
Classroom Management in Improving Learning Quality: A Multi-Case Study at MA Raudlatul Firdaus and SMK Darul Dakwah, Kubu Raya Regency

Abdul Pandi*, Juliansyah, Salito, Samiyah, Ismail, Hamidun, Khotibul Umam

STIT Darul Ulum Kubu Raya, Jalan Soeharto, 78391, Indonesia

e-mail: pandiabdul38@gmail.com

*Corresponding Author.

Abstract: The objective of this study is to examine classroom management and the methods used by teachers to enhance the quality of learning at MA Raudlatul Firdaus and SMK Darul Dakwah Kubu Raya. Furthermore, it investigates how these methods impact student discipline, motivation, and learning outcomes. Employing a case study design, this research adopts a qualitative approach. Data were collected through observation, interviews, and documentation. Subsequently, to gain a deeper understanding of the phenomenon under study, a descriptive analysis was conducted through the processes of data reduction, data display, and drawing conclusions. The results indicate that well-structured lesson planning, consistent enforcement of rules, the use of diverse learning methods and media, and ongoing evaluation are essential components for effective classroom management. The preventive and humanistic approaches utilized, along with their combination, were proven to enhance student learning outcomes by improving classroom management and increasing student discipline and motivation. Thus, it can be concluded that the findings of this study confirm that sound instructional planning, consistent application of rules, diversification of learning methods and media, and continuous evaluation are key factors that ensure effective classroom management. An integrated preventive and humanistic approach improves overall learning outcomes by raising student discipline and motivation. Combined, this synergy can be utilized to enhance the quality of instruction in schools.

Keywords: Classroom Management; Improving Education Quality

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Introduction

The quality of education in Indonesia currently still lags behind compared to the quality of education in other countries. Many people in Indonesia are not yet fully aware of the crucial importance of education, causing a large portion of society to tend to underestimate education, even though education is one of the key indicators of a nation's progress (Rahmatullah & Omar, 2020). Education represents a long-term investment in human resources and holds fundamental significance for the sustainability of human civilization in this world. Consequently, almost all countries view education as a paramount and primary aspect of the nation-building process. Education is extremely crucial because it serves as the main vehicle for elevating a nation's quality of life and constructing civilization. Through education, individuals acquire the skills, character, and social values required to become productive and responsible members of society. Education is also a mechanism for reducing socioeconomic inequality, overcoming poverty, and fostering sustainable economic growth. Furthermore, education aids in character formation and life skill development, which focus not only on academic achievement but also on holistic individual development to navigate the challenges of the workforce and modern society. In Indonesia, education functions as a long-term investment whose impact will be realized when educated individuals contribute to the progress of the nation and state. The government continuously makes

improvements in the educational system through digitalization, quality enhancement, and equitable access so that education can be inclusive and fair. Good and quality education serves as the foundation for a smart, strong, and principled nation capable of competing globally (Mokoena, 2025).

Learning is essentially an interactive process with all situations existing around individual learners. Learning can be viewed as a goal-directed process and an action process through experience (Atmowardoyo, n.d.). Learning is also a process of observing, perceiving, reasoning, trying out, communicating, and understanding something (Dan & Press, 2021). Learning activities are carried out by two actors: the teacher and the students. The teacher's role is to create environmental conditions for learning, whereas the students' role is to engage in learning. Learning activities must be designed as effectively as possible to achieve learning objectives optimally (Barak & Levenberg, 2016).

To create quality instruction, teachers execute teaching based on instructional principles capable of achieving learning objectives, centering on student activity, being rich in values and benefits, while ensuring the learning process remains enjoyable and memorable. For instruction to achieve quality in accordance with its characteristics, educators must be skilled in selecting various methods, media, learning resources, and creating a truly enjoyable and memorable atmosphere, while adhering strictly to learning objectives, keeping activities student-centered, and embedding values and utility (Mujahidin, 2017). A teacher ought to be capable of using diverse methods, strategies, models, and media in instruction so that the learning process becomes more varied, meaningful, non-monotonous, and accomplishes desired goals. As managers of the learning process, teachers bear the responsibility of fostering a learning atmosphere where students feel comfortable (Dan & Press, 2021). Through effective classroom management, teachers can maintain a class environment that supports the learning process for all students. Students can only learn effectively when in an enjoyable, safe environment free from fear. Teachers should endeavor to keep the classroom atmosphere cheerful and unrelaxed. To achieve this, teachers may occasionally incorporate entertaining elements. Classroom management during instruction is crucial so that learning proceeds in a conducive and effective manner. It must also be emphasized that a classroom is not merely a physical room, but an environment where learning takes place. Because the environment impacts learning outcomes, its management demands careful attention (Mujahidin, 2017).

