. This condition occurred in courses X E3 and XI F5. Due to the low frequency of interaction, teachers have less opportunity to establish rapport with students or monitor their engagement on an ongoing basis.

Another intriguing discovery is the value of adopting a warm interpersonal approach. During the first lesson in Class X E4, the teacher used humour and casual conversation to make the classroom climate more enjoyable. This method reduced student ennui and provided a more conducive learning atmosphere. However, student participation was not yet totally egalitarian, since the teacher's attention was predominantly directed at students seated in the front and center of the classroom.

The findings of this observation show that teacher-student contact is not simply a means of conveying knowledge, but also a critical tool for maintaining student interest and supporting good classroom management.

The Influence of Contextual Factors on Classroom Management Effectiveness

In addition to teacher-student interactions, this study discovered that the efficiency of classroom management is influenced by a variety of contextual elements that differ depending on the learning setting.

Class Time

The timing of lessons is one of the most visible influences on classroom circumstances. Class X E4, observed during the first period, revealed that students were still drowsy and not entirely prepared to participate in the lesson. Meanwhile, Class XI F5, as observed after

physical education class, showed higher levels of exhaustion, resulting in lower levels of student attention and involvement.

These findings indicate that students' physical state and readiness to learn can vary depending on the time of day, implying that classroom management tactics that are beneficial one time may not be effective the next.

Number of Students in the Class

Class size also influences a teacher's capacity to monitor and interact with students. Classes with fewer pupils allow teachers to devote more equitable attention to each student. In contrast, in larger classes, teachers encounter more difficult tasks in monitoring students' overall behaviour and engagement.

Classroom Conditions

Observations also show that the physical state of the classroom influences the efficiency of classroom management. Some classrooms have inadequate lighting, graffiti on the walls, and seating arrangements that prevent instructor mobility throughout the learning process. Furthermore, the seating arrangement, with all desks facing forward, allows teachers to interact more effectively with pupils in the front of the classroom than with those in the rear.

This pattern was found in classes X E4 and XI F5, when students placed in the back had lower levels of involvement than those seated in front.

Subject Characteristics

Differences in subject characteristics can have an impact on classroom dynamics and the management tactics that teachers use. Subjects that encourage interaction and language practice, such as Arabic, tend to have better student engagement than lessons that rely mainly on lecture-based methods.

Furthermore, the changing qualities of the topic matter influence the need for various learning methodologies. Teachers who can tailor their teaching methods to the features of the subject matter are more effective at keeping students' attention throughout the learning process.

Summary of Findings

Overall, the research findings show that classroom management efficacy is a context-dependent phenomenon. The disparities in efficacy seen across the four classrooms indicate that classroom management tactics cannot be considered universally applicable procedures for all learning contexts.

The success of classroom management derives from the combination of teachers' tactics and the contextual variables around the learning experience. Factors such as learning time, student characteristics, physical classroom settings, class size, and the quality of teacher-student interactions all have an impact on a teacher's ability to create an effective learning environment.

These findings imply that teachers must create flexible and adaptive classroom management strategies in order to effectively respond to varied learning situations within the same school environment.

Discussion

Variations in the Effectiveness of Classroom Management Across Different Learning Contexts

The variation in classroom management effectiveness observed across the four classrooms suggests that effective management cannot be understood as the mere application of fixed techniques. Rather, its effectiveness depends on the dynamic interaction between instructional demands, student readiness, and situational classroom conditions. This indicates that classroom management is not a static teacher competency, but an adaptive practice that requires continuous situational judgment and pedagogical adjustment.

This study's findings are consistent with those of [Kaihoi et al. \(2023\)](#), who indicate that "teachers' classroom management practices are an essential aspect of supporting student engagement, yet they often vary in response to changing conditions in the classroom." This notion implies that classroom management approaches organically shift as learning environments vary. In other words, the efficiency of a method is determined not only by its quality but also by its applicability to the situation in which the teacher is working.

