

**EXPLORING TEACHERS' CLASSROOM  
MANAGEMENT IN *KULLIYATUL  
MU'ALLIMIN WAL MUALIMAT AL  
ISLAMIYAH (KMI) PESANTREN: A CASE  
STUDY***

**A Thesis**

**Submitted to the Master's Study Program of Education at the faculty  
of Education in partial fulfillment of the requirements for the degree of**

**Master of Arts (M.A.)**



**Universitas  
Islam Internasional  
Indonesia**

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**UNIVERSITAS ISLAM INTERNASIONAL INDONESIA**

**DEPOK**

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## ABSTRACT

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Classroom management is one part of teaching, and this research discussed the classroom management specifically in KMI (Kulliyatul Mu'allimin Al-Islamiyyah) Pesantren. KMI Pesantren itself is a Pesantren that has the right of muadalah (Equivalence) from the Indonesian government to create its own curriculum and teaching. The aims of the study are to explore how the unique system of KMI Pesantren influences the classroom management conducted by teachers at KMI Pesantren, to explore how the strategies used by KMI Pesantren teachers in overcoming classroom management, and to understand how the impact of teachers' classroom management on student behavior at KMI Pesantren. Considering that KMI Pesantren itself has a wider scope than Pesantren in general. Using a qualitative methodology, this study seeks an understanding of the classroom management used by teachers in Pesantren, how KMI system affects their classroom management, what their strategies and how they face the students' behaviour. The data were collected through semi-structured interviews with 1 female teacher and 1 male teacher working in a KMI Pesantren, 2 male students and 2 female students. This research utilized thematic analysis, themes will be addressed, namely (1) Curriculum System in KMI Pesantren (2) Teacher classroom management strategies in KMI Pesantren (3) Impact of teachers' classroom management on student behavior at KMI Pesantren. The KMI curriculum in Pesantren integrates religious education, general education, Pesantren values, and dormitory life. These values are instilled since the beginning of the school year through Khutbatul Iftitah and learning contracts between teachers and students. The education system lasts 24 hours with a busy schedule, which sometimes causes student fatigue, but is still supported by regular coordination between teachers so that values and policies can be internalised properly. Classroom management strategies implemented include clear rules and procedures through learning contracts, the use of tasreh cards when absent attending the class, student "moving" (Combine male and female classroom) in some lessons in final year of senior high school period, positive reinforcement in the form of praise and rewards as santri teladan award, educational sanctions such as memorizing verses, and flexibility of teaching schedules, 9-10 lessons conveyed every day. In addition, the takhasus programme is provided for transfer students who do not start from grade 1 that aimed to ensure each student has the same understanding. The impact of this classroom management is seen in the formation of character and discipline without pressure, close relationships between teachers and students through intensive interaction and shared interests even to guru khidmah, the classroom layout is flexible and active participation of students in the learning process, and the creation of a collaborative and conducive learning environment.

*Keywords: Classroom management, Pondok Pesantren, KMI, Educational practice in Pesantren.*

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## ABBREVIATION DIRECTORY

<i>Aliyah:</i>	The upper level of Islamic education, equivalent to senior high school. In KMI pesantren, the student on this stage called as grade 4,5,6.
<i>Balaghah:</i>	The study of the rhetoric of Arabic texts
<i>Dirasah Islamiyah:</i>	Islamic lesson
<i>Faraid:</i>	The study of inheritance rights
<i>Fiqh:</i>	The study of Islamic
<i>Guru Khidmah:</i>	Pesantren graduate, teacher without bachelor degree but give a service as a teacher in Pesantren
<i>Hadith:</i>	The words, actions or opinions of the Prophet Muhammad
<i>Imla':</i>	The study of Arabic writing procedures
<i>Insyah:</i>	The study of how to write stories in Arabic
<i>Jayyid:</i>	An Arabic term meaning "Good", commonly used in academic or behavioral assessments.
<i>Jayyid Jiddan:</i>	Means "Very Good", a higher rating than jayyid
<i>Kafaratul Majlis:</i>	A closing supplication recited at the end of a gathering to seek forgiveness for any mistakes during the session.
<i>Khat:</i>	The study of calligraphic writing.
<i>Khutbatul Iftitah:</i>	Annual orientation for introducing Pesantren environment
<i>KMI (Kulliyatul Mu'allimin al-Islamiyah):</i>	Pesantren that focus on Islamic and secular knowledge
<i>Kokat:</i>	Identity lanyard for those who ask permission to toilet or outside classroom
<i>Madrasah Mu'alimin:</i>	Pesantren that focus on producing islamic teacher
<i>Madrasah Salfiyah:</i>	Pesantren that focus on Turath
<i>Mahfuzhat:</i>	The study of Arabic aphorisms
<i>Masyayikh:</i>	The sheikhs/ leaders of Islamic boarding schools
<i>MMI (Madrasah al-Mu'alimin al-Islamiyah):</i>	Pesantren salaf that produce Islamic producing Islamic teacher
<i>MTI (Madrasah Tarbiyah Islamiyah):</i>	Pesantren that normally based in Sumatera,
<i>Muadalah:</i>	The recognition of educational certificate equivalency by other institutions, either nationally or internationally.
<i>Mufradat:</i>	The study of Arabic vocabulary
<i>Musthalahul Hadith:</i>	The study of the degree of a hadith
<i>Muthala'ah:</i>	The study of the meaning of Arabic stories
<i>Nahwu:</i>	The study of Arabic grammar
<i>Santri:</i>	A male student in Pesantren.
<i>Santri teladan:</i>	A model student who exemplifies good manners, worship, and discipline.
<i>Santriwati:</i>	A female student in Pesantren.
<i>Sharfu:</i>	The study of the origin of Arabic words
<i>Ta'dzim:</i>	The practice of showing deep respect to teachers, knowledge, and peers.
<i>Tafsir:</i>	The study of the meaning of the Quran

<i>Tajweed:</i>	The study of the laws of reciting the Quran
<i>Takhasus:</i>	A specialization program focused on deepening knowledge in a specific KMI Pesantren to those student transfer in KMI.
<i>Tarbiyah wa Ta'lim:</i>	The study of teaching and learning
<i>Tarikh Islam:</i>	The study of Islamic history
<i>Tarjamah:</i>	The study of foreign language translation
<i>Tasrekh:</i>	Letter of Permission
<i>Tawhid:</i>	The study of the oneness of Allah SWT.
<i>TMI (Tarbiyat al-Mu'alimin al-Islamiyah):</i>	Pesantren that focus on Islamic, Secural and producing teacher
<i>Turath</i>	Clasical Islamic Book
<i>Ushul Fiqh:</i>	The study of the origin of Islamic law
<i>Ustadz:</i>	A male Islamic teacher in Pesantren
<i>Ustadzah:</i>	A female Islamic teacher in Pesantren
<i>Wustha:</i>	The middle level of Islamic education, equivalent to junior high school. In KMI pesantren, the student on this stage called as grade 1,2,3.

# **CHAPTER I**

## **INTRODUCTION**

This chapter discussed the background of the research. This chapter started with the elaboration on the background of this study, then continue with the research question and objectives. Finally, the chapter addressed the expected implications and benefits of this research.

### **1.1 Background of Study**

Teachers takes on the role of facilitators in providing emotional support and constructive feedback, which contributes to students' emotional well-being and improves the learning process (Cahyono & Rusiadi, 2025). Inan (2014) in his research attempts to delineate the attributes of an effective teacher and concludes that essential teacher qualities include an academic background, organisational and time management skills, classroom management proficiency, fluency in various academic disciplines, a well-defined syllabus, and a sense of humour. To be consider, classroom management is an essential aspect of effective teaching, involving the prompt actions and decisions of teachers to establish a favourable learning environment (Soydan et al., 2022). Also, teachers must recognise and mitigate factors that obstruct effective classroom management to create successful strategies that avert issues and promote significant learning experiences (Mamaile & Omodan, 2023). Notably, it also encompasses teachers' intervention, a component of classroom management within the teaching and learning process (Abdul et al., 2020). In summary, effective classroom management is a combination of planning, sensitivity to classroom dynamics, the ability to intervene appropriately, and the personal qualities of the teacher that support meaningful and purposeful learning experiences.

Emmer et al. (2017) in Williams (2022) state that the objective of successful classroom management is to foster student participation and collaboration to facilitate teaching and learning. The failure of educators to proficiently regulate the classroom environment frequently results in the diminished performance of diverse learners and an increase in behaviour referrals (Oliver et al., 2007). The impacts are amplified by the recurring presence of unqualified teachers lacking adequate training in classroom management, alongside others who regard their existing methods as adequate (Oliver et al., 2007).

Furthermore, Students' academic performance, school experience and emotional well-being are highly dependent on teacher; teachers are one of the most important components of the school environment (Zee & Koomen, 2016). Ryan and Deci (2017) in Han (2021) state that a supportive learning environment, increased motivation and

encouragement of positive behavior are fostered by teacher-student engagement. In the context of classroom management setting, Classroom management is one of the processes in the classroom setting, which includes various strategies and practices that aim to foster a conducive learning environment (Milner & Tenore, 2010). They also emphasize that it is important to understand the ethnic background of teachers and students, as well as the broader social context that influences classroom dynamics.

Effective classroom management practices significantly influence the favourable academic outcomes for pupils (Jamba & Norbu 2023). The significant influence of classroom management on a student's academic progress necessitates that teachers develop effective management tactics. Bowsher (2018) discovered that merely 57% of early-career teachers felt equipped to manage classroom dynamics, indicating that 43% felt ill-prepared to foster an organised and dependable learning environment conducive to student academic performance.

Sewell (2021) cites research by Adnot et al. (2017), Garcia & Weiss (2019), and Lew & Nelson (2016), which identifies several factors contributing to the premature departure of numerous teachers, including unfavourable working conditions, unsupportive school environments, inadequate planning by educator preparation programs, and difficult classroom management. Sewell (2021) referenced further studies, including Eisenman et al. (2015), Fallon et al. (2019), and Larson et al. (2018), which identified classroom management as a predominant factor contributing to teacher unhappiness and their subsequent choice to exit the profession. Consequently, two explanations may be presented to justify teachers' decision or intention to exit the classroom. Nonetheless, these constitute but a subset of the potential causes for instructors exiting the profession; this study will concentrate specifically on classroom management.

As stated by Adams (1970) in Danijela (2018), a teacher's role pertains to their actual behaviours, while an individual's role may also be shaped by anticipated actions, particularly their own expectations or those of others, including students, parents, colleagues, school leaders, and society. It is essential for achieving favourable student results, as it creates the environmental context necessary for optimising learning (Ifesinachi et al., 2024). However, that is not always the case as exemplified by some cases in United State where teachers' lack of attitudes towards classroom management has adversely affected students' outcome (Shank, 2023).

