



Effective Classroom Management Strategies to Improve Student Discipline

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ABSTRACT

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This study aims to analyze classroom management strategies implemented by teachers to improve student discipline during the learning process. The research employed a qualitative approach using a case study design to gain an in-depth understanding of classroom management practices. Data were collected through observations, semi-structured interviews, and documentation involving school principals, teachers, student affairs staff, and students. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data reduction, data display, and conclusion drawing. The validity of the data was ensured through source triangulation, method triangulation, and member checking. The findings revealed that classroom management strategies significantly contributed to improving student discipline by establishing classroom rules, providing supervision, motivating students, and applying interpersonal approaches to create an orderly and conducive learning environment. Effective classroom management was supported by teacher consistency, assertiveness, and humanistic communication. Preventive approaches through guidance and motivation before learning activities also strengthened students' awareness of discipline. However, several challenges were identified, including differences in student characteristics, inconsistent rule implementation among teachers, and peer environmental influences. The study implies that effective classroom management requires a balance between disciplinary enforcement and persuasive-communicative approaches to foster positive student behavior and support successful learning outcomes.

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INTRODUCTION

Education plays a crucial role in shaping the quality of human resources and preparing individuals to face social, technological, and cultural changes in modern society. In developing countries, education is not only viewed as a means

of transferring knowledge but also as an instrument for strengthening character, discipline, and social responsibility among students. Schools are expected to create effective learning environments that encourage students to develop academic competence and positive behavior simultaneously. In this context, classroom management becomes an essential component because it directly influences learning effectiveness, student participation, and behavioral development. Effective classroom management enables teachers to organize learning activities systematically, maintain classroom order, and foster productive interactions during instruction. Previous studies have emphasized that well-managed classrooms contribute positively to student motivation, discipline, and academic achievement (Harrison et al., 2023; Marder et al., 2023). Therefore, strengthening classroom management practices is important not only for improving instructional quality but also for supporting the broader educational mission of developing disciplined and responsible learners in contemporary educational settings.

One of the major problems currently faced by educational institutions is the decline of student discipline during the learning process. Various forms of indiscipline, such as arriving late, ignoring classroom rules, disrupting lessons, and showing low learning responsibility, have become common challenges in many schools. These conditions affect not only the effectiveness of instruction but also students' academic achievement and social-emotional development. Several researchers have found that weak classroom discipline contributes to decreased learning engagement, poor classroom climate, and limited educational outcomes (Bell & Puckett, 2023; Ijaz et al., 2024). In addition, rapid social changes, technological distractions, peer influence, and inconsistent disciplinary approaches among teachers further complicate efforts to maintain student discipline in schools. Traditional disciplinary methods that rely heavily on punishment are increasingly considered ineffective because they often fail to address students' emotional and behavioral needs. Consequently, teachers are required to apply more adaptive, communicative, and humanistic classroom management strategies that encourage self-awareness and positive behavior among students rather than fear-based compliance.

In educational practice, classroom management challenges are frequently observed during daily learning activities. Teachers often encounter difficulties in maintaining student attention, controlling disruptive behavior, and ensuring that classroom rules are consistently followed. Differences in student characteristics, learning motivation, and family backgrounds also influence classroom dynamics and disciplinary behavior. Several studies revealed that teachers frequently struggle to balance instructional responsibilities with behavior management, especially in classrooms with diverse student needs (Gunersel et al., 2023;

Hasanah et al., 2024). Similar conditions are also found in Islamic educational institutions, where teachers are expected not only to deliver academic material but also to instill moral and religious values through the learning process. In many cases, disciplinary problems emerge because classroom rules are implemented inconsistently or because students lack internal awareness regarding the importance of discipline. These phenomena indicate that classroom management requires not only technical instructional skills but also interpersonal communication, emotional understanding, and preventive approaches that create supportive and respectful learning environments for students.