All teachers are expected to manage classrooms well to create engaging, orderly, measurable, and focused learning experiences so that educational objectives can be attained more easily. In this context, management is indispensable for facilitating planning, organizing, executing, and supervising resources to achieve specific goals effectively and efficiently (Bandur, 2011). In the educational context, educational management involves coordinating and managing various aspects of education, such as curriculum, teaching personnel, students, facilities and infrastructure, financing, and public relations, to maximize educational goals. Educational management is vital to ensure educational quality, efficient resource utilization, and the enhancement of learning quality and institutional governance. With sound management, educational institutions can adapt to changes, optimize teaching-learning processes, and produce competent graduates meeting societal needs and contemporary developments (Azizi, 2023). It can be asserted that educational quality in schools is reflected in the learning process itself (Msallam et al., 2020). Here, the teacher's skill in managing instruction must receive primary attention. This is because the learning process is the concrete manifestation of educational activity, serving as the medium to transmit and transform learning experiences to students. In this process, the teacher plays a central role in achieving educational goals to the maximum extent (Rastogi et al., 2019).

As a learning space, the physical classroom exerts a significant influence on the psychological condition of both students and teachers. The condition of the learning room affects the quality of instruction developed by students and teachers. For students, the classroom atmosphere strongly impacts their focus. If a classroom is messy, overcrowded, cluttered with excessive wall decorations, dusty, dingy, or painted in overly harsh colors, student concentration will be disrupted, leading to learning

quality below expectations (Azizi, 2023). Disorganized rooms diminish student enthusiasm and motivation. Students feel unrefreshed and uninspired; instead, they tire quickly and grow bored because their minds and concentration are continuously disrupted by unchanged daily visual clutter. Additionally, classroom conditions affect teacher performance. The better the atmosphere and quality of the space, the more perceptive and friendly teachers are when interacting with students. A well-organized classroom atmosphere energizes teachers, instilling high motivation to teach (Barak & Levenberg, 2016).

Learning and instruction are intrinsically linked activities carried out to achieve outcomes, whether in attitudes, knowledge, skills, or experiences recognizable through new behavioral changes (Hidayat et al., n.d.). Instruction is conducted interactively, inspiringly, enjoyably, challenging, and motivating students to engage actively. Furthermore, instruction provides sufficient space for initiative, creativity, and autonomy aligned with students' interests, talents, and physical-psychological development. Hence, every educational institution plans instruction, implements the learning process, and conducts assessments of the learning process to improve efficiency and effectiveness in achieving graduate competencies (Pel & Baker, n.d.). Simply put, quality instruction is a learning process capable of fulfilling objectives in a positive atmosphere (enjoyable and engaging), producing beneficial processes and outcomes (Celik & Ölçer, 2018). To build this quality instruction, support from learning methods that actively involve students is essential, and teachers must be creative in provisioning and utilizing available resources to render learning effective and enjoyable. Briefly summarized, quality learning is active, innovative, creative, effective, attractive, Islamic, joyful, logical, robust, fostering intelligence, building character, and focusing on lifelong education by habituating critical thinking and leaving a lasting impression (Lecun et al., 2023).

Quality instruction is instruction that achieves its learning objectives (Scheffel & Drachsler, 2018). Learning objectives are derived from educational objectives, both general educational goals and operational instructional goals (Mihaela & Demirci, 2021). Thus, discussions on learning objectives cannot be separated from the concepts of education and instruction themselves. For this reason, the concept of education and its link to educational and instructional objectives will be explained first. The achievement of learning objectives can be proven and measured across attitudes, knowledge, and skills acquired as products of quality instruction. Attitudes can be assessed through daily habits displayed by students, while knowledge can be observed through student mastery and comprehension of learning material, which can be measured via performance tasks or tests (Chatti et al., n.d.).