The findings of this study also support the findings of [McDaniel et al. \(2024\)](#), who discovered that classroom management strategies differ depending on educational level, class size, and student makeup. They emphasise that classroom management takes into account "differences in classroom management across classroom contexts." This sensitivity is obvious in this study, as the efficiency of techniques varies across different learning settings, even within the same school environment.

In terms of teacher decision-making, the findings of this study support the findings of [Beahm and Deaton \(2026\)](#), who found that teachers' decisions to implement classroom management strategies are influenced by the classroom environment, personal beliefs, perceptions of effectiveness, and the perceived feasibility of implementing specific strategies. As a result, the efficiency of classroom management cannot be understood solely via the use of certain approaches, but rather as the outcome of a teacher's adaptation to dynamic learning environments.

This contextual variation was clearly reflected in the observational field notes. In Class XI F5, several students were observed resting their heads on the desk and closing their eyes during instruction despite repeated verbal reminders from the teacher, indicating that verbal corrective strategies alone were insufficient to restore engagement in a fatigue-related learning context.

Taken together, these findings suggest that contextual factors operate not as isolated variables but as interacting conditions that jointly shape classroom management effectiveness. [Al-Rsa'i et al. \(2025\)](#) found that differentiated classrooms necessitate a flexible management strategy. [Barnes-Story et al. \(2025\)](#) discovered that managing large classes

necessitates different tactics than managing small classes, while [Tadesse \(2026\)](#) demonstrated that limited resources and high student density significantly affect classroom management effectiveness. Overall, the findings of this study support the notion that the learning context is an important factor in influencing the success of classroom management strategies.

The fundamental value of this study is to provide empirical evidence that variances in classroom management effectiveness can be discovered even within a single Islamic high school with a generally identical curriculum, norms, and culture. These findings build on earlier research, which mostly compares environments across schools or educational levels.

Student Engagement as an Indicator of Classroom Management Effectiveness

Student engagement emerged not merely as an outcome of classroom management, but as a practical indicator through which management effectiveness became visibly observable. Differences in engagement across the observed classrooms suggest that effective classroom management is reflected in students' sustained attention, participation, and responsiveness during instruction.

These findings support [Reinke et al.'s \(2022\)](#) claim that the classroom atmosphere plays an important role in promoting student involvement. From this approach, student engagement is not only an individual trait, but rather the product of interactions between students and the learning environment produced by the teacher.

The findings of this study are similarly congruent with those of [Kaihoi et al. \(2023\)](#), who suggest that classroom management strategies are an important strategy for increasing student involvement. When teachers can provide a clear learning plan and a welcoming environment, student engagement increases significantly.

This pattern was particularly visible in Class X E2 (Arabic), where students responded quickly to teacher questions and actively volunteered answers during classroom interaction. The frequent two-way exchanges appeared to sustain students' attention and reduce passive behavior throughout the lesson.

These findings are reinforced by [Bjerga Pettersen et al. \(2024\)](#), who discovered that instructional styles and classroom activity arrangement are strongly related to students' situational engagement. [Petrović et al. \(2025\)](#) found that effective classroom management increases students' emotional engagement and interest in the subject.

Furthermore, [Debnam et al. \(2024\)](#) argue that providing a learning environment that is attentive to students' needs can increase their involvement in learning. In this study, teachers who displayed flexibility, attentiveness to student needs, and the capacity to change instructional tactics had higher levels of engagement.

These findings are also consistent with [Hong's \(2025\)](#) research, which found that behavioural control combined with teacher care improved students' learning motivation and academic achievement. Thus, student engagement can be viewed as both a predictor and a result of effective classroom management.

Classroom Climate and Teacher–Student Relationships as the Foundation of Classroom Management

Classroom climate and teacher–student relationships emerged as foundational conditions that shape how classroom management strategies function in practice. The findings suggest that management effectiveness is not determined solely by rules or disciplinary procedures, but also by the relational and emotional environment created during instruction.