Previous studies have extensively discussed the importance of classroom management in improving student behavior and learning outcomes. Research conducted by Woodcock and Reupert (2023) showed that effective classroom management strategies increased teachers' confidence and contributed positively to student engagement in learning activities. Similarly, Moore et al. (2024) emphasized that supportive classroom management practices help teachers reduce disruptive behavior and create more organized learning environments. Other studies also highlighted the role of positive discipline approaches in encouraging students' self-regulation and responsibility within classroom settings (Hasanov & Brandišauskienė, 2025; Karasova & Nehyba, 2023). In the context of teacher professional development, Dacholfany et al. (2024) explained that classroom and behavior management training significantly improved teachers' instructional effectiveness and classroom control. Although these studies provide important insights into classroom management practices, most of them focus primarily on general educational settings and behavioral outcomes without deeply exploring how classroom management strategies are integrated into the daily instructional process to strengthen student discipline comprehensively.

Furthermore, previous research has largely concentrated on quantitative measurements of classroom management effectiveness, behavioral interventions, and academic achievement, while limited attention has been given to qualitative exploration of teachers' strategies and experiences in managing discipline within Islamic educational contexts. Studies by Khasinah et al. (2024) and He et al. (2024) mainly discussed classroom management challenges and behavior management strategies from a general pedagogical perspective. Meanwhile, research investigating the relationship between classroom management and character-based discipline development in religious educational institutions remains limited. Existing studies also tend to analyze discipline as an outcome variable rather than examining the practical processes, preventive approaches, and interpersonal interactions implemented by teachers during classroom

instruction. This limitation creates a research gap because classroom discipline is not solely influenced by rules and sanctions but also by communication patterns, emotional approaches, and teacher consistency in managing learning environments. Therefore, further qualitative investigation is needed to understand how classroom management strategies contribute to the formation of disciplined student behavior in educational settings emphasizing both academic and character development.

This study offers a new perspective by examining classroom management strategies through a qualitative approach focusing on the integration of disciplinary values within the instructional process. Unlike previous studies emphasizing behavioral outcomes, this research explores how teachers combine classroom rules, supervision, motivation, interpersonal communication, and preventive approaches to strengthen student discipline. The novelty of this study lies in balancing disciplinary enforcement with persuasive and humanistic communication while considering student characteristics, teacher consistency, and classroom dynamics.

Based on these gaps, this study investigates how teachers implement classroom management strategies to improve student discipline and examines factors influencing their effectiveness. The study argues that effective classroom management strengthens discipline through clear rules, preventive guidance, motivational support, and constructive interaction. This research contributes theoretically to classroom management studies and practically provides insights for developing adaptive and student-centered disciplinary strategies.

RESEARCH METHODS

This study employed a qualitative approach with a case study design to explore classroom management strategies in improving student discipline during the learning process. A qualitative design was selected because it enables researchers to understand educational and social phenomena comprehensively within their natural context, particularly those related to classroom interaction, discipline formation, and teacher practices (Creswell & Creswell, 2018; Hall & Liebenberg, 2024). The case study approach was considered appropriate because it allows an in-depth investigation of a specific educational setting and provides detailed insights into the implementation of classroom management strategies. The research was conducted at an Islamic senior high school selected due to its efforts to strengthen student discipline through classroom-based learning management. In this study, the researcher acted as the primary research instrument and participated directly in the field as a participant observer throughout the research process (Sugiyono, 2021).

The data sources consisted of primary and secondary data. Primary data were obtained through semi-structured interviews with participants selected using purposive sampling techniques, including school principals, teachers, student affairs staff, and students. Secondary data were collected from institutional documents such as school regulations, student discipline records, character education programs, and instructional documents. Data collection techniques included participant observation, interviews, and documentation. Classroom observations were conducted during learning activities to identify teachers' classroom management strategies and students' disciplinary responses. Semi-structured interviews were used to gain in-depth information regarding the implementation of classroom management and factors influencing student discipline. Documentation was employed to strengthen and support findings obtained through observations and interviews. These techniques enabled the researcher to obtain comprehensive and contextual data regarding classroom management practices and disciplinary development (Villamin et al., 2025; Khasinah et al., 2024).