The deficiency in teacher training about classroom management has resulted in a rise in behaviour referrals, diminished student engagement, and inadequate student accomplishment (Tolan et al., 2020). And without proper classroom management, students cannot learn in a chaotic and poorly managed classroom (Marzano, 2003). The results of

research in one school in Sukabumi Indonesia showed that improving teachers' classroom management skills can increase better management of student emotions, more effective time management, and better control of student behavior (Kurniawan & Ginanjar, 2023). While other teachers' that lack training in classroom management find themselves struggling to manage classrooms effectively, ultimately leading to negative outcomes for students (Tolan et al., 2020).

The aims of this study are to explore how the curriculum system of KMI Pesantren influences the classroom management conducted by teachers at KMI Pesantren, exploring how the strategies used by KMI Pesantren teachers in overcoming classroom management, and understanding how the impact of teachers' classroom management on student behavior at KMI Pesantren. KMI itself stands for *Kulliyat al-Mu'allimin al-Islamiyah*. The KMI curriculum seeks to realize a balance and integration between religious knowledge (*Dirasah Islamiyah*) and general knowledge as science, and social studies (Pondok Modern Darussalam Gontor, 2025). The Study will be conducted in 1 month length in one of KMI Pesantren in Magelang, Central Java. This KMI Pesantren itself did acquire licensed from the Indonesian government for their *muadalah*.

The Regulation of the Minister of Religious Affairs No. 18 of 2014 Article 5 Paragraph 1 emphasizes that "The naming of *muadalah* educational institutions may use names such as *Madrasah Salafiyah*, *Madrasah Mu'allimin*, *Kulliyat al-Mu'allimin al-Islamiyah (KMI)*, *Tarbiyat al-Mu'allimin al-Islamiyah (TMI)*, *Madrasah al-Mu'allimin al-Islamiyah (MMI)*, *Madrasah al-Tarbiyah al-Islamiyah (MTI)*, or other names proposed by the submitting institution and approved by the Minister". These Pesantren have a special *muadalah* (equivalence) agreement with the government to implement their own programs and curricula.

To compare with another regular school in Indonesia, based on the Regulation of the Minister of Primary and Secondary Education No. 13 of 2025 concerning curriculum changes, the junior high school (SMP) level has nine core subjects. These subjects include Religious Education and Character Development, Pancasila Education, Indonesian Language, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), English Language, Arts and Culture, and Physical Education, Sports, and Health (PJOK). Additionally, there are local content components tailored to the potential, wisdom, and needs of each region.

At the Senior High School (SMA) level, Grade 10, the curriculum includes ten general subjects: Religious Education and Character Development, Pancasila Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, English Language, Arts and Culture, Physical Education, Sports, and Health, and Computer Science. In grades XI and XII, these subjects are supplemented with local content and elective subjects based

on students' interests and specialization. This structure is designed to provide a solid foundation of basic competencies in grade X before students specialize in specific fields of study in subsequent grades.

Because at KMI, students' workload is two to three times greater than at public schools in Indonesia, KMI includes religious studies, general studies, language training, and boarding school activities that take place almost all day long with a 24-hour learning setting, an exploration of how classroom management dynamics are managed in the KMI boarding school environment is needed. This study will provide an overview of the unique classroom management practices that may not be found in public schools.

This study focus on KMI Pesantren because the curriculum system in KMI Pesantren combine general and religious subjects, This KMI Pesantren has 15- 24 subjects thought in each semester (Pabelan, 2025). Article 4 of the regulation of the minister of religion of the republic of Indonesia explains that the type of *muadalah* education unit consists of *salafiyah* and *mu'allimin*. The type of *muadalah salafiyah* education unit as referred to in the paragraph is a *muadalah* education unit with Turath. While the type of *muadalah mu'allimin* education unit as referred to in paragraph is a *muadalah* education unit based on *dirasah islamiyah* (Islamic religious education) with a *muallimin* education pattern (Teaching). The selection of the KMI Pesantren itself is based on the fact that this Pesantren is not only based on Turath but also has other teachings (Pabelan, 2025).

In addition, unlike other Islamic boarding schools that can accept students at any time without restrictions on enrolment, at KMI, transfer students must first go through an equivalency process to ensure that they are on par with the current curriculum in KMI, they named it as *Takhasus*. KMI also requires students to sign a six-year study contract, while most Islamic boarding schools do not have such a requirement. Learning at KMI is more complex than at other boarding schools, for example, the use of Arabic and English in daily communication is a primary focus, and there are unique extracurricular activities such as *muhadasah* (Arabic conversation practice) and *muhadarah* (speech practice), which are generally not found in boarding schools that are not KMI. Therefore, the selection of KMI in this study also aims to explore the complexity of KMI boarding schools.

According to Cresswell (2013), the researcher reflects on prior experiences, biases, prejudices, and orientations that have likely influenced the interpretation and methodology of the study. The researcher entered this field as an outsider because the researcher had never studied in this Pesantren or visited this Pesantren. However, on positionality in this research, the researcher is an alumnus of the *muadalah* Pesantren who studied from *tsanawiyah* to *aliyah* for 3 years respectively. So, the researcher was often taught by teachers who served in the KMI Pesantren. Finally, the researcher's knowledge as a KMI

Pesantren alumni will affect the interpretation in conducting this research, also when there are terms that are not clear the researcher can correct them, besides it easier for the researcher to lead participants when collecting data because the researcher can do follow-up questions. The way to minimise bias is to acknowledge subjectivity as a strength, avoid positives paradigm (not objective), critical reflection and use triangulation techniques (Galdas, 2017).

## **1.2 Research Questions**

The study will explore how KMI Pesantren teachers coordinate their classroom management. As mentioned, that KMI Pesantren has a different system from other Pesantren and schools in Indonesia. To gain a specific discussion, following research questions will be presented.

1. In what ways does the curriculum system of KMI Pesantren influence KMI Pesantren teachers' classroom management?
2. How do KMI Pesantren teachers enact and implement their strategies in classroom management?
3. How do KMI Pesantren teachers' classroom management practice influence student behaviour in KMI Pesantren?

## **1.3 Study Objectives**

1. To explore the way the curriculum system of KMI Pesantren influence KMI Pesantren teachers' classroom management.
2. To identify the way KMI Pesantren teachers enact and implement their classroom management.
3. To understand the way KMI Pesantren teachers' classroom management practice influence ' .

## **1.4 Significance of the Study**

The significance of this study consists of theoretical and practical use; Based on information data above, it shows KMI teachers has different system among other *Pesantren* and schools in Indonesia.

Practical Contributions:

1. Practically, the findings of this study will highlight how teachers' classroom management in KMI Pesantren in the classroom.
2. This study can be a guideline for principles or counselors on how to handle and maintain KMI teachers in Pesantren, especially to enhance their ability in classroom management.

## **CHAPTER II**

### **THEORETICAL FOUNDATIONS**

This chapter serves as a foundational point for the researcher in this study. The primary focus of this section is the literature review and the theoretical framework. In this chapter the researcher focuses on the theoretical framework and literature review relevant to this research. Overall, this chapter will discuss classroom management in the context of teachers in KMI Pesantren.

#### **2.1 Literature Review**

##### **2.1.1 Classroom Management**

##### **Effective Classroom Management**

In a study of 5 middle schools in Missouri and Utah, it was found that effective classroom management includes teachers' use of appropriate positive and negative reinforcement, student involvement in the reward system, immediate positive feedback to students, teacher follow-up consistent with consequences, and positive teacher-student relationships (Gunersel et.al, 2023). In addition, effective classroom management requires clear expectations, specific feedback, and high response rates, which can be supported through effective in-service educator professional development and systemic strategies (Barbara et.al, 2017). Meanwhile, according to Mudarris (2024) clear rules and expectations, building positive relationships with students, and using effective classroom management techniques. Overall, effective classroom management demands a combination of clear rules, positive relationships between teachers and students, balanced use of reinforcement, and consistency in the application of consequences.

One of the KMI Pesantren is Pondok Modern Gontor, which implements an integrative, comprehensive, and independent education system. Integrative means integrating intra, extra, and co-curricular activities. So that it consistently combines the three centers of education. Comprehensive means covering all aspects and thoroughly, honing all potential (intellect, spirituality, mentality, and physical) and independent because the curriculum is the result of its own formulation, compiled by educational staff who are experts in their fields, and the authors are all teachers at Pondok Modern Darussalam Gontor (Syarifah, 2016).

According to Dinayah Pasia (2025) on their website revealed that there are no more than 40 lessons in KMI Pesantren itself. Science consists of various subjects that cover all lines of life, including Religion, Language, Science, Technology, Arts, and Culture. In the realm of Religious Sciences, they study the *Quran*, *Tajweed*, *Tafsir*, *Tarjamah*, *Hadith*, *Musthalahul Hadith*, *Fiqh*, *Ushul Fiqh*, *Faraid*, *Tawhid*, and *Tarikh Islam*, all of which

provide a spiritual and moral foundation in life. Meanwhile, general knowledge includes various disciplines such as Mathematics, Physics, Chemistry, Biology, Geography, History, Sociology, Accounting, Citizenship, *Tarbiyah wa Ta'lim*, and Informatics, which shape their understanding of the world and society. In Language Knowledge, they learn *Imla'*, *Mufradat*, *Insya'*, *Muthala'ah*, *Nahwu*, *Sharfu*, *Balaghah*, *Mahfuzhat*, as well as Reading, Grammar, Dictation skills, and English and Indonesian lessons, which are essential for effective communication. In this modern era, Technology, especially Informatics, is a crucial aspect that supports various fields of study. Finally, Arts and Culture, which includes *Khat*, Arts and Crafts, and Entrepreneurship, provides a space for expression and creativity, enriching human life.

In other words, the KMI curriculum in Pesantren not only equips *santri* with academic knowledge, but also instils moral, spiritual values, and life skills in a balanced manner. This integrative, comprehensive, and independent approach allows *santri* to develop fully as individuals who are ready to face the challenges of modern life without losing their Islamic and national identity.

### **2.1.2 Teacher's Classroom Management and Its Challenges**

Some of the problems that arise include challenges in managing student behavior, difficulties in adapting teaching methods to various learning styles, and practical constraints such as limited resources and classrooms (Winarno & Mujahid 2024). Wahyuni et.al., (2025) mentioned during digital era itself one of school in Malang, the teachers experienced challenges such as limited infrastructure, lack of training, and moral dilemmas in maintaining Islamic principles. Thus, the challenges of classroom management in the digital era are not only related to technical aspects such as infrastructure and training, but also involve moral and value aspects.

## **2.2 Theoretical frameworks**

### **2.2.1 Classroom Management**

Jacob Kounin in Peña, & Amrein (1999) explains that effective classroom management focuses on a proactive approach to creating a conducive learning environment by reducing students' behavioral disruptions and increasing their on-task engagement. He emphasizes the importance of "with-it-ness" (full awareness of the classroom situation) and overlap (the ability to handle multiple activities simultaneously) as key strategies to respond quickly to disruptions and maintain a smooth learning rhythm. In addition, Kounin (1999) proposes using momentum (relevant organized methods) and focusing on class groups rather than individuals to ease organizational control as well as building positive interpersonal relationships. He also suggests avoiding punitive approaches and emphasizing prevention through strategic planning, such as clear classroom rules, routine

procedures, and positive responses to negative behavior or to create an environment that supports students' academic and moral development. Thus, Kounin's version of classroom management aims to form students who are independent, critical thinkers, and able to deal with ambiguous situations through interactions based on empathy and fairness.

