

Reconstruction of Classroom Teacher Management in Improving the Quality of Learning

Firdhaus Tri Nugroho¹, Nurfuadi²

^{1,2}Universitas Islam Negeri Prof. KH. Saifuddin Zuhri, Purwokerto, Indonesia

* Correspondence e-mail; 244120500053@mhs.uinsaizu.ac.id

Article history

Submitted: 2026/04/10; Revised: 2026/05/20; Accepted: 2026/06/01

Abstract

The background of this study is based on the continued dominance of conventional and teacher-oriented classroom management practices, as well as the suboptimal integration between teacher competence, student involvement, and the use of technology in the learning process. This study aims to analyze the reconstruction of classroom teacher management in an effort to improve the quality of learning. This study uses a qualitative approach with a library research type through a review of various relevant literature sources. The results of the study indicate that the reconstruction of classroom management needs to be directed towards a student-centered approach by integrating pedagogical, social, and personality competencies of teachers, strengthening interactions between teachers and students, and increasing engagement and motivation to learn through the use of learning technology. The novelty of this study lies in the development of a reconstructive and integrative classroom management concept by combining aspects of teacher competence, instructional leadership, and technology use within a comprehensive conceptual framework. Thus, the reconstruction of classroom teacher management is expected to be able to create a learning environment that is more adaptive, collaborative, and oriented towards improving the quality of learning in accordance with the demands of the 21st century.

Keywords

Classroom Management; Learning Quality Reconstruction, Teacher Competence 21st-Century Learning



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Classroom management is a crucial element in the educational process, directly determining the quality of learning. The classroom is not simply defined as a physical space, but as a learning ecosystem involving complex interactions between teachers, students, and various other learning components. Therefore, a teacher's ability to manage the classroom effectively is a strategic factor in creating a conducive, participatory, and meaningful learning environment (Afriza, 2014).

Along with the development of educational paradigms, classroom management has shifted from a mechanistic approach to a more holistic one. Classroom management is no longer limited to discipline and spatial planning, but encompasses the teacher's ability to build a positive emotional climate, facilitate healthy social interactions, and accommodate the diverse characteristics of students (Roorda, 2017). In this regard, the quality of the relationship between teachers and students has been shown to significantly influence student engagement and learning achievement.

Furthermore, classroom management is closely related to teachers' pedagogical competence, which serves as the foundation for designing and implementing effective learning. Teachers are required to understand student characteristics, manage the learning process, and create meaningful learning experiences (Nurfuadi, 2021). Student engagement in learning is a crucial indicator of learning quality, influenced not only by teaching strategies but also by the teacher's ability to adaptively manage classroom dynamics (Fredricks et al., 2016).

However, classroom management practices in the field still demonstrate the dominance of conventional, teacher-centered approaches. This approach tends to limit active student participation and provides little room for the development of creativity and independent learning. Effective learning, however, requires students to actively engage in constructing their own knowledge and learning experiences (Sanjaya, 2010). The motivational perspective in Self-Determination theory also emphasizes that learning engagement increases when students feel autonomous, competent, and connected in the learning process.

On the other hand, the development of digital technology has also driven changes in student characteristics, leading to increasingly adaptive, critical thinking, and access to extensive information. This requires teachers to be able to integrate technology into learning and manage classes flexibly, both in face-to-face and digital-based learning contexts (Yuliarti & Sultoni, 2024). Furthermore, the implementation of effective interpersonal communication and positive discipline are also crucial aspects in creating a conducive classroom atmosphere that supports optimal student development (Suryahadikusumah, 2025).

Previous research has shown that classroom management has a significant influence on the quality of student learning, particularly in increasing student engagement and learning outcomes (Rahayu et al., 2025). However, most studies still focus on technical and implementation aspects and have not comprehensively integrated classroom management, teacher competency, instructional leadership, and technology utilization. Furthermore, studies linking classroom management with active and collaborative learning approaches are also limited (Putri et al., 2025).

From a methodological perspective, qualitative research holds great potential for uncovering the dynamics of classroom management in depth and context, particularly in understanding the meaning behind learning interactions (Purwoastuti & Walyani, 2014). However, the use of this approach in classroom management studies is still suboptimal, even though it can provide a more comprehensive understanding of actual practices in the field (Hariawan, 2025).

Based on this description, a research gap can be identified, consisting of limited studies that integratively link classroom management with teacher pedagogical competence, instructional leadership, student engagement, and the use of technology in the context of 21st-century learning. Furthermore, there is still limited research that views classroom management as a strategic process that is dynamic, contextual, and transformative in improving the overall quality of learning.