The findings support [Alonso-Tapia and Ruiz-Díaz's \(2025\)](#) classroom climate model. They explain that pupils are influenced by "the set of teaching, managing, and supporting actions deployed by teachers." In other words, classroom environment is the consequence of a combination of teaching, managing, and supporting acts that instructors take on a regular basis.

[Alonso-Tapia and Ruiz-Díaz \(2025\)](#) found that classroom climate has three dimensions: academic motivation, disciplinary management, and social-emotional. These three elements are clearly obvious in the study's findings, which suggest that effective classrooms have a mix of academic organization, behavioural management, and positive interpersonal ties.

Observational evidence also showed that classroom climate was shaped by spatial and relational dynamics. In Class X E4, although humor and informal communication created a comfortable atmosphere, students seated in the back remained less engaged, suggesting that a positive emotional climate alone may not guarantee equal participation when interaction remains spatially uneven.

These findings align with those of [Petrík and Vašašová \(2022\)](#), who discovered that instructors' interaction styles contribute to the formation of a pleasant classroom climate. Furthermore, [Egeberg et al. \(2021\)](#) discovered that excellent classroom management teachers may foster positive relationships with students, establish clear boundaries, and stimulate student engagement in learning. They found that successful educators "build positive relationships with their students, manage their classrooms by establishing clear boundaries and high expectations, and engage students in their learning."

The findings of this study also support the findings of [Jiang et al. \(2026\)](#), [Kennedy and Junker \(2024\)](#), [Yu and Singh \(2023\)](#), [Polderdijk et al. \(2025\)](#), and [Decristan et al. \(2024\)](#), who found that the quality of teacher-student interactions influences student participation, conflict management, classroom climate, and students' perceptions of learning.

Student Behavior and Discipline Management

Effective classroom management was more evident in classrooms where teachers adopted preventive rather than reactive behavioral strategies. Instead of merely responding to disruptions after they occurred, effective teachers proactively structured classroom routines and interactions to minimize potential disturbances.

These findings complement [Adewale and Moyo's \(2025\)](#) research, which proved the need of a collaborative and preventative approach to student behaviour management.

Furthermore, [Letuma and Mdodana-Zide \(2024\)](#) discovered that teachers' beliefs of the causes of student behaviour influenced their disciplining tactics.

This study's findings are consistent with those of [Kuswardani and Paramita \(2023\)](#), who demonstrated that a positive behaviour support approach helps teachers deal with challenging behaviour more effectively. [Tanase \(2023\)](#) supports these findings, demonstrating that teachers who can establish classroom structure from the start are more effective at managing student behaviour.

Furthermore, [Marder et al. \(2023\)](#) discovered that the effect of classroom management on academic achievement was largely mediated by less disruptive behaviour in the classroom. Thus, behaviour management is concerned not just with discipline, but also with improving the overall quality of education.

Teacher Competence and Psychological Factors in Classroom Management

Teacher competence and psychological readiness emerged as important mediating factors that shaped how effectively classroom management strategies were implemented across different contexts. The findings suggest that technical pedagogical knowledge alone was insufficient; teachers who demonstrated confidence, flexibility, and emotional regulation were better able to adapt their management strategies to situational classroom demands.

This conclusion is consistent with [Kanbur and Kirikkaleli's \(2023\)](#) findings of a favourable association between instructors' emotional intelligence and classroom management effectiveness. Furthermore, [Zhang et al. \(2025\)](#) discovered that teacher self-efficacy is linked to improved classroom management abilities and student engagement.

This finding aligns with [Imran et al. \(2026\)](#) who reported that teacher self-efficacy mediates the relationship between school climate, burnout, and classroom management effectiveness. Furthermore, [Soleimani et al. \(2023\)](#) emphasised that classroom management includes both behavioural and instructional elements, which must be balanced.