Classroom management fosters a secure learning environment and enhances students' learning opportunities by reducing disciplinary issues and increasing time on task (Kunsting et al., 2016). Demirdag (2015) examined middle school students and discovered that educators with inadequate classroom management skills allocated more time to student discipline and less to instruction, exhibiting minimal control over the class. This diminished the safe learning environment and led to a decline in student self-esteem.

Educational institutions must ensure a secure environment for students to develop emotionally and academically (Francis et al., 2019). Effective classroom management is a crucial component in establishing this environment (Demirdag, 2015). Based on some of the above opinions, it can be concluded that classroom management is the skill of the teacher as a leader to create conducive classroom conditions and control the class so that there are no disturbances in learning to achieve success in teaching and learning activities. Effective classroom management involves anticipating problems and creating conditions conducive to learning and knowledge acquisition, rather than focusing solely on disciplinary regimes (Utilova et al., 2024).

The main role of teachers in classroom management is to create and maintain a supportive learning environment, build authentic relationships with students, and plan and organise the educational process according to the diverse needs and interests of students (Karagianni et al., 2023). Jones (2004) in Herlaini et al. (2024) says classroom management is an important part of the success of the learning process.

During classroom management, there are many things to be concern, such as lesson plan and effective communication. Firstly, the lesson plan consists of ten components: school class identity, lesson identity, core competencies, basic competencies, objectives, materials, teaching methods, media and resources, teaching activities, and assessments (Sabetra & Aziz, 2021). Secondly, effective classroom management involves establishing and maintaining productive communication rules, motivating cooperative learning, and implementing the best teaching strategies according to students' individual learning needs (Koutrouba, 2020).

### **2.2.2 Component of Classroom Management**

Classroom management is a series of processes aimed at organizing the classroom environment, establishing routines, fostering supportive relationships, providing engaging and effective instruction, and addressing discipline issues (Marzano, 2003). Marzano

identified five main components of classroom management: Physical arrangement of the classroom. This involves strategically arranging classroom elements, such as the teacher's desk, student seating, the location of the chalkboard, and available facilities. Fostering supportive relationships, strong relationships between the teacher and students is essential. Effective communication and the teacher's role as classroom manager, which includes showing concern for students and their parents, are essential. Providing engaging and effective instruction, utilizing teaching strategies that increase student motivation and interest is essential to providing stimulating instruction. Understanding the dynamics of student-teacher interactions is important for educators. Establishing routines, teachers are responsible for establishing classroom rules and routines, such as attendance and creating a conducive learning environment, to ensure that activities run smoothly and orderly. Discipline, in this sense discipline refers to actions taken by educators in response to disruptive behavior from students.

### **2.2.3 Strategies of Classroom Management**

Suryana & Rahmat Fadhli, (2022) in Sulistiya (2024) provides specific classroom management objectives in learning management are as follows: To maximise teaching, so that teaching objectives can be achieved effectively and efficiently. Learners' progress can be monitored. With Classroom Management, educators can see and observe the development and achievements of students, especially students who are classified as slow. And able to make it easier in identifying important problems in the classroom for further learning improvement.

Hardin (2012) summarises from experts (Carolyn Evertson, Edmund Emmer, Linda Anderson, Barbara Clements, Jere Brophy and Carolyn Weinstein) who had been researching in the field of classroom management for the past forty years, there are several strategies that can be implemented to obtain the best practice in the classroom management there are creating classroom rules, creating classroom procedure, managing classroom transition, creating effective classroom design, planning for the beginning of the year, providing individual and group reinforcement, monitoring students performances, building positive relation with student, selecting appropriate interventions.

A classroom rule management routine is a systematic instructional process used by teachers to guide students toward successful rule compliance in the classroom, on the job, and in the community should be part of every teacher's comprehensive classroom management system (Rademacher et. al , 1998). Alter & Haydon (2017) define two most important characteristics of effective classroom rules are teaching the rules to students and tying rules to positive or negative consequences.

By creating classroom procedures, it sets expectations for the specific behaviour

(Marzano, 2003). The design related to classroom management is a series of activities that are systematically arranged with the aim of creating a conducive classroom situation, so that learning can be carried out appropriately or optimally (Suryani, 2023). The application of classroom rules and procedures provides direction that helps students understand the actions that should be taken during learning so that students can follow the established classroom rules and procedures (Siahaan & Tantu, 2022). As a final point, classroom procedures are things that are done for the purpose of making the class conducive and students can get direction in living the class well.

Effective classroom managers have their ability to make classroom transition smooth (Hardin, 2012(1979) also confirmed that transitions disrupt time flow and that disruptive pupil behaviours increase during unstructured transitions. However the time management also needs to be balanced with the workload of the teacher, as if the teacher has a lot of work it will decrease their time management skills (Gul et.al, 2021).

Classroom management is a series of processes aimed at organizing the classroom environment, establishing routines, fostering supportive relationships, providing engaging and effective instruction, and addressing discipline issues (Marzano, 2003). Marzano identified five main components of classroom management: physical arrangement of the classroom, fostering supportive relationships, providing engaging and effective instruction, establishing routines, discipline. Rands & Topf (2017) also mentioned by classroom design affords engagement through low-cost learning tools and a flexible, open, student-centered space afforded a variety of active learning strategies.

Planning at the beginning of the school year is a crucial component in creating effective and sustainable classroom management. Teachers who establish structure early on through explaining classroom rules, daily procedures and behavioural expectations are better equipped to establish an orderly and productive learning environment. This initial step allows for the establishment of consistent routines, which serve as the foundation of student behaviour regulation and improve learning efficiency (Emmer & Evertson, 2016). In addition, early planning also helps teachers anticipate potential problems and devise appropriate intervention strategies before learning disruptions occur (Marzano, 2003). Setting expectations from day one signals to students that the classroom is a structured, fair and supportive environment for academic and social achievement.

Furthermore, early-year planning includes building positive teacher-student relationships, developing motivational strategies, and differentiating instruction based on learning needs. Teachers who plan holistically not only focus on behaviour control but also foster a supportive and inclusive classroom climate (Jones & Jones, 2016). This is in line with the views of Wong and Wong (2009), who emphasise that the success of the school

year is greatly influenced by the first days of school, as this is when patterns of interaction and classroom culture are established. In fact, Weinstein and Romano (2015) emphasise that teachers need to design explicit early-year experiences to help students understand the classroom structure and build confidence in the learning process. Therefore, early-year planning is not just an administrative activity, but a pedagogical strategy that has a direct impact on long-term success in classroom management.

Providing individual and group reinforcement is an essential approach in effective classroom management. Individual reinforcement, such as verbal praise or awarding points, allows teachers to acknowledge students' specific positive behaviours, thus increasing students' intrinsic motivation and confidence in their abilities (Emmer & Evertson, 2016). On the other hand, group reinforcement encourages cooperation, collective responsibility, as well as a healthy competitive spirit among students.

It is important for teachers to design a balanced form of individual and group reinforcement based on the needs and dynamics of the class. For example, students who behave well can be given the opportunity to become class leaders (individual reinforcement), while groups that complete tasks on time can be rewarded with extra break time (group reinforcement). This strategy is rooted in behaviouristic theory which states that positive consequences for a behaviour will increase the likelihood of that behaviour being repeated (Skinner, 1953). Research by Simonsen et al. (2008) also highlighted that systematic reinforcement has a direct impact on increasing students' prosocial behaviour. By combining individual and group reinforcement consistently, teachers can create a positive, supportive and growth-oriented learning climate for expected behaviours (Marzano & Marzano, 2003).

By monitoring regularly, teachers can identify problems early and provide constructive feedback to encourage improvement. This includes evaluating learning outcomes, engagement in class discussions and adherence to established rules (Emmer & Evertson, 2016). In addition, monitoring strategies also assist teachers in adjusting teaching methods to be more responsive to the needs of diverse students (OECD, 2013). Thus, this process not only supports academic achievement but also creates a more structured and conducive classroom atmosphere.

Strategies such as daily behaviour recording, the use of observation rubrics or digital performance tracking applications are increasingly being used as a form of data-driven monitoring (Simonsen et al., 2008). With a combination of direct observation and formal data, effective monitoring becomes an important reflection tool for teachers in creating adaptive, equitable and empowering classrooms.

Building positive relationships with students is at the core of effective classroom

management. This relationship is characterised by open communication, mutual trust and empathy from teachers towards students' conditions and needs. When students feel valued and accepted, they will be more emotionally and academically engaged in learning (Roorda et al., 2011). In the long run, these healthy relationships create a psychologically safe classroom climate where students are more motivated to follow class rules, exhibit prosocial behaviour and develop intrinsic discipline (Davis, 2003).

Furthermore, teachers who establish positive relationships with students tend to have greater influence over the regulation of student behaviour in the classroom. This relationship-based approach reduces the need for punishment and harsh disciplinary interventions, as students feel morally and emotionally attached to their teachers (Marzano & Marzano, 2003). Another study showed that good teacher-student relationships were significantly correlated with increased learning achievement and decreased deviant behaviour (Pianta et al., 2012).

Interventions can take the form of preventive strategies such as positive reinforcement or responsive forms such as providing measurable logical consequences. The basic principle is to prevent disruptions before they escalate, while shaping more adaptive and productive patterns of student behaviour (Allday & Pakurar, 2007; Emmer & Evertson, 2017). Teachers' sensitivity in determining the appropriate approach will affect the overall classroom climate and create a sense of safety for all students.

Furthermore, the selection of effective interventions should be individualised and flexible, with ongoing evaluation of the results. Teachers who are able to implement interventions based on data and reflection will find it easier to build a supportive learning environment and minimise repressive tensions. Simonsen et al. (2008) emphasise the importance of evidence-based interventions tailored to students' needs, while Marzano and Marzano (2003) show that teachers who have positive relationships with students are more successful in implementing interventions without creating resistance. Therefore, the selection of interventions is not just a matter of technical handling, but also reflects an educational philosophy that humanises students and emphasises long-term growth (Jones & Jones, 2016).

Meanwhile Peace Corps (2002) provides eight strategies to create effective classroom management. Initially, provide a conducive learning atmosphere; as Benjamin Franklin stated, "An ounce of prevention is worth a pound of cure." Secondly, implement classroom procedures that delineate the execution of daily activities, instructing and exemplifying them until they become habitual. Thirdly, cultivate a motivated atmosphere by establishing classroom settings and tactics that promote learning. Fourthly, optimise every minute by commencing and concluding punctually, as conserving a few minutes each

day might accumulate to hours of supplementary instruction by the conclusion of the academic year.