Thus, learning quality within classroom management is realized through effective and efficient instruction. High-quality instruction ensures that teaching and learning activities run smoothly (Basbas, 2022). In effort to enhance learning quality at Hidayatul Muhsinin Senior High School, teachers have strived to upgrade instruction, as evidenced by adequate facilities and infrastructure, comfortable school environments, achievements in academic and non-academic domains, and qualified teaching staff. As described above, teachers bear the primary responsibility of educating and providing quality instruction (Iraurgi, 2020). Teachers must also create a favorable and conducive classroom environment so that classroom instruction aligns with educational goals and enhances learning quality itself (Complementarity et al., 2019). Therefore, the researchers aim to investigate classroom management and the approaches utilized to improve learning quality at MA Raudlatul Firdaus and SMK Darul Dakwah, Kubu Raya.

Method

This study employs a qualitative research approach (Feny Rita Fiantika, 2022). This qualitative approach was conducted intensively, with researchers participating directly in the field, meticulously

recording data, conducting analyses, and compiling reports (Chairi, 2019). Qualitative research seeks to understand the phenomena experienced by research subjects by describing them in words and language within a specific natural context, utilizing natural methods typical of social science research that gathers and analyzes qualitative data (Nasution, 2023).

A qualitative approach represents a research framework that emphasizes in-depth data extraction to capture the quality of research outcomes. In other words, a qualitative approach relies on descriptive verbal explanations carefully and systematically structured from data collection through interpretation and reporting (Sudirman & Kondolayuk, 2020). In qualitative research, the researcher, individually or assisted by others, serves as the primary data collection instrument (Edy Siswanto et al., 2024). The design of this research is a case study, offering a comprehensive description and explanation of various aspects of individuals, groups, communities, or social situations. Case study researchers attempt to examine as much data as possible regarding the subject under study. Applicable methods include interviews, life histories, observations, surveys, and any required data to describe a case in detail (Sudirman & Kondolayuk, 2020). Data collection in this study is the most strategic step, as the primary objective of research is data acquisition. Without proper procedures, researchers cannot obtain the required data (Syahrur, 2012).

This study utilized data collection techniques comprising three primary methods: First, Observation: terminologically originating from the English term 'observation,' meaning monitoring, viewing, or supervising. Second, Interviews: purposeful conversations between two parties—the interviewer asking questions and the interviewee providing answers. Third, Documentation: a method for collecting data from written records, books, newspapers, magazines, meeting minutes, agendas, announcements, instructions, rules, reports, decisions, or archival documents related to the research focus (Sugiono, 2013). Documentation was utilized by the authors as a main instrument to gather data relevant to the research topic (Feny Rita Fiantika, 2022).

After gathering all required data, analysis was performed. Data analysis involves processing, reviewing, categorizing, systematizing, interpreting, and verifying data so that phenomena acquire social, academic, and scientific value. Data analysis systematically organizes interview transcripts, field notes, and documentation to facilitate understanding and present findings as informative insights for others (Rahman, 2024).

Results and Discussion

Classroom Management to Improve Learning Quality (Case Study at MA Raudlatul Firdaus and SMK Darul Dakwah Kubu Raya)

Teachers prepare lesson plans/teaching modules, establish classroom rules together with students at the start of the semester, and prepare learning media. This planning aims to create a structured and conducive learning environment. Regarding strategies used to establish a conducive classroom atmosphere, teachers reported implementing classroom agreements, providing motivation at the start of lessons, utilizing varied teaching methods (discussions, presentations, Q&A), and maintaining positive communication with students to ensure a comfortable environment. When facing students who repeatedly breach discipline, teachers employ constructive solutions. Based on an interview with Mr. Saifullah, a teacher at MA Raudlatul Firdaus, teachers issue persuasive warnings, conduct personal approaches, and, if necessary, apply educational sanctions in accordance with madrasah regulations, prioritizing guidance over punishment. In addition to warnings, seating arrangements contribute significantly to student success. As noted by a teacher at SMK Al-Falah, seating configurations are tailored to teaching methods: small groups for discussions, and forward-facing rows for lectures or presentations to maintain focus. Learning media also plays an essential role in delivering material effectively. As stated by an SMK Al-Falah teacher, media such as LCD projectors, interactive whiteboards, and visual learning materials maintain student attention, keeping the class controlled and