In response to this gap, this study offers a novelty through a reconstructive approach to teacher classroom management. This approach emphasizes the integration of pedagogical competence, instructional leadership, a humanistic approach, strengthening teacher-student relationships, and the use of learning technology. Thus, teachers play a role not only as classroom managers but also as learning leaders capable of creating.

METHODS

This study employed a qualitative approach with a library research design aimed at examining in depth the concept of reconstructing classroom teacher management in improving the quality of learning. The qualitative approach was chosen because it provides a comprehensive understanding of educational phenomena, particularly in revealing the meanings, concepts, and dynamics that occur in classroom management practices (Purwoastuti & Walyani, 2014). In addition, the qualitative approach enables researchers to conduct in-depth analyses of various literature sources in order to produce relevant and contextual conceptual syntheses. In this context, the qualitative case study approach also served as a conceptual reference for understanding phenomena holistically and comprehensively (Baxter et al., 2008). The data used in this study were obtained from various relevant secondary sources, including textbooks, national and international scientific journal articles, and previous research findings related to classroom management, teacher competence, and learning quality. The selection of data sources was conducted purposively based on their relevance to the focus of the study. Data collection techniques were carried out through documentation studies by identifying, collecting, and reviewing various literatures relevant to the research topic. This process included reading, note-taking, classifying, and organizing data according to specific themes. Data analysis was conducted descriptively and analytically through several stages: data reduction by selecting and focusing on information relevant to the research objectives, data presentation by organizing information into systematic narratives, and conclusion drawing by interpreting the data to identify patterns, relationships, and new concepts related to classroom management reconstruction. This analytical process was conducted iteratively to ensure the depth and accuracy of the study results. To ensure data validity, this study applied source triangulation techniques by comparing and verifying data from various references. This triangulation aimed to enhance the credibility of the research findings and minimize bias in data interpretation (Hariawan, 2025).

FINDINGS AND DISCUSSION

Based on the analysis of various relevant literature sources, it was found that classroom teacher management has a strategic role in improving the quality of learning. The findings of this study indicate a conceptual reconstruction of classroom management through several major dimensions. First, there has been a paradigm shift in classroom management from a traditional approach toward a more modern and adaptive approach. Classroom management, which was previously oriented solely toward control and discipline, has now developed into an approach emphasizing the creation of a conducive, participatory, and student-centered learning environment. Conventional teacher-centered approaches are considered less capable of accommodating the diverse needs of students, whereas student-centered approaches have proven more effective in increasing student engagement and learning motivation, thereby positively affecting learning quality. This finding aligns with the view that effective learning should provide opportunities for students to actively participate in constructing knowledge (Sanjaya, 2010), while the concept of student engagement also highlights the importance of active participation in determining learning success (Fredricks et al., 2016).

Furthermore, the findings revealed that the success of classroom management is strongly influenced by the integration of teacher competencies, particularly pedagogical, social, and personal competencies. Teachers who are able to understand student characteristics and establish positive interpersonal relationships tend to be more successful in managing classrooms effectively. In addition, teachers' abilities to manage learning interactions and create comfortable classroom atmospheres are important factors in increasing student participation. This finding is supported by studies showing that the quality of teacher-student relationships significantly influences student engagement and academic achievement (Roorda, 2017). Therefore, strengthening teacher competencies becomes an essential part of classroom management reconstruction. The study also found that student engagement serves as a major indicator of learning quality. Students who are cognitively, emotionally, and behaviorally active tend to achieve better learning outcomes. Learning motivation, both intrinsic and extrinsic, influences the level of engagement. From the perspective of Self-Determination Theory, learning motivation increases when students' basic psychological needs, such as autonomy, competence, and relatedness, are fulfilled (Ryan et al., 2020). Consequently, classroom management should be directed toward creating learning environments that support the development of students' intrinsic motivation.

Another important finding concerns the significance of positive interaction between teachers and students in creating a conducive learning climate. Harmonious and communicative relationships help establish safe, comfortable, and supportive classroom environments. Teachers who apply effective interpersonal communication and positive discipline approaches tend to manage student behavior more constructively. This finding is consistent with perspectives emphasizing the importance of interpersonal communication in building constructive discipline (Suryahadikusumah & Rofi, 2025). In addition, the study