Fifthly, maintain engagement by prompting students to think critically, actively involving them in the learning process, and fostering involvement from both low and high achievers. Sixthly, impart life skills and effective learning habits, as these competencies foster maturity, confidence, and success in students, enabling them to contribute effectively to their communities and society. Seventhly, exhibit creativity by surmounting resource constraints through unique ideas and collaboration with volunteers or inventive colleagues. Finally, employ project design and management strategies by conceptualising classroom management as a project and collaboratively engaging with colleagues and students to establish and sustain an organised and effective learning environment.

Here the approach used by Hardin (2012) is more systematic, so teachers can duplicate these methods for their classroom management needs in the classroom. The Peace Corps (2002) emphasises more on how to explore students' potential in the form of their creativity in the classroom.

#### **2.2.4 Pesantren**

The Pesantren education system generally consists of key elements such as mosques, students (*santri*), dormitories (pondok), and religious leaders (kiai), the teaching of classical Islamic texts is a distinctive feature, which form the foundation of its Islamic tradition (Fahham, 2020). A study by Budiharso et al. (2023) highlights the importance of collaboration between the government and Pesantren leaders to strengthen the Pesantren education system to remain adaptable. Furthermore, graduates of non-formal Pesantren education are granted opportunities to pursue higher levels of formal education or enter the workforce, as stipulated in Article 15 Paragraph 4 of Law No. 18 of 2019, thereby expanding pathways for *santri* to thrive.

Islamic boarding school education adheres to the Indonesian Islamic tradition that adheres to the *Qur'an* and *Hadith*, this institution strengthens the value of community leadership, social cohesion and moral values, this institution became one of the pioneers of education in Indonesia (Arif et al, 2024). The educational structure of Pesantren can combine religious teachings with secular education, allowing students to gain a comprehensive understanding of Islamic principles and modern knowledge (Achmadin et.al., 2024). Abdurrahman (2022) in Yusuf et al., (2024) state that in Indonesia, there are two general types of Pesantren: *Salafiyah* (traditional), which focuses on classical Islamic texts, and *Khalaf* (modern), which incorporates contemporary educational methods and subjects, reflecting the adaptability of these institutions to the changing dynamics of education.

Pesantren also play an important role in preserving local customs and traditions while integrating Islamic religious teachings. Many Pesantren adapt local practices, such as Javanese traditions, to align with Islamic values, thus fostering a unique cultural identity (Hakim, 2023). Facing the era of globalization, Pesantren face challenges related to modernity and technological advances. Therefore, Pesantren institutions are updating their curriculum and teaching methods to deal with these changes (Murdianto, 2022). There are advantages and challenges in applying technology to Pesantren, the advantages make *santri* more adaptive to technology, while the challenge is that *santri* must be able to maintain its use properly (Saini, 2024).

Rahmansyah (2023) states that Pesantren as educational institutions not only take part as learning institutions but also as social change. Ulum and Riswadi (2023) stated that boarding schools play an important role in shaping the character of students in boarding schools, they help students understand the values of boarding schools by applying them to everyday life. so not only knowledge they also encourage students to be able to implement it.

One of the traditions that continues to develop in the Pesantren environment until now is the *Khidmah* tradition, which is the obedience and compliance of *santri* in carrying out the tasks given by the *kyai*. Mostly in KMI Pesantren, most of teachers devoting themselves to teach in Pesantren. The cultivation of commitment and sincerity appears to be an essential component of the educational process in Pesantren. Within the *santri* community, the *Khidmah* tradition does not denote submission in a pejorative sense; rather, for *santri*, devotion represents a noble endeavour in their educational pursuits at the Pesantren. Engaging in such devotion is believed to yield blessings in life (Kuncoro, 2022). The phrase that is often transformed through the *kyai's* advice states *al-Ilmu bi al-ta'allum, wa al-barakatu bi al-khidmati wa al-manfa'atu bi al-tha'ati*, meaning that knowledge is obtained by studying, barakah is obtained by serving, (life) benefits are obtained by obeying' At the implementative level, *santri* in Pesantren believe that success in seeking knowledge is obtained through serious learning efforts, while efforts to bring blessings are carried out by doing service (Kuncoro, 2022).

*Khidmah* seen from the form or method is divided into four, namely *khidmah bi al-fikr* (devotion with the mind), *khidmah bi al nafs* (devotion with the body), *khidmah bi al-māl* (devotion with wealth), and *khidmah bi aldu'ā'* (devotion with prayer) This *Khidmah* tradition seems to be in line with the goals of Islamic education which contains the continuation of the great mission contained in the divine revelation and *sunnah* of the prophet Muhammad (Kuncoro, 2022).

### **2.1.1 KMI Curriculum System**

The KMI curriculum has been regulated in the regulation of the minister of religion of the republic of Indonesia number 31 of 2020 concerning Pesantren education. In section 3 which discusses the curriculum, article 12 explains that the curriculum in *muadalah* education is the Pesantren curriculum and general education. Article 13 continues to explain that the *muadalah mu'allimin* curriculum is based on *dirosah islamiyah* (Islamic religious learning) and with a *mu'allimin* pattern. As for the next article 15 paragraph 1 explains that at least it must contain civic education subjects, Indonesian language, mathematics, natural science and social science. Article 15 paragraph 3 explains that the application of the subjects in paragraph 1 will be adjusted by the *majelis masayikh* (Pesantren director). Article 62 also explains that in addition to conducting the study of the turath, Pesantren can also carry out general learning. In the context of this research we discuss about KMI Pesantren which is one example of a *mu'allimin* type Pesantren.

According to Budiman (2019) the system of *mu'allimin* has 3 characteristics of the system that is integrated by combining general and religious sciences, intra curriculum, co curriculum, and extra curriculum. As for the implementation of the *Kulliyatul Mu'allimin Al-Islamiyah* (KMI) curriculum and discipline in the context of developing *santri* character, it is applied in activities that have been patterned, daily, weekly, semesterly, and annually (Muhajir, 2018). In KMI itself, the education process lasts for 24 hours, religious and general lessons are given in a balanced within a period of 6 years, skills, arts, sports, organizations, and others are part of the *santri's* life activities at KMI (Muhajir, 2018). However, in one of the KMI Pesantren identifies several challenges in implementing KMI, such as technological, economic, and human resource gaps, which can affect the quality of education in Pesantren that apply KMI (Cahyani, 2024).

## **CHAPTER III RESEARCH METHODOLOGY**

This chapter explain how the methodology used in this research provides a clear framework for exploring classroom management practices in the context of KMI Pesantren. The chapter begin by presenting the research method and design used to explore how the curriculum system of KMI Pesantren influences the classroom management conducted by teachers at KMI Pesantren, exploring how the strategies used by KMI Pesantren teachers in classroom management, and understanding how the impact of KMI teachers' classroom management on student behavior at KMI Pesantren. Using a qualitative approach, It then outlines the research context, participant selection, and data collection methods used. Specifically, semi-structured interviews used to collect data. This chapter also describes the procedures used to analyse the qualitative data, ensuring that the data handling process was systematic and thorough. In addition, this chapter also discusses the validity, reliability and ethical considerations of the study, highlighting the steps taken to ensure the credibility and trustworthiness of the findings.

### **3.1 Research Approach**

The exploration of classroom management approaches used by teachers in Indonesian Pesantren is one of area of research, particularly in understanding how these teachers manage their classrooms. This study uses a qualitative research methodology with a case study design to explore classroom management, specifically in KMI Pesantren. The aim of the study are to explore how the curriculum system of KMI Pesantren influences the classroom management conducted by teachers at KMI Pesantren, exploring how the strategies used by KMI Pesantren teachers in classroom management, and understanding how the impact of KMI teachers' classroom management on student behavior at KMI Pesantren. Considering that KMI Pesantren has a broader scope compared to general Pesantren.

Employing a qualitative research methodology as delineated by Creswell (2009) serves as a method for investigating and comprehending the significance, since this method is suitable for the reasearch that is focus on individuals or groups attribute to a social or human issues. The case in this reserach refers to KMI Pesantren itself, where this type of school is getting *muadalah* from Indonesian government to convey their own curriculum and system of school. To gain the data, i involved descriptive qualitative where the quotation of each participants will be explained.

### **3.2 Research Paradigm and Design**

Qualitative researchers typically employ paradigms such as constructivism, interpretivism, feminism, and postmodernism, among others (Cresswell, 2013). The paradigm of this research is constructivism. Constructivism paradigm tries to interpret different meanings and this research aims to understand social events or the characteristics of social events. The researcher position here is as an observer of the phenomena and does not use biased interpretations in the analysis, because the interpretation will be based on triangulation data that will be obtained from, semi structure interview on the field. This study employs a case study research design, commencing with the identification of a particular instance. This case may represent a tangible entity, such as an individual, a small group, an organization, or a partnership.

### **3.3 Research Context**

This research was conducted in one of the KMI (*Kulliyatul Mu'allimin Al-Islamiyah*) Pesantren located in Central Java. The selection of this Pesantren is based on several main considerations. First, this Pesantren adopts the KMI education system adopted from Pondok Modern Gontor, which integrates religious and general education in a structured and intensive curriculum since 1965. This system offers a comprehensive model of Islamic education that emphasizes discipline, character building, and academic excellence, making it an ideal place for educational research. Specific information about KMI itself already mentioned in chapter II.

Secondly, the Pesantren has expressed full willingness and support to be involved in the data collection process, thus ensuring smooth access to participants and relevant information. In addition, considering that it was the end of the school year, some KMI boarding schools refused to participate because they wanted to focus on the final semester exams, but this boarding school was willing to be the research site. In this study, the research focused on 6 teachers who teach at the junior and senior high school levels, as KMI Pesantren usually cover these two levels of education. Also it focused on 6 male students and 6 female students. This arrangement provides a diverse and relevant sample of teaching practices and educational experiences in the Pesantren system especially in classroom management because they have more than 20 subjects taught within a semester.

Thirdly, considering that this Pesantren has a 24-hour pondok system, the relationship between teachers and students is not limited to classroom learning time, but takes place almost all the time, both inside and outside the classroom. Teachers have a wider opportunity to get to know students' characters and needs deeply, so they can apply more personalised and contextualised classroom management strategies. This situation allows teachers to supervise, guide, and instil the values of discipline and responsibility to

students through various daily activities, ranging from congregational worship, teaching-learning activities, to extracurricular activities. Thus, classroom management practices in Pesantren are not only limited to managing behaviour during classroom learning, but also include character building, habituation of positive values, and strengthening emotional relationships between teachers and students throughout the day. This provides its own uniqueness that is not found in non-boarding schools,

In addition, the existence of dedication teachers in KMI Pesantren adds dynamics and distinctiveness to the practice of classroom management. Dedication teachers, also known as '*Guru Khidmah*', are alumni who voluntarily teach at the Pesantren as a form of dedication and contribution to the KMI Pesantren. They usually have a deep understanding of the culture and values of the Pesantren, so they can be role models as well as bridges of communication between senior teachers, students, and the Pesantren management. Their role is often not only limited to academic activities, but also in the moral and social development of students in KMI Pesantren.