instruction effective. During instruction, teachers face challenges such as differing student characteristics, inadequate supporting facilities, and limited instructional time. Teachers address these through individualized approaches and teaching method innovations. Furthermore, implementation requires evaluation to identify strengths and weaknesses. Interview results with an SMK Al-Falah teacher reveal that evaluation is conducted via teacher reflection post-lesson, student learning outcomes, and student feedback, allowing teachers to refine subsequent lessons. Policies established by MA Raudlatul Firdaus include clear rules, teacher training, and periodic supervision to enhance classroom management quality. Proper management makes students more disciplined, active, and focused, directly boosting learning motivation and academic scores. Improved participation in discussions, orderly environments, and higher evaluation scores at SMK Al-Falah confirm these positive impacts.

Table 1. Summary of Research Results on Classroom Management Aspects

Classroom Management Aspect	Implementation Strategy	Impact on Learning Quality
Instructional Planning	Preparing lesson plans/modules, setting rules collaboratively, selecting media.	Establishes a structured, clear, and goal-oriented learning flow.
Discipline Enforcement	Class agreement, persuasive warnings, personal approaches, educational sanctions.	Increases student order, time management, and sense of responsibility.
Seating & Media Utilization	Flexible seating (group/row layout), LCD projectors, interactive whiteboards.	Enhances focus, keeps classroom controlled, and reduces student boredom.
Classroom Evaluation	Post-lesson reflection, student feedback analysis, monitoring learning results.	Allows continuous improvement in instructional strategies for next sessions.
Institutional Support	Clear school policies, teacher training, and periodic instructional supervision.	Ensures consistent quality in teacher management and learning environment.

Classroom Management Approaches Used to Improve Learning Quality (Case Study at MA Raudlatul Firdaus and SMK Darul Dakwah Kubu Raya)

Teachers at MA Raudlatul Firdaus and SMK Darul Dakwah combine preventive and humanistic approaches. The preventive approach is realized through early lesson planning and rule setting, whereas the humanistic approach builds positive interpersonal relationships and open communication. An SMK Darul Falah teacher highlighted that preventive measures involve establishing class agreements at the start of the semester, clarifying consequences, and structuring activities so students lack opportunities for misconduct. Concurrently, humanistic management involves understanding student character, offering motivation, and approaching struggling students individually, making students feel valued and cooperative. Interviews with MA Raudlatul Firdaus teachers confirmed that students became more active, enthusiastic, and confident during discussions. Discipline also improved as students understood the importance of order and respected class time. Teachers utilized active learning methods group discussions, presentations, and Q&A supported by media (videos, slides, images) to maintain focus and dynamic atmosphere. Despite constraints like diverse personalities and facility limitations, teachers managed challenges through personal attention and creative teaching. Continuous evaluation through student outcomes, activity observation, and post-lesson reflection ensures ongoing refinements, creating a highly conducive learning climate.

Table 2. Summary of Research Results on Classroom Management Approaches

Management Approach	Key Activities & Methods	Observed Outcomes & Impact
Preventive Approach	Early class agreements, clear rule definition, structured lesson design.	Prevents misconduct before it occurs, maintains order and instructional focus.
Humanistic Approach	Empathic communication, individual counseling, intrinsic motivation.	Fosters mutual trust, enhances self-confidence, and makes students feel valued.
Active Teaching Methods	Group discussions, student presentations, interactive Q&A, media use.	Eliminates boredom, boosts active participation, and deepens comprehension.
Reflective Evaluation	Student engagement tracking, post-class reflection, continuous feedback.	Enables adaptive management, addressing individual learning hurdles effectively.

Discussion

A. Classroom Management to Improve Learning Quality

Research results indicate that effective classroom management at MA Raudlatul Firdaus and SMK Darul Dakwah Kubu Raya encompasses four main components: (1) thorough planning, (2) consistent enforcement of rules, (3) use of varied learning methods and media, and (4) continuous evaluation. These four components significantly impact the improvement of learning quality, as evidenced by increased learning motivation, student discipline, and academic performance. These findings align with contemporary classroom management and instructional theories.