Data analysis was conducted interactively using the model developed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting, simplifying, and categorizing relevant findings obtained from field observations, interviews, and documentation. The organized data were then presented descriptively through systematic narratives to facilitate interpretation and understanding of classroom management practices. The final stage involved verifying and drawing conclusions based on patterns, relationships, and findings identified during the analysis process. To ensure data trustworthiness, this study applied source triangulation and method triangulation by comparing information from different participants and data collection techniques. In addition, member checking was conducted to confirm the accuracy and consistency of the interpreted findings with participants' perspectives. These procedures were applied systematically to ensure the credibility, dependability, and validity of the research findings (Creswell & Creswell, 2018; Sugiyono, 2021).

RESULTS AND DISCUSSION

Results

Classroom Management Strategies in Improving Student Discipline

The findings of this study revealed that classroom management strategies implemented by teachers contributed significantly to improving student discipline during the learning process. Based on observations, interviews, and documentation, teachers applied several classroom management practices, including establishing classroom rules, supervising students during lessons,

providing motivation, and building positive interpersonal relationships with students. These strategies were intended to create an orderly, comfortable, and conducive learning atmosphere that supported effective instructional activities.

The implementation of classroom management was not limited to controlling student behavior but also focused on encouraging students' awareness of discipline and responsibility. Teachers attempted to maintain classroom order while simultaneously fostering students' participation and engagement during learning activities. The findings indicated that classrooms managed systematically and consistently tended to show better student discipline and more effective learning interactions.

In addition, classroom management practices supported the development of positive classroom culture. Students became more accustomed to following classroom procedures, respecting learning activities, and maintaining appropriate behavior during lessons. These findings demonstrate that classroom management plays an essential role in shaping student behavior and supporting successful learning outcomes.

Implementation of Classroom Rules During the Learning Process

The study found that teachers implemented various classroom rules as part of efforts to develop student discipline during the learning process. The rules included arriving on time, paying attention to teachers' explanations, maintaining classroom cleanliness, avoiding disruptive behavior, and asking permission before leaving the classroom. Several teachers also involved students in establishing classroom agreements in order to strengthen students' responsibility toward mutually accepted rules. Based on interview findings, teachers believed that classroom rules were important for maintaining instructional order and reducing disruptive behavior during lessons.

Students who understood classroom expectations tended to demonstrate more disciplined behavior and participated more actively in learning activities. Classroom rules also helped teachers manage instructional time more effectively because students became familiar with classroom procedures and behavioral expectations. However, classroom observations revealed that some students still violated regulations during lessons, including talking with peers while teachers explained materials, losing focus during instruction, playing independently, and leaving the classroom without permission. These findings indicate that classroom rules alone were insufficient if they were not supported by consistent supervision and disciplinary enforcement from teachers.

In several situations, teachers were observed ignoring minor disciplinary violations, causing students to perceive classroom rules as less important. As a result, some students repeatedly engaged in disruptive behavior during the

learning process. This condition illustrates that the effectiveness of classroom rules depends heavily on teachers' consistency in monitoring classroom behavior and enforcing discipline. Therefore, disciplinary development requires not only the existence of formal regulations but also continuous supervision and consistent implementation of classroom management practices throughout the learning process.

Teacher Assertiveness and Preventive Approaches in Classroom Management

The findings demonstrated that teacher assertiveness became one of the determining factors in successful classroom management. Teachers who consistently gave direct warnings to students violating classroom rules were generally more successful in maintaining classroom order compared to teachers who tolerated repeated violations. Students tended to respect classroom rules more seriously when teachers applied disciplinary procedures firmly and consistently.

Teacher assertiveness also influenced students' understanding of classroom consequences. Students became more aware that every classroom rule carried responsibilities that needed to be respected. Conversely, inconsistent disciplinary enforcement encouraged students to repeat similar violations because they assumed that classroom rules were not implemented seriously.

Besides applying rules and warnings, teachers also implemented preventive approaches to improve student discipline. Before starting lessons, teachers frequently provided guidance, motivation, and explanations regarding the importance of discipline in the learning process. Teachers emphasized that discipline should emerge from students' internal awareness rather than fear of punishment.