### **3.4 Participants**

The participants selected by the researcher, to get individuals who are considered to represent certain characteristics that suit the needs of the research (Cohen & Morison, 2007). As seeking a random sample offers minimal advantage because the majority of such samples may lack knowledge on certain issues and be unable of providing insights relevant to the researcher; hence, a purposeful sample becomes essential. The selection criteria will include teachers who are currently teach in KMI Pesantren and students who are currently study in KMI Pesantren.

Initially, this study was planned to involve 6 teachers and 12 students (6 males and 6 females) from an Islamic boarding school in Central Java. However, during data collection, it was found that the amount of information obtained was too large and had the potential to lead to overly broad interpretations. Therefore, as suggested by Stake (1995) that in case study research, 4–6 participants are often sufficient to uncover and represent the case in depth, the number of participants was ultimately reduced. The final selection included 1 female teacher (*ustadzah*) and 1 male teacher (*ustadz*), 1 female student and 1 male student from the junior high school level (*wustha*), and 1 female student and 1 male student from the senior high school level (*Aliyah*). This reduction was intended to allow for a more focused and comprehensive analysis while maintaining diversity of perspectives.

### **3.5 Data Collection Technique**

Qualitative research consists of a collection of interpretive and tangible processes that make the world visible. These practices result in global transformation. They turn the

world into a collection of representations, consisting of field notes, interviews, dialogues, photographs, recordings, and personal notes (Cresswell, 2013). Therefore, to obtain data not with one source. To get the credibility of the research results, triangulation of data sources, methods and investigators is needed. This research will use 2 types of data, namely, semi Structure Interview and Documentation.

With a special focus on exploring classroom management in KMI Pesantren. This research will apply triangulation by analyzing and comparing data from the two tools to gain a deeper understanding of the research. To get the robust data Cresswell (2013) ought the researcher ask about general questions of the phenomenon

### **Semi-structured Interview**

This research will conduct interviews, and will use a structured framework as outlined by Kvale and Brinkmann (2009) and Rubin (2012) as cited in Cresswell (2013). This research will create a questionnaire by adapting from Hardi's (2012) book and then adjusted to the context of classroom management in KMI Pesantren. There are ten indicators of effective classroom management according to several experts in Hardin's book. The ten indicators are used as a reference in this research instrument. This study obtained research samples from teachers who teach several subjects at KMI Pesantren, totalling 6 people, and there will be 6 male students and female students who will participate in this study.

This study used one-to-one interviews with teachers and students in KMI Pesantren, and the interviews will be conducted in person. In this study, we will record the interview conversation using an android phone. To ensure the continuity of the interview, we must explain the interview protocol This study will explain the terms and conditions of the interview on the sheet in the introduction paper interview section. Next is obtaining consent, making sure that the participants in this study are aware of the purpose of the study and their consent to participate in the study. There will also be a statement on the interview sheet about whether the participants were consistent with the procedures during the interview. Lastly, researchers should maintain ethics, stay on topic and listen carefully to the interviewees. In this case, the researcher will position themselves to try to follow the procedure. The protocol of research interview sheet as below (See table 3.2):

Table 3.2 Sample of Interview Protocol Creswell 2013 (P.205)

<p><b>Interview Protocol Project:</b></p> <p><b>Time of Interview:</b></p> <p><b>Date:</b></p> <p><b>Place:</b></p> <p><b>Interviewer:</b></p> <p><b>Interviewee:</b></p> <p><b>Position of Interviewee:</b></p> <p><b>(Briefly describe the project)</b></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li></ol>
--

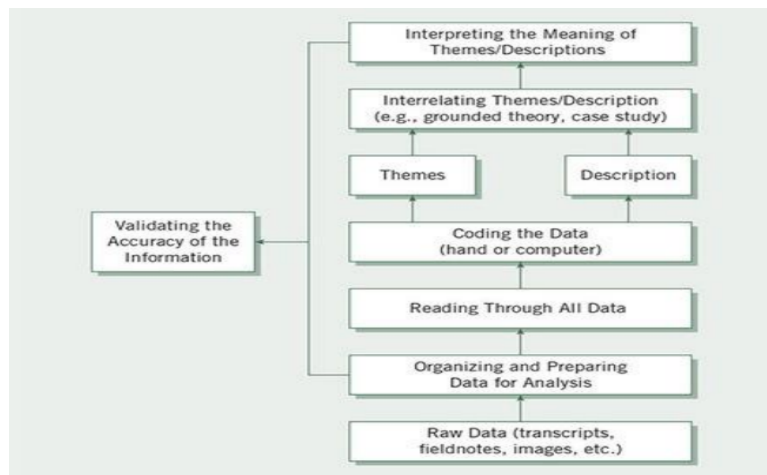
In the beginning, the researcher asked for participants' agreement (See Appendix 1) After got the agreement from the participant, the researcher asked the follow-up question (See Appendix 2).

Before this study was being conducted, there are two pilot tests were conducted in one Pesantren. There were 6 teachers and 6 female and male students from non KMI Pesantren in Depok that participate in the pilot tests . Also there are two lecturers in universities who tested the validity of the research instrument.

To be informed that actually this study plan to take data based on semi structured interview and observation. However, since the peak season of final examination of all Pesantren, several Pesantren neglected to participate. The Pesantren that involved gave consent to participate as long as the study did not disturb any of their agendas. In addition the observation could not be conducted because all the lessons already delivered in the classroom before the exam season. Finally, I interviewed KMI teachers in their office and make sure it does not disturb their schedule; to be inform during this research they are in the phase of final examination season.

### 3.6 Data Analysis Technique

This study will use thematic analysis to analyze the data. According to Cresswell (2018) there are 5 steps that can be used in analyzing data (See figure 3.6).



**Figure 3.2** Data Analysis in Qualitative Research Cresswell 2018 (p.309)

Firstly, Organize and prepare: This step includes tasks such as transcribing interviews, scanning documents, typing field notes, categorizing visual material, and sorting data based on different sources of information (Cresswell, 2018). This study started by transcribing the interviews to ensure that all data in the form of audio or video are also transcribed completely. The recording of the total 6 participants transcribed through premium [www.turboscribe.com](http://www.turboscribe.com), however this website has limitation for the clearance and correctness of the word. So that the researcher change it manually. After that, the researcher collected and organized all data materials, such as interview transcripts, documents and notes. Next, the researcher will classify the data based on its source for example : one folder for teacher interviews, one for questionnaires, and one for documents, and separated the data based on themes to facilitate the coding process, all the data collection document as the raw data, coded data can be accesses (See Appendix 3).

Secondly, reviewing all the data: This initial review provides a general understanding of the data and provides an opportunity to reflect on the content of the data (Cresswell, 2018). Once the data is collected, I read all the data carefully to get an overview of the answer for the study research question, Third, coding data: (Rossman & Rallis, 2012) as cited in Cresswell (2018) define that coding involves sorting data by segmenting text or images into smaller parts and labelling the resulting data with codes. The researcher begun to break down the data into smaller pieces, identifying segments of data that are relevant to

my research theme. There are creating classroom rules, establishing classroom procedures, managing transitions, designing learning environments, early year planning, positive reinforcement, monitoring student performance, teacher-student relationships, selecting appropriate interventions, reinforcement schedules. These segments obtained based on ideal classroom management strategies adopted from Hardin (2012).

Next, creating descriptions and identifying themes: Using the codes, the researcher can develop detailed descriptions of the people, places or events under study. After the coding is completed, the researcher developed description of the main aspects of classroom management at KMI Pesantren. Last, presenting descriptions of data and themes: The researcher organized findings in narrative form and describe each theme and include direct quotes from the interviews to support the analysis, these theme below adopted from Hardin (2012), as he mentioned in his book page 256- 260 about the way to create effective classroom management, in his book Hardin not only mention about his opinion but also synthesize from another expert opinion such as (Carolyn Evertson, Edmund Emmer, Linda Anderson, Barbara Clements, Jere Brophy and Carolyn Weinstein) who had been researching in the field of classroom management for the past forty years (See table 3.3).

Table 3.3 Thematic Data Table

<b>Theme</b>	<b>Expanded Analysis</b>	<b>Representative Quote</b>
Establishing Classroom Rules		
Setting Classroom Procedures		
Managing Transitions		
Designing the Learning Environment		
Beginning-of-Year Planning		
Positive Reinforcements		
Monitoring Student Performance		
Teacher–Student Relationships		
Selecting Appropriate Interventions		
Schedule of Reinforcement		

To respect the participant privacy during the research, the analysis of each participant utilized pseudonym, these information below are classified (See table 3.4):

Table 3.4 Participants Pseudonym

No	Coding Names	Initial	Grade Level
1.	<i>Santri 1</i>	Muhammad	5
2.	<i>Santriwati 1</i>	Karin	4
3.	<i>Santri 2</i>	Imam	2

No	Coding Names	Initial	Grade Level
4.	<i>Santriwati 2</i>	Yolanda	3
5.	<i>Ustadazah 1</i>	Siti	4
6.	<i>Ustad 1</i>	Yusuf	3

### 3.7 Validity and Reliability

Creswell (2013) defined that validation in qualitative research serves to assess the extent to which the accuracy of the findings, the research report is the result of the subjective views of the author. There are 8 strategies that can be done in validating data according to Cresswell (2013).

First, prolonged engagement and persistent observation, by this stage the researcher will involve in building trust to the participant. This study will be conducted for 1 month in the KMI Pesantren and will observe how the learning in the classroom, mingle with the students and follow their daily activities. Second, triangulation is aimed to get the validity of the data, it must include multiple sources, methods, investigations and theories. This study has explained several theories in the literature review that are relevant to the topic discussed.

This study will compare the results of teacher interviews and what has been interviewed with the student, besides that it will also review documents such as curriculum and class rules. and juxtapose these sources, whether all of them consistently provide the same information. Third, as mentioned by Lincoln and Guba (1985) in Cresswell (2013) that peer review is needed to provide a space for reflection into the researcher. In this study peer review will ask one of the researcher's friends who is quite familiar with the research context in classroom management to check whether there is any misleading in the interpretation of the meaning of this study.