1. Thorough Planning as the Foundation of Classroom Management

Planning is the initial step in creating effective classroom management. In both schools, planning includes compiling teaching modules, defining learning objectives, selecting strategies, methods, media, and evaluation instruments. Teachers with thorough planning effectively manage time, anticipate obstacles, and construct systematic learning flows. According to Stronge (2007) in *Qualities of Effective Teachers*, effective teachers consistently begin instruction with clear, structured planning that serves as a roadmap to manage classrooms and achieve objectives. Without sound planning, instruction tends to lack direction (Marzano & Pickering, 2003). Marzano and Pickering (2003) in *Classroom Management That Works* emphasize that classroom management is heavily governed by well-designed instruction that minimizes disruptions and boosts student involvement. Similarly, Eggen and Kauchak (2012) explain that systematic planning helps teachers foster an environment supporting academic success and active learning. Empirical evidence from MA Raudlatul Firdaus and SMK Darul Falah shows that teacher planning acts as a preventive strategy maintaining class stability and learning quality.

2. Consistent Enforcement of Rules and Discipline Building

Establishing clear rules enforced consistently creates an orderly and conducive learning atmosphere. Consistency builds student responsibility and self-discipline. Evertson and Weinstein (2006) highlight in the *Handbook of Classroom Management* that effective management relies on clear rule development and fair enforcement, which enhances student feelings of security. Charles (2011) in *Building Classroom Discipline* asserts that discipline is not merely punishment but the formation of positive behavior through consistent, supportive guidance. Emmer and Sabornie (2015) state that consistency creates social stability, reducing wasted instructional time. Observations and teacher accounts confirm that consistent rule enforcement improved student punctuality, focus, and respect for class time, directly elevating learning quality.

3. Utilization of Varied Learning Methods and Media

Diverse instructional methods (discussions, presentations, Q&A, project-based learning) increase student engagement. Slavin (2006) notes in *Educational Psychology: Theory and Practice* that effective learning occurs when students actively participate. Joyce et al. (2009) state in *Models of Teaching* that varied models accommodate diverse learning styles. Schunk's (2012) motivation theory highlights that varied strategies enhance intrinsic motivation by making learning relevant and interesting. Regarding media, Mayer's (2009) *Cognitive Theory of Multimedia Learning* explains that combining text, visual, and audio elements optimizes cognitive processing. Utilizing LCD projectors, instructional videos, and visual aids at the target schools captured student focus and enthusiasm, validating multimedia learning principles.

4. Continuous Evaluation for Quality Enhancement

Continuous evaluation is vital for effective classroom management, assessing not only student learning outcomes but reflecting teacher instructional efficacy. Brookhart (2008) in *How to Give Effective Feedback to Your Students* emphasizes that continuous feedback helps students recognize strengths and weaknesses. Black and Wiliam (2009) demonstrate that formative assessment significantly elevates learning outcomes, helping teachers adjust strategies dynamically. Hattie (2009) in *Visible Learning* underscores that regular feedback strongly drives student achievement. Teachers in this study conducted regular tests, tasks, and post-lesson reflections to identify constraints and refine future instruction, fulfilling a quality control function in classroom management.

5. Impact on Learning Quality

Learning quality is reflected in student motivation, discipline, and learning outcomes. All four implemented management components produced positive results across these indicators. Sallis (2002)

in Total Quality Management in Education states that educational quality depends on process effectiveness and student satisfaction. Hattie (2009) confirms that structured, supportive environments yield significant academic gains. Furthermore, Ryan and Deci's (2000) Self-Determination Theory indicates that environments satisfying autonomy and competence needs boost intrinsic motivation. The study's observed outcomes—higher motivation, orderly classrooms, and improved academic scores—confirm classroom management as a strategic driver of educational quality at MA Raudlatul Firdaus and SMK Darul Falah.

B. Classroom Management Approaches Used to Improve Learning Quality

The findings demonstrate that classroom management across the target schools successfully integrates preventive and humanistic approaches. This dual framework creates a conducive atmosphere, boosts student motivation and discipline, and yields positive academic results, fully congruent with established management theories.