Several students stated during interviews that they responded more positively when teachers explained rules politely and persuasively rather than immediately imposing punishment. Preventive approaches through motivation and guidance helped students understand the purpose of discipline and encouraged them to participate more responsibly in classroom activities.

Positive Reinforcement and Interpersonal Relationships

The study revealed that positive reinforcement played an important role in supporting classroom discipline. Teachers who actively provided appreciation, praise, and motivational encouragement were generally more successful in reducing disruptive behavior during learning activities. Positive reinforcement encouraged students to maintain appropriate classroom behavior and motivated other students to demonstrate similar disciplinary attitudes. Teachers also attempted to create supportive classroom environments by

recognizing students' efforts and participation during lessons. Students who received appreciation for disciplined behavior tended to become more confident and actively engaged in learning activities. These findings indicate that discipline can be strengthened through persuasive and educative approaches rather than relying solely on punishment-oriented strategies.

In addition, interpersonal relationships between teachers and students significantly influenced students' disciplinary behavior. Teachers who were communicative, approachable, and respectful while remaining firm in implementing classroom rules tended to be more respected by students. Positive teacher-student relationships created a more comfortable learning atmosphere and increased students' willingness to follow classroom procedures. On the other hand, overly authoritarian attitudes often caused students to feel uncomfortable during lessons, reduced classroom harmony, and negatively affected students' compliance with classroom regulations. These findings suggest that emotional closeness, constructive communication, and balanced teacher attitudes are essential components of effective classroom management and disciplinary development.

Challenges in Implementing Classroom Management Strategies

The findings also identified several challenges affecting the implementation of classroom management strategies. One of the primary challenges involved differences in students' characteristics, behaviors, and learning motivation. Teachers explained that each student required different approaches depending on their personality, emotional condition, and level of learning responsibility.

Students with low motivation or disruptive behavior often required more intensive supervision and communication from teachers. These differences sometimes made classroom management more difficult because teachers needed to adapt their strategies continuously according to classroom conditions. Consequently, teachers were expected to demonstrate patience, emotional understanding, and flexibility in handling classroom situations.

Another challenge involved the inconsistency among teachers in implementing school regulations. Some teachers applied classroom rules strictly, while others tended to be more tolerant toward disciplinary violations. This inconsistency caused students to develop different perceptions regarding the seriousness of school discipline and reduced the effectiveness of disciplinary implementation across classrooms.

In addition, peer environments and social interactions outside the classroom also influenced students' disciplinary behavior. Students who interacted within negative peer environments were more likely to violate

classroom regulations and ignore learning responsibilities. These findings indicate that student discipline is influenced not only by school management practices but also by social and environmental factors surrounding students' daily lives.

Discussion

The findings of this study indicate that classroom management strategies have a significant role in improving student discipline during the learning process. The implementation of classroom rules, supervision, motivational support, and interpersonal communication contributed to creating a more orderly and conducive learning environment. These findings are in line with previous studies emphasizing that effective classroom management positively influences student engagement, behavioral control, and learning effectiveness (Gunersel et al., 2023; Moore et al., 2024). Similarly, structured classroom management has been shown to reduce disruptive behavior and strengthen students' academic participation (Marder et al., 2023; Harrison et al., 2023). In this study, teachers who consistently implemented classroom procedures and monitored students actively were more successful in maintaining discipline and encouraging positive classroom behavior. This finding confirms that classroom management is not merely an instructional technique but also an important strategy for supporting behavioral development among students.

The study also found that classroom rules became an important foundation for strengthening student discipline. Teachers who communicated expectations clearly and consistently enforced classroom regulations were more capable of maintaining classroom order and minimizing disruptive behavior. This result supports previous findings that consistency in classroom behavior management improves students' responsibility and compliance during instructional activities (Woodcock & Reupert, 2023; Karasova & Nehyba, 2025). Positive disciplinary practices and systematic classroom management interventions were also found to improve students' motivational and behavioral outcomes (Hasanov & Brandišauskienė, 2025; Korpershoek et al., 2025). However, this study reveals that classroom discipline becomes less effective when teachers apply rules inconsistently. Students tended to underestimate regulations when some teachers tolerated disciplinary violations while others enforced rules more strictly. Therefore, consistency among teachers is essential for developing sustainable disciplinary culture within schools.