Next, negative case analyses must be reported to acknowledge that not all the data match into the pattern designed. This study will reveal the limitation that occurred during this research and special section to discuss negative analysis if needed. In addition, clarifying bias must be done by the researcher to make the reader able to understand the author's perspective in compiling this study. At the beginning of this study has explained the positionality of the researcher to avoid the usual of what will be reported from the research results. The member checking as mentioned by Lincoln and Guba (1985) in Cresswell (2013) is needed to ensure the credibility of a finding. This study revealed the report to both students and teachers so that they are able to comment or give some perspectives each other. Rich and thick descriptions are also needed to make the reader understand how the environment in the research situation is and how the participants in the

research. At the beginning of the chapter this study has described how the situation in KMI Pesantren itself. Lastly, external audit, independent auditor examines the whole research process, product accuracy. External audit will be carried out by lecturers who guide this study, as well as if possible other expert. The gain triangulation of the data here is the table (See Table 3.5)

Table 3.5 Triangulation Matrix

No	Theme (10 Classroom Strategies)	Student Perspective (n=4)	Teacher Perspective (n=2)	Triangulation Result
1	<b>Classroom Rules</b>	All students mentioned rules (e.g., no sleeping, no phones, politeness) are effective when the teacher is firm.	Teachers emphasized discipline and written/oral rules from the beginning.	<b>Convergent:</b> Both groups agreed that rules shape student behavior.
2	<b>Classroom Procedures</b>	Students described procedures for permission, greetings (knocking), and color-coded <i>tasreh</i> .	Teachers detailed procedures such as prayers, attendance, permission cards, and borrowing flows.	<b>Convergent:</b> Procedures are seen to foster order.
3	<b>Managing Transitions</b>	Students frequently highlighted teacher lateness or empty classes, especially on weekends.	Teachers stressed schedule planning and replacement teachers.	<b>Complementary:</b> There are coordination gaps; data from both sides are complementary.
4	<b>Classroom Design</b>	Students focused on gender separation and learning outside the classroom (library, mosque).	Teachers talked about flexible layout (discussion, circle seating) and visual stimulation.	<b>Complementary:</b> Cultural values (students) + pedagogical considerations (teachers).
5	<b>Beginning-of-Year Planning</b>	Students emphasized orientation.	Teachers prepared orientation/introduction weeks.	<b>Convergent:</b> Beginning-of-year planning is used.
6	<b>Positive Reinforcements</b>	Students received praise, stickers, pocket money, points; they felt motivated.	Teachers used verbal praise, coupons, and small rewards aligned with achievements.	<b>Convergent:</b> Forms of reinforcement varied but were recognized by both.
7	<b>Monitoring Performance</b>	Students felt “noticed” through roaming teachers, being warned for sleeping, behavior records.	Teachers described direct observations, counselling notes, dual reports (internal-external report cards).	<b>Convergent:</b> Both saw monitoring as intensive and personal.

No	Theme (10 Classroom Strategies)	Student Perspective (n=4)	Teacher Perspective (n=2)	Triangulation Result
8	<b>Teacher–Student Relationships</b>	Students described closeness that remained respectful.	Teachers tried to be supportive figures without losing authority.	<b>Convergent:</b> Warm–respectful relationships confirmed by both sources.
9	<b>Selecting Appropriate Intervention</b>	Students mentioned educational corrections (standing, face washing, private talks).	Teachers emphasized educational sanctions (memorization, counselling) & individual approaches.	<b>Convergent:</b> Misbehavior handling was corrective-educational.
10	<b>Schedule of Reinforcement</b>	Students felt the “non-regular / alternating” reinforcement schedule was fair but unpredictable.	Teachers deliberately set intermittent praise to maintain balanced motivation.	<b>Convergent:</b> Teachers’ reasoning matched students’ perceptions.

*Note.* Categories of triangulation results consists of 1) Convergent: findings align & corroborate each other; 2) Complementary: viewpoints differ but complement each other, highlighting sides that are less visible in other groups.

The different perspectives between *santri* and teachers also enrich the analysis, where *santri* tend to provide practical descriptions, such as experiences related to empty classes, while teachers highlight the logic behind policies, for example, the reasons for determining schedules. This difference is complementary and not contradictory. However, there are key issues that need to be followed up, such as the coordination gap in transitions and teacher attendance, especially on weekends, as well as the issue of regularity of reinforcement, where *santri* like variety, but some feel that the frequency of reinforcement is not consistent. Teachers are advised to review the frequency to keep it fair and planned. The recurrence of the pattern of findings in cross-gender (male and female) and cross-role (*santri* and teachers) also strengthens the reliability of the results, so that the principle of source triangulation in qualitative research has been fulfilled and increases the credibility of this study.

For reliability research, detailed field notes, using a good recorder and ensuring accurate transcription without overlap can be obtained. This study used manual analysis to code the data, before the data is analysed there were some specific coding to facilitate the interpretation of the findings.

### **3.8 Ethical Consideration**

Ethical research practices recognize the importance of researchers' subjective perspectives, acknowledge their influential role in the research process, and affirm that participants, as well as the collaborative construction of the narrative, are the rightful owners of the data collected (Cresswell, 2013). By treating the consent process with the respect it deserves, researchers can foster a more inclusive and participant-centered research environment (Holtz et al., 2024).

In qualitative research, it is essential to uphold the rights of participants to ensure the collection of accurate data that will support the study's objectives. Ethical considerations such as anonymity, privacy, secrecy, voluntary participation, and the ability to opt out guide researchers in applying data collection methods that lead to reliable outcomes, particularly in interviews (Nii Laryeafio, 2023). Participants may waive their right to privacy by granting researchers access to sensitive topics or environments or by allowing their names to be identified in the research report (Cohen & Morison, 2007).

During the study, Informed consent is obtained from all participants before data collection, ensuring that they are fully informed about the study's purpose, procedures, and their right to withdraw at any time without any consequences. To protect confidentiality, the data will be anonymized, and all information will be securely stored. The study adheres to the ethical guidelines established by the Indonesian International Islamic University (UIII), ensuring the integrity and respect of all participants. A careful consideration of the potential risks and benefits will be made to safeguard participants' well-being

## CHAPTER IV RESULTS AND DISCUSSION

This chapter focus on the analysis and interpretation of data collected from a KMI Pesantren in West Java. Their insight revealed the curriculum system of KMI Pesantren, teachers' strategy in KMI Pesantren and practice of classroom management by teachers influence students' behavior. This chapter aims to provide the results and discussions regarding those themes adopted from Hardin (2012) in chapter III. Before presenting the results of the study, first presented the relationship of classroom management strategies with research question as follows (see table 4)

**Table 4.1** Indicators of Linkage of Classroom Management Strategies with Research Questions.

<b>Strategy Category</b>	<b>RQ 1. Influence of Curriculum → Classroom Management</b>	<b>RQ 2. Teachers' Implementation of Strategies → Classroom Management</b>	<b>RQ 3. Impact on Student Behavior → Classroom Management</b>
Classroom Rules	Core	Core	Supporting
Classroom Procedures	Core	Core	Minor
Managing Transitions	Minor	Core	Supporting
Classroom Design	Core	Minor	Minor
Beginning-of-Year Planning	Core	Minor	Minor
Positive Reinforcements	Supporting	Core	Core
Monitoring Performance	Supporting	Supporting	Core
Teacher–Student Relationships	Minor	Supporting	Core
Selecting Appropriate Intervention	Minor	Core	Core
Schedule of Reinforcement	Core	Supporting	Supporting

*Note .* Core = The main priority of analysis for that RQ; Supporting = Complementing explanation; Minor = Low relevance.

## 4.1 Research Result

### 4.1.1 Curriculum System of KMI Pesantren Influence KMI Pesantren Teachers' Classroom Management.

#### KMI Pesantren System

This section presents the main findings related to the first research question of how the Kulliyatul Mu'allimin-Mu'allimat al-Islamiyah (KMI) curriculum system shapes teachers' classroom management practices. The KMI Pesantren curriculum system significantly influences the classroom management practices implemented by teachers through several key aspects. The Education Centre of Pondok Pesantren Pabelan (2025) states that *Kulliyatul Mu'allimien Al-Islamiyah* (KMI) is an institution that is an inseparable part of the overall educational process organised at the Pondok Pesantren Pabelan education institution. KMI is the name of the institution under the Pondok Pesantren institution that organises formal education (teaching and learning activities in class).

Furthermore, the KMI Curriculum is a set of plans and knowledge about the content and learning materials and the methods used, as a guide for organising teaching and learning activities in order to achieve educational goals at this Islamic Boarding School. And has the basic values of Islamicity, Boarding School, Struggle and Nationality. The vision of this Islamic Boarding School is: Educating students to become believers, Muslims and Muhsin who are highly virtuous, able-bodied, knowledgeable and free-thinking.

The mission is to instil and improve the discipline of students to carry out Islamic teachings in everyday life, Instil the spirit of sincerity, simplicity, *Ukhuwah Diniyah*, independence and freedom in everyday life, organise formal education with the Pesantren curriculum adapted to national education. Educating and delivering students to be able to know themselves and their environment and have the motivation and ability to develop themselves in accordance with their life behaviour. Educate and prepare *santri* to become independent human beings and serve the community, religion, country and nation.

Furthermore, the KMI curriculum functions to: Organise formal education with a Pesantren curriculum adapted to national education. Educate and deliver students to be able to know their identity and environment and have the motivation and ability to develop themselves in accordance with their life behaviour. And the implementation of education that produces students with noble character. As for this Pesantren, there are 3 programmes, namely *Whustha*, *Aliyah* and *Takhasus*.

*Wustha* level education is an education at the level of MTs / SMP with the basis of the *Kulliyat al-Muallimin al-Islamiyah* (KMI) curriculum for 3 years. At the *Wustha* level, *santri* are not only taught formal lessons and aspects of religious rituals but also teach ethics; morals; independence and how to apply religious values in everyday life. At the *Aliyah* level at the MA / SMA level with the basis of the *Kulliyat al-Muallimin al-Islamiyah* (KMI)

curriculum for 3 years. The most common method is to use a narrative format, discussing themes in detail, often with subthemes and illustrative examples, as well as direct quotes (Cresswell, 2018). Therefore, the following results are presented with quotes.

Unlike the other 2 programmes, *Takhasus* is a 1-year matriculation programme for prospective *santri* who will register for the *Madrasah Aliyah* (MA) level who come from SMA / MTs outside this Islamic boarding school. If in other schools you can immediately go to class when you move, then the students who want to enroll in KMI Pesantren will stay in class for 1 year to learn religious knowledge, foreign languages (Arabic & English). The purpose of this program is so that new students who come from outside the Pesantren get standard knowledge to enter the *Aliyah* level in the Pesantren in terms of religion, language, and organisation.

The sanctions imposed for violations are educational and Islamic in nature. For example, students who are late are required to memorise a surah in order to instil discipline in accordance with the KMI curriculum.

*“Sanksi edukatifnya adalah menghafalkan surat, untuk mendisiplinkan siswa. Kedisiplinan merupakan salah satu dari pola pilar agar kurikulum itu bisa Melaksanakan sehingga pendisiplinan penting.”*

Source:Ustad Yusuf, 14 June 2025

Ustad Yusuf explained that educational sanctions, such as memorising surah, are a strategy to foster discipline among students. According to him, discipline is one of the important pillars that ensures the curriculum can be implemented effectively, so that the process of disciplining students is an integral part of education in Islamic boarding schools.