1. Preventive Approach in Classroom Management

The preventive approach focuses on preventing disruptions before they arise by designing lesson structures, establishing clear rules, and setting expectations early. Evertson and Weinstein (2006) emphasize that effective classroom management begins with thorough preventive planning to minimize behavioral deviations. Marzano and Pickering (2003) confirm that preventive approaches significantly reduce disruptive behavior and increase engagement. Emmer and Sabornie (2015) add that clear classroom structures provide social and academic stability. Teachers at MA Raudlatul Firdaus and SMK Darul Dakwah successfully applied preventive measures through systematic planning and clear class agreements, optimizing learning time by minimizing potential disruptions.

2. Humanistic Approach in Classroom Management

Alongside preventive measures, teachers integrated a humanistic approach emphasizing positive interpersonal relationships, individual respect, and empathetic communication. Slavin (2006) asserts that emotionally supportive environments enhance motivation and engagement. Ryan and Deci (2000) explain through Self-Determination Theory that satisfying basic psychological needs (autonomy, competence, relatedness) fosters intrinsic motivation. Noddings (2005) in *Ethics of Care* highlights teacher care as the bedrock of effective education. Through open dialogue, personal approaches with struggling students, and continuous encouragement, teachers made students feel valued, increasing their comfort, confidence, and active participation.

3. Impact on Conducive Classroom Atmosphere

Combining preventive and humanistic approaches creates an optimal climate marked by order, active participation, and teacher-student harmony. Hattie (2009) notes that positive classroom climates significantly impact academic achievement by providing safe, structured settings. Wentzel (2002) confirms that teacher social support directly correlates with academic engagement. While preventive strategies establish structure and order, humanistic practices build emotional rapport, creating a balanced and stable environment.

4. Enhancement of Student Learning Motivation

Student motivation is a primary indicator of learning quality. Interviews confirmed that the applied management approaches boosted student drive. Schunk (2012) notes that supportive, non-pressured environments nurture motivation. Ryan and Deci (2000) reaffirm that supporting student autonomy drives deeper engagement. Keller's (2008) ARCS model demonstrates that engaging instruction satisfies student needs, where preventive measures maintain structure and humanistic practices sustain emotional comfort.

5. Enhancement of Student Discipline

Discipline resulted from consistent rule enforcement combined with humanistic coaching. Charles (2011) emphasizes that effective discipline integrates clear structure with positive relationships. Bear (2010) in *School Discipline and Self-Discipline* highlights that true discipline builds internal self-awareness rather than relying solely on punishment. Preventive measures maintain consistency, while humanistic approaches ensure fairness and empathy, fostering self-driven student compliance.

6. Impact on Learning Outcomes and Educational Quality

Quality learning is manifested in higher student achievement. Sallis (2002) notes that quality education relies on effective processes meeting academic standards. Slavin (2006) states that structured management combined with positive teacher-student interactions leads to superior learning outcomes.

Hattie (2009) highlights teacher-student relationships as a major factor in academic success. The academic improvements documented in this study affirm the power of integrating preventive and humanistic classroom management.

Conclusion

The classroom management approach utilized at MA Raudlatul Firdaus and SMK Darul Dakwah Kubu Raya Regency effectively integrates preventive and humanistic approaches. The preventive approach is realized through thorough instructional planning, clear classroom rule formulation, and consistent discipline enforcement. Meanwhile, the humanistic approach is implemented through effective communication, motivational support, attention to individual student characteristics, and the cultivation of harmonious teacher-student relationships. Combining these two approaches succeeds in establishing an orderly, safe, and comfortable classroom environment that optimizes the teaching and learning process.

The application of this integrated classroom management framework is proven to exert a positive impact on enhancing learning quality. This is manifested in heightened student learning motivation, cultivated discipline in adhering to classroom regulations, increased active participation in learning activities, and measurable improvements in student academic outcomes. A conducive classroom climate enables students to remain focused, confident, and responsible throughout their educational journey. Consequently, effective classroom management serves as a vital strategic pillar in achieving educational objectives at MA Raudlatul Firdaus and SMK Darul Dakwah Kubu Raya Regency.

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