These findings imply that enhancing classroom management competency requires more than just technical training; it also requires teachers to develop their psychological characteristics such as self-efficacy, emotional regulation, and reflective abilities.

Implications for Islamic High Schools

The study's findings have specific relevance for Islamic secondary schools. Unlike public schools, which are generally focused on academic accomplishment, Islamic schools aim to build students' character, religious values, and social competence.

These findings reflect [Thoyib et al.'s \(2024\)](#) finding that instructors' classroom management skills are linked to students' academic motivation in Islamic education. These findings are also consistent with [Nugraha et al. \(2025\)](#), who discovered that classroom management is an important element impacting learning outcomes in Islamic education.

Furthermore, [Khasanah and Shodiq \(2024\)](#) and [Shodiq \(2024\)](#) emphasised the importance of religious education in helping pupils develop emotional intelligence, self-

efficacy, and resilience. As a result, excellent classroom management can help to integrate Islamic educational values into everyday learning processes.

This finding is also important to the work of [Wardani and Shodiq \(2025\)](#) on the development of student civility, as well as [Nurunisa and Shodiq \(2024\)](#) on the development of social skills in an Islamic-based educational setting. In addition, the need for adaptive classroom management across different learning activities aligns with the argument of [Valencia and Shodiq \(2024\)](#), who highlighted that the successful implementation of innovative and technology-based learning models requires teachers to continuously adjust their pedagogical and classroom management practices to support meaningful student learning. More broadly, [Alsya'bani et al. \(2024\)](#) emphasised the importance of an Islamic academic culture in providing a learning environment that promotes students' entire development.

Practically, Islamic secondary schools must design classroom management training that focuses not only on controlling behaviour but also on improving interpersonal relationships, character development, and internalising Islamic ideals during the learning process.

Overall, the discussion demonstrates that classroom management effectiveness emerges from the interaction between pedagogical strategies, contextual classroom conditions, and teacher adaptability, reinforcing the importance of context-sensitive management practices in secondary education.

Research Implications and Future Research Agenda

This study demonstrates that classroom management efficacy is a contextual phenomenon. As a result, teacher training programs should no longer emphasise a "one-size-fits-all" approach, but rather foster instructors' adaptive skills in coping with diverse learning environments.

The study has significant drawbacks. First, the study was conducted at a single Islamic secondary school, which limits the findings' applicability to other educational settings. Second, the study was mostly based on classroom observations, without any interviews with teachers or students. Third, the observations were conducted within a single day, which limited the ability to capture longitudinal patterns or longer-term variations in classroom management practices. As a result, the findings primarily reflect situational dynamics observed during the specific observation period. Future research may use multi-site designs and multimodal data collection approaches to provide a more complete picture of contextual classroom management efficacy.

Future research could use a multi-site approach to assess differences in classroom management effectiveness between Islamic and public schools. Furthermore, longitudinal research is required to determine how changes in learning environments affect classroom management efficacy over time. Future studies could combine classroom observations with teacher and student interviews to further understand the mechanisms that underpin the association between learning context and classroom management effectiveness.

CONCLUSION

This study shows that classroom management efficacy is not universal but is heavily influenced by the learning settings that teachers experience. Direct observation of diverse learning scenarios at an Islamic high school in Indonesia revealed that classroom management practices that are effective in one environment may not be as effective in another. The amount of student participation, the quality of the classroom environment, teacher-student interactions, and the characteristics of learning activities are all important variables in good classroom management. These findings highlight the importance of teachers' ability to adjust solutions to classroom settings above simply employing specific classroom management techniques. Effective classroom management in Islamic high schools not only helps students achieve academic goals, but it also helps to shape their character, establish religious values, and foster social growth. As a result, teacher competency development should focus on improving reflective and adaptable ability in responding to a variety of learning environments. This study contributes to the literature on contextual classroom management by providing empirical evidence that differences in classroom management effectiveness can occur even within the same school environment, emphasising the importance of a context-sensitive classroom management perspective in educational research and practice.

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