*“Sebelum memulai pelajaran, jelas meski ada pembiasaan berdoa terlebih dahulu. Doa memulai pelajaran yaitu “Rodhitubillahi Robban Wa bil Islamidina Wa bimuhhammadin shollallahu alayhi wasallam robbi zidny ilman war zuqni fahman”, yang artinya Allah adalah tuhanku, Islam adalah agamaku dan nabi Muhammad adalah rosulku, ya Allah berikanlah aku ilmu dan pemahaman. Lalu ditutup dengan doa kafaratul majlis “Subhanakallahumma wa bihamdika asyhadu an laa ilaha illa anta astagfiruka wa atubu ilaika ”.*

Source:Ustad Yusuf, 14 June 2025

Ustadz Yusuf applies consistent general rules in all classes, including opening and closing prayers that are part of the daily routine. This strengthens the students' religiousness. Furthermore, when opening the lesson, the use of prayer represents a way of asking for knowledge and understanding from Allah. As for closing the lesson, the kafaratul majlis prayer is also used. The selection of this prayer also has its own philosophical meaning that is may Allah forgive all the sin appear during the meeting. The selection of this prayer is also intended as a request for forgiveness from Allah SWT for any mistakes made during the learning process in class.

The procedures at KMI apply not only in the classroom but also during boarding

school routine, which is a burden for the students. as students must follow the procedures when borrowing books, and oral exams are a particular challenge for them. Unlike schools outside KMI, at this KMI, before all subjects are tested, there is an oral exam, and if a student fails, their promotion to the next grade may be postponed or they may simply be given a warning.

*“Awalnya kan kaget soalnya kelas tuh kan sekolah, habis itu juga kegiatan pondok itu kan kalau dibilang tuh capek, tuh ya capek gitu loh kalau buat awal-awal. Tapi setelah kayak ngikutin itu jadi ketata jamnya soalnya, kan sekolah udah diatur misalnya jam tujuh sudah berangkat, habis itu nanti tuh dibayangkan tuh udah kepikiran, kan awalnya mungkin belum kenal tapi itu kayak udah kepikiran kalau misalnya udah kita jalanin, habis itu minggu depannya tuh kita ngulang- oh mau pinjam buku harus minta ini, minta ini gitu, minta TTD ini misalnya kayak gitu. Kalau prosedur tuh kan ya itu kayak salah satunya meminjam buku harus gitu-gitu. Kalau yang paling susah sih pas ujian lisan, kalau sekolah luar kan kalau ujian tulis kan tinggal ujian tulis, ujian akhir gitu kan, tapi kalau di sini kita harus ngelewatin ujian lisan dulu, kalau misalnya gak lolos ujian lisan kita gak bisa ikut ujian, bahkan kenaikan kelasnya ditangguhkan dan ada pemanggilan orangtua.”*

Source: Santriwati Yolanda, 14 Juni 2025

Attendance procedures such as taking attendance and the requirement to arrive on time are part of the routine that supports daily discipline. General subject teachers read out the attendance list in Indonesian, Arabic teachers read out the attendance list in Arabic by saying ‘*Sa akro' lakum daftar hudur,*’ and English teachers use English, saying ‘Present.’

*“Guru disini pas ngajar menyesuaikan saja bahasanya. Kalau pelajaran-pelajaran yang bahasa Arab itu pakai Bahasa Arab di absen. Misalnya itu “Saakro lakum daftar hudur”. Terus dibacain nama-namanya gitu. Nama-namanya. Bacain namanya kan biasanya hadir. Kalau bahasa Indo kan. Kalau bahasa Arab tinggal “Hadir”. Guru tuh langsung ngabsen, siapa yang belum datang, langsung dicatat, nah kalau guru Bahasa inggris “Present.”*

Source: Santri Muhammad, 13 Juni 2025

At the KMI Islamic boarding school, transfer students must follow a special programme, which is an equivalency programme. Unlike regular schools, where transfer students can immediately join classes as they did in their previous school, at KMI, transfer students must follow a special programme. At KMI, transfer students must participate in the *takhasus* programme. Budiman shared his experience of participating in the *takhasus* programme, which is a one-year matriculation class focused on strengthening Arabic and English language skills, yellow books as well as religious knowledge. This programme helps new students from outside the boarding school adapt before entering the *Madrasah Aliyah* level at KMI.

*“Saya itu masuk kelas takhasus, kelas ini untuk memahami bahasa dan pelajaran disini”*

Source: Santri Muhammad, 13 Juni 2025

*“Jika di sekolah lain kalian bisa langsung naik kelas sesuai dengan kelas sebelumnya namun di KMI harus mengikuti penyetaraan baik dari agama, bahasa dan organisasi”*

Source: Ustad Yusuf, 13 Juni 2025

This curriculum not only regulates formal learning in the classroom, but also shapes the lifestyle of students through rules, procedures, and routines that integrate learning activities and boarding school life. The educational structure consists of *Wustha, Aliyah, and Takhasus* levels, which are designed to equalise the religious, language, and organisational skills of new students. In its implementation, classroom management includes religious practices such as opening and closing prayers for lessons, the use of the appropriate language of instruction according to the subject, and consistent attendance procedures. The sanctions imposed are educational in nature, such as memorising *surah*, to foster discipline rather than merely imposing punishment.

#### **Instiling Pesantren Values in Orientation Week (*Khutbatul Iftitah*)**

At the boarding school, there are rules and regulations that are explained. *Ustadzah Siti* explains that in her class, the learning contract is not always in written form but can also be communicated verbally. The purpose is for students to understand basic rules such as the prohibition against arriving late and the procedures for obtaining permission. The rules also include the requirement to bring a permission letter when absent, especially if the absence is related to official boarding school duties. Additionally, there is a rule prohibiting entering or leaving the classroom without permission. At the boarding school, students are permitted to skip class if they have duties at the boarding school, such as welcoming guests or performing guard duty at the boarding school in the morning. Furthermore, they are also allowed to skip the first class period if they stayed up late the previous night for *Bulis*, which is a routine where some students stay up late at night to guard the boarding school.

*“Kontrak belajar itu untuk mengikat kepada anak-anak agar tahu apa yang mesti diikuti yang dilaksanakan dan apa yang harus dihindari khususnya pelajaran yang saya ajarkan. Misalkan saja kontrak belajar itu walaupun mungkin tidak tertulis secara rinci tapi satu hal saya sampaikan, tidak boleh terlambat kalau terlambat harus apa sanksi edukatifnya adalah mungkin menghafalkan surat apa Kemudian yang ketiga harus ada surat izin kalau memang tidak masuk apakah itu karena tugas biasanya kalau tugas dari pondok, karena bulis atau biasanya sudah ada Tasrikh”.*

Source: Ustadzah Siti, 13 Juni 2025

Since the students are still unfamiliar with the dynamic of Islamic boarding schools, an orientation programme for new students called *khutbatul iftitah* is held at the beginning of the year. Karin explained that during the week of *khutbatul iftitah* programme, students are introduced to the history, education system, and values of the KMI boarding school.

Furthermore, in each class, teachers establish a learning contract that includes target grades, types of penalties for violations such as tardiness, and rules for leaving the classroom.

*“Khutbatul Iftitah seminggu menjelaskan sejarah, sistem pendidikan, hingga nasihat bagi santri baru. Kita ketemu guru itu biasanya di waktu jam-jam belajarnya kita pakai buat kontrak belajar dan pengenalan lebih dalam jadi kayak kontrak belajar biasanya kayak ada nilai KKM Yang harus dicapain. Terus ada kayak kalo semisalkan telat masuk kelas nanti persetujuan apa persetujuan murid buat nanti diapain orangnya, sanksinya apa kalo telat masuk.”*

Source: Santriwati Karin, 14 Juni 2025

Yolanda described *khutbatul iftitah* as an orientation period that not only discusses how to study at school, but also how to interact in the dormitory environment. Upon entering school, students receive a general overview of learning and life at the boarding school. After that, each teacher presents their respective learning contracts. For Yolanda, these contracts help students adjust to the character and teaching style of each teacher, so that students can behave in accordance with the teacher's expectations.

*“Iya. kalau, kayak masa orientasi, siswa gitu kan, itu, kan biasanya, kalau di sini kan namanya Khutbatul Iftitah. Jadi, kalau menurut saya, kita tuh, enggak cuman mengenali, cara belajarnya, di sekolah ini. Tapi kan, kalau Khutbatul Iftitah itu, lebih banyaknya tuh, ke, ke, cara kita, berinteraksi, di lingkup asrama. Tapi kalau, tapi beberapa, emang ada yang memperkenalkan, kayak, nanti cara, belajar di kelas tuh, gini-gini, kan ada orientasi. Jadi kalau misalnya, kontrak, kan guru itu, berbeda, pribadinya kan, kalau saya, jadi, dengan adanya kontrak belajar itu, saya bisa menyesuaikan, misalnya guru, guru A, itu tuh, maunya tuh gini, jadi ya, saya tidak, tidak mungkin, saya ngikutin dengan cara guru B. Jadi, dengan adanya kontrak belajar, dari guru A, itu kan saya bisa, oh nanti, kalau pelajarannya guru A, saya harus berpikir, bahwa lakunya, seperti gini, gini.”*

Source: Santriwati Yolanda, 14 Juni 2025

Muhammad emphasised that at the beginning of the academic year, a full week is allocated for special orientation for new first-year students. The aim is for them to familiarise themselves with the KMI Pesantren education system, understand the rules, and begin to form study habits. The first few weeks are usually filled with discussions about learning contracts, including learning plans for one semester.

*“ Satu minggu. Penuh. Awal masuk kan. Selalu ada. Itu. Dikhususkan untuk. Kelas satu yang baru masuk. Biar kenal. Gimana sih pondok itu.”*

Source: Santri Muhammad, 14 Juni 2025

The learning contract and orientation activities at the *Khutbatul Iftitah* in KMI Pesantren play an important role in shaping students' understanding, discipline, and ability to adapt to the rules and learning culture of the boarding school environment. Each class has a learning contract established by the teacher, which includes target grades, types of

sanctions, and permission procedures, which may vary according to each teacher's teaching style. Through these activities, students gain a clear picture of academic and social life at the boarding school and begin to form study habits that are in line with the values and rules that apply in KMI Pesantren.

### **Demanding Schedule in KMI Pesantren**

The dynamics at the KMI boarding school are intense, so a smooth transition between activities is needed from morning to afternoon, with 9-10 subjects to be taught. Ustad Yusuf explained that the curriculum team has designed the lesson schedule with efficiency in mind, ensuring that transitions between lessons are smooth to minimize wasted time. The schedule is structured so that, whenever possible, consecutive lessons are taught by the same teacher to minimise transition time.

*“Kita menyusun jadwal agar transisi antar jam tidak memakan waktu terlalu lama. Untuk transisi misalkan dari jam ke jam yang lain. Kita Dengan tim kurikulum menyusun jadwal pelajaran dengan memperhatikan ketersediaan jam setiap hari. Untuk tahun ini pembagian jam pelajaran itu ada yang sampai jam ke 10, ada yang jam ke 9. Tetapi terakhir sudah direvisi dan hanya sampai jam ke 9 Artinya itu tentu kita mencoba. Transisinya kita harapkan kalau satu jam ke jam lain gurunya sama tidak memakan waktu yang seringnya itu bila jam satunya itu Muthola’ah jam kedua Muthola’ah tidak ada masalah karena gurunya sama.”*

Source: Ustad Yusuf, 13 Juni 2025

Karin explained that when a teacher is absent for more than five minutes, students usually ask the guidance and counselling office to confirm the absence. She also highlighted that some teachers teach more than one subject, for example, Civic Education teachers who also teach Indonesian, Arabic teachers who also teach Indonesian, and *Nahwu* teachers who also teach *Khot*.