Another important finding of this study is the effectiveness of preventive and persuasive approaches in improving student discipline. Teachers attempted to provide guidance, motivation, and positive reinforcement before disciplinary problems emerged. Students responded more positively to communicative and

humanistic approaches than to punishment-oriented methods. This finding is consistent with studies showing that positive reinforcement and self-management strategies help reduce disruptive behavior and encourage students' self-regulation (Smolkowski et al., 2023; Thoele & Sayeski, 2024). Supportive behavioral interventions also contribute to the development of more effective classroom environments because students become more aware of their responsibilities and classroom expectations (Kuswardani & Paramita, 2023; Lawson et al., 2025). The novelty of this study lies in its emphasis on balancing preventive discipline, interpersonal communication, and motivational guidance simultaneously within classroom management practices. This research demonstrates that student discipline is more effectively developed through internal awareness and supportive interaction rather than through authoritarian control alone.

The findings additionally highlight that interpersonal relationships between teachers and students strongly influence students' disciplinary behavior. Teachers who were communicative, respectful, and emotionally supportive while remaining firm in implementing rules were generally more respected by students. Positive emotional interaction created a more comfortable classroom atmosphere and encouraged students to follow instructions voluntarily. These findings support previous studies explaining that supportive teacher-student relationships improve classroom participation, emotional well-being, and student behavior (Mossing et al., 2024; Erdel, 2026). Effective classroom behavior management is also influenced by teachers' communication skills and their ability to establish constructive interactions during learning activities (He et al., 2024; Hasanah et al., 2024). The contribution of this study is the identification of interpersonal communication as an essential component of classroom management in strengthening discipline, particularly within learning environments emphasizing both academic and character development. Thus, classroom management effectiveness depends not only on technical instructional control but also on teachers' emotional and relational competencies.

Overall, this study confirms that effective classroom management requires balance between disciplinary enforcement and humanistic communication. Student discipline is influenced not only by classroom regulations but also by teacher consistency, peer interaction, social environment, and students' internal awareness regarding responsibility in learning. These findings strengthen previous arguments that character and moral development should be integrated into instructional practices through supportive educational environments (Suciati et al., 2023; Maisyaroh et al., 2023). Discipline and character formation are also more effective when schools continuously integrate motivational guidance and value-based educational approaches within classroom activities

(Arif et al., 2023; Fasya et al., 2023). This study contributes theoretically by enriching qualitative discussions regarding classroom management and student discipline, while practically providing insights for teachers and educational institutions to develop adaptive, communicative, and student-centered classroom management strategies that support positive behavior and effective learning processes.

CONCLUSION

This study demonstrates that effective classroom management plays a crucial role in improving student discipline and creating a conducive learning environment. The findings reveal that student discipline cannot be developed solely through the implementation of rules and punishment, but requires a balance between preventive guidance, consistent supervision, teacher assertiveness, motivational support, and humanistic communication. Students showed more positive disciplinary behavior when teachers applied clear classroom regulations while maintaining supportive interpersonal relationships and persuasive approaches during the learning process. The study also highlights that consistency among teachers in enforcing classroom rules significantly influences the effectiveness of disciplinary culture within schools. The main contribution of this research lies in its emphasis on integrating preventive, communicative, and humanistic approaches within classroom management practices as a strategy for strengthening student discipline and character development simultaneously. Practically, the findings provide insights for teachers and educational institutions in developing adaptive and student-centered classroom management strategies to support positive behavior and effective learning environments. However, this study is limited to a qualitative case study within a specific educational context, which may limit the broader generalization of the findings. Future research is recommended to employ quantitative or mixed-method approaches and examine additional factors influencing student discipline, such as school climate, family background, peer interaction, and social environment, in order to provide more comprehensive empirical evidence regarding classroom management effectiveness.

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