identified the integration of digital technology as an important element in classroom management practices. The use of digital media and learning platforms can enhance student engagement and make the learning process more interactive and appealing. However, the successful integration of technology largely depends on teachers' abilities to manage and utilize it appropriately. Research has shown that digital media use can improve students' cognitive, emotional, and behavioral engagement (Yuliarti & Sultoni, 2024), while adaptation to technology-based learning has become an unavoidable demand in the digital era (Konig et al., 2020). Based on the overall findings, this study proposes a reconstructed classroom teacher management model consisting of several interconnected components: a humanistic approach to classroom management, strengthening teachers' pedagogical and social competencies, implementing instructional leadership, increasing student engagement and motivation, and integrating technology into learning processes. These components collectively form an adaptive, innovative, and learning-quality-oriented classroom management model. The findings ultimately indicate that reconstructing classroom teacher management is an urgent necessity in efforts to improve learning quality. Classroom management should no longer be viewed merely as a technical activity, but rather as a strategic process involving teacher competencies, social interaction, learning motivation, and the effective utilization of technology. In this context, teachers are expected to act not only as classroom managers but also as facilitators, motivators, and instructional leaders capable of guiding learning processes effectively. Moreover, this reconstruction confirms that classroom management is dynamic and contextual, requiring continuous development in accordance with students' needs and the ongoing changes of the modern era, so that the quality of learning can improve sustainably.

CONCLUSION

Based on the results of the analysis and discussion that have been conducted, it can be affirmed that the reconstruction of classroom teacher management is an important effort in improving the quality of learning. Classroom management is no longer viewed merely as a technical activity oriented toward controlling student behavior, but rather as a dynamic, contextual, and meaningful process focused on creating an effective learning environment. This reconstruction is reflected in the paradigm shift from a teacher-centered approach to a student-centered approach, in which students are positioned as active subjects who are directly involved in the learning process. In addition, the effectiveness of classroom management is strongly determined by teachers' ability to integrate various competencies, particularly pedagogical, social, and personal competencies, in order to build positive learning interactions. Furthermore, student engagement and motivation are crucial factors in determining learning quality. Therefore, classroom management should be directed toward creating a learning atmosphere capable of fulfilling students' basic needs, such as autonomy, self-competence, and social connectedness. In addition, the utilization of technology has become an important component in supporting effective learning in the digital era. Thus, the reconstruction of classroom teacher management requires a shift in the teacher's role, not only

as a classroom manager but also as a facilitator, motivator, and instructional leader. This approach is expected to improve the quality of learning comprehensively and support the development of student competencies that are relevant to the demands of the 21st century.

REFERENCES

- Afriza. (2014). *Manajemen Kelas*. Jakarta: Kreasi Edukasi.
- Baxter, Pamela, & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544–559. <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>.
- Fredricks, Jennifer A, Blumenfeld, B. C., & Paris, A. H. (2016). Using Qualitative Methods to Develop a Survey Measure of Math and Science Engagement." *Learning and Instruction* 43 (2016): 5–15. <https://doi.org/10.1016/j.learninstruc.2016.01.009>.
- Hariawan, R. (2025). Peningkatan Kompetensi Metodologi Kualitatif: Pelatihan Terpadu Manajemen Penelitian, Analisis Data, dan Triangulasi. *Jurnal*, 4(2), 93–103.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to Online Teaching During COVID-19. *European Journal of Teacher Education*, 5(9), 503-510.
- Nurfuadi. (2021). *Kompetensi Pedagogik dan Profesional Guru*. Jakart: Lutfi Gilang.
- Purwoastuti, T. E., & Walyani, E. S., (2014). *Metodologi Penelitian*. Yogyakarta: Pustaka Baru Press.
- Rahayu, P., Haryati, T., & Abdullah, G. (2015). The Impact of Classroom Management on Elementary Students' Learning Quality." *Edunesia: Jurnal Ilmiah Pendidikan*, 6(3), 1559–1571. <https://doi.org/10.51276/edu.v6i3.1326>.
- Putri, R., Hidayah, M., & Gusmaneli. (2025). Implementasi Model Pembelajaran Aktif Berbasis Kolaboratif untuk Meningkatkan Pemahaman Konseptual Siswa." *Hidayah: Cendekia Pendidikan Islam dan Hukum Syariah*, 2(3), 71–80. <https://doi.org/10.61132/hidayah.v2i3.1332>.
- Roorda, D. L. (2017). Affective Teacher-Student Relationships and Students' Engagement and Achievement." *School Psychology Review*, 46(3), 239–261. <https://doi.org/10.17105/SPR-2017-0035.V46-3>.
- Ryan, R. M. & Edward, L. D. (2020). Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective. *Contemporary Educational Psychology*, 6(13), 114-120, <https://doi.org/10.1016/j.cedpsych.2020.101860>.
- Sanjaya, W. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Yogyakarta: Kencana.
- Suryahadikusumah & Rofi, A. (2025). Peran Komunikasi Antarpribadi dalam Penerapan Disiplin Positif." *Jurnal Penelitian Kebijakan Pendidikan*, 17(2), 113–126. <https://doi.org/10.24832/jpkp.v17i2.933>.
- Yuliarti, R. & Sultoni, E. S. (2024). The Role of Digital Media in Indonesian Language Learning. *Jurnal*, 12(2), 74-80.