*“Kalau guru tidak masuk lebih dari 5 menit, kita ajukan ke BK untuk minta konfirmasi. Di Pesantren ini juga banyak guru yang mengajar 2 pelajaran. Ada Beliau Itu ngajar di Bahasa Arab dan Dan Indonesia Terus ada juga Ngajar PPKN sama Bahasa Indonesia Terus ada ada beliau ngajar Nahwu sama ngajar Khot, mungkin karena itu kadang sering tabrakan jadwalnya”*

Source: Santriwati Karin, 14 Juni 2025

*“Transisi antar kegiatan umumnya tertib, namun guru memiliki cara berbeda ketika tidak hadir, seperti memberi instruksi lewat BK. Adapun guru banyak yang mengajar lebih dari 1 pelajaran seperti PPKN mengajar Bahasa Indonesia, Bahasa Arab jga mengajar Bahasa Indonesia, Guru Nahwu mengajarkan khot.*

Source: Santriwati Karin, 14 Juni 2025

The male *santri* Imam added that he did not feel disturbed at all by teachers who taught several subjects at the same semester.

*“Ada si guru mengajar 3 mata pelajaran Nahwu, Tarbiyah dan Tamrin Lughoh, tapi biasa saja tidak mengganggu.”*

Source: Santri Muhammad, 14 Juni 2025

At the KMI Islamic boarding school itself, there are practical teachers, a kind of shadow teacher who are alumni of the KMI Islamic boarding school. They are also referred to as *Guru Khidmah* or practical teachers, who do not yet have a bachelor's degree but have dedicated themselves to becoming teachers at the KMI Islamic boarding school. Yolanda revealed that the learning transition continued to run well even though some teachers were unable to attend. In this situations, practical teachers usually act as substitutes to deliver the material or continue the learning process.

*“Guru ada cuti beberapa minggu, itu kan kita mepet ujian, jadi kita tuh kayak, terkendala banget belajarnya, tapi, guru-guru ini tuh, ternyata kayak, ngasih materi diri begitu, juga bisa tanya guru praktek yang stay di asrama”*

Source: Santriwati Yolanda, 14 Juni 2025

Muhammad emphasises that the transition between lessons in his class runs smoothly and on time, even though there are significant differences between the subjects taught in sequence, such as *Tafsir* and Physics. He does not feel disturbed, even though there can be nine subjects in a single day.

*“Jadi kalau transisinya ya udah tertib sih. Ada juga kalau ya udah tepat waktu datang. 9 mata pelajaran udah biasa aja udah. Kebiasaan saja soalnya dari kelas 1. Kan gak setiap hari juga kelas, kadang pelajaran Tafsir ke Fisika itu jauh kan beda tapi biasa aja.”*

Source: Santri Muhammad, 14 Juni 2025

At KMI Pesantren, the dynamic schedule with 9–10 subjects every day requires smooth and efficient transitions between activities. The curriculum team, as explained by Ustad Yusuf, schedules the timetable in such a way that the time between lessons is minimised, for example by placing consecutive lessons taught by the same teacher. Karin added that if a teacher is absent for more than five minutes, students typically report to the counselling office for confirmation, while many teachers teach more than one subject, though this is not considered disruptive by some students like Muhammad. In addition to permanent teachers, there are practice teachers or service teachers who are alumni and help substitute for teachers when they are unable to attend, as Yolanda explained. In general, the transition between lessons is orderly and on time, even when the subjects are quite contrasting, such as from *Tafsir* to Physics, because the students have been accustomed to a busy schedule since they first entered the boarding school.

#### 4.1.2 KMI Pesantren Teachers Enact and Implement Their Strategies in Classroom Management

##### Classroom Implementation

*Ustadzah* Siti emphasises that discipline is an important value that teachers must possess in order to serve as role models for their students. She not only demands discipline from her students, but also sets an example through her own behaviour, such as being punctual and complying with applicable rules. In managing learning activities, *Ustadzah* Siti develops a thorough plan. She prepares lesson materials and teaching strategies for the following day, while also adjusting them if there are schedule changes or unexpected exams, ensuring that the learning process remains effective.

*"Saya mungkin termasuk guru yang tingkat disiplinnya tinggi. Tapi kita sebagai guru kan harus jadi contohnya dong. Kita sebagai guru kan tetap ada perencanaan, Kita sudah ada persiapannya besok apa-apa."*

Source: *Ustadzah* Siti, 13 Juni 2025

At the KMI Pesantren where this research was conducted, students come from a variety of regions. *Ustadz* Yusuf explained that the diversity of the students' backgrounds in terms of ethnicity, culture, and economic status makes it important to have class rules. These rules serve to instil discipline and prevent inappropriate behaviour, such as teasing or derogatory names, so that the learning atmosphere remains conducive. These rules can be written or unwritten. Here, *Ustadz* Yusuf also gave information refers to classes naming 1–6, where classes 1–3 are for the *Wustha/Tsanawiyah/SMP* level and classes 4–6 are for the *Aliyah/SMA* level.

*"Kelas per kelas itu bermacam-macam santri, ya kelas 1, kelas 2, kelas 3, kelas 4, kelas 5, dan kelas 6 dan datang dari berbagai latar belakang baik itu suku, ras, kemudian ekonomi, budaya maka disitulah mesti muncul dan harus adanya satu aturan sebagai bentuk atau sebagai ikhtiar untuk menanamkan kedisiplinan kepada anak-anak. Artinya apa? Artinya itu semua dibuat ya tidak lain, tidak bukan untuk menghindari terjadinya perlakuan-perlakuan yang tidak semestinya antar sesama santri karena bisa jadi ya latar berlatar belakang dari suku yang berbeda dan yang lain sebagainya. Kemudian sering muncul misalkan panggilan-panggilan yang tidak semestinya, perlu adanya aturan termasuk aturan-aturan yang mengajarkan kepada anak mana yang boleh dilakukan mana yang tidak walaupun ada juga Peraturan yang Tidak tertulis."*

Source: *Ustad* Yusuf, 13 Juni 2025

*Ustadz* Yusuf also implements special policies for the subjects he teaches, for example in the *Mutola'ah* class, where students are required to memorise at least the target amount of material. If they fail to do so, there are consequences such as standing in class or temporarily changing seats. This is intended to motivate students to study seriously. Meanwhile, for the *Insya* subject, he uses a direct or practical method without requiring memorisation.

*“Di Mutola'ah saya mewajibkan anak itu minimal hafal. Kemudian juga ya kalau saya misalkan ada anak yang tidak hafal ini kita sepakati bersama-sama. Karena harus hafal kalau tidak hafal berdiri atau mungkin pindah di kelas lain. Ini sebagai upaya supaya anak itu betul-betul bisa minimal hafal. Adapun pade kelas insya itu kita lebih mempraktekan, beda cara saja”*

Source: Ustad Yusuf, 13 Juni 2025

From the statements of *Ustadzah* Siti and *Ustadz* Yusuf, it can be concluded that discipline and classroom rules are important aspects in creating a conducive learning environment in Islamic boarding schools. *Ustadzah* Siti emphasised the importance of teachers setting an example through punctuality, compliance with rules, and thorough and flexible lesson planning. Meanwhile, *Ustadz* Yusuf highlights the need for both written and unwritten rules to manage the diversity of students' backgrounds, prevent inappropriate behaviour, and instil discipline. He also applies teaching methods tailored to the nature of the subject, such as mandatory memorisation in *Mutola'ah* and hands-on practice in *Insya*, accompanied by educational consequences to motivate students.

### **Procedures in KMI Pesantren**

*Ustadzah* Siti emphasises the importance of implementing clear procedures in the classroom, including the obligation to use a *kokat* or identity card when leaving the classroom, for example to go to the toilet. The *kokat* serves as official permission, so students who leave without wearing it are considered to be skipping class. This system helps teachers control student movement and prevent misuse of learning time.

*"Misalnya mau keluar harus menggunakan kokat itu. Kalau nggak pakai berarti bolos."*

Source: *Ustadzah* Siti, 13 Juni 2025

The process of borrowing facilities such as computer laboratories is carried out in a structured manner. Teachers who teach ICT subjects will ask students to take the laboratory keys after first reporting to the officer. Borrowing data is recorded, including the name of the teacher, class, date, day, and duration of use. The usage time must be in accordance with the agreement and may not exceed the limit. This procedure ensures the orderly and responsible use of school facilities.

In addition, at the beginning of the lesson, they will recite a prayer, and at the end of the lesson, they will also close with a prayer. This routine fosters spiritual discipline while also accustoming students to begin and end their learning activities with religious values.

*“Kalau peminjaman komputer peminjaman lab, jadi kita nih misalnya guru ngomong pelajaran TIK ini anak-anak kan kita pelajarin ke lab. Tolong diambulkan kuncinya nanti bilang dulu sama ruang sebelah sana ada, kita nanti nyatet di lembar kertas ini gurunya siapa terus anak kelas berapa sama tanggal berapa. Ada juga kalo masuk kelas ada harus kita baca doa terus pas pulang juga, jadi kalau begitu enak jadi tahu siapa yang minjam.”*

Source: *Santri* Muhammad, 14 Juni 2025

The implementation of clear procedures at school, such as the requirement to use a pass as official permission to leave the classroom and a structured facility borrowing system, demonstrates the school's efforts to enforce discipline, control student movement, and ensure the orderly and responsible use of facilities. This discipline is reinforced by religious routines such as reciting prayers at the beginning and end of lessons, which not only instil spiritual values but also foster positive habits in starting and ending the learning process.

### **Classroom Setting**

Seating arrangements in the classroom are not much different from those in public schools, but boys and girls are still seated separately.

*“Mungkin gak jauh beda ya tetap menata meja dan kursi biasa, tapi tetap dipisah antara cewek dan cowok.”*

Source: *Santri* Muhammad, 14 Juni 2025

Furthermore, Ustad Yusuf added that the physical layout of the classroom is flexible and can be changed according to learning needs, for example to support group activities or specific learning methods.

*“Tatanan kelas fisiknya itu akan berubah... disesuaikan dengan kebutuhan. Desain kelas fleksibel, disesuaikan dengan kebutuhan belajar, seperti pengelompokan siswa.”*

Source: Ustad Yusuf, 13 Juni 2025

According to one student, the availability of classroom facilities is sufficient, but teachers encourage variety in the learning environment so that students do not feel bored, including utilising alternative spaces such as the library to create a new atmosphere outside the classroom so that students do not feel bored.

*“Oh, kan kelas udah rata semua, kak. Jadi kan, sudah pas gitu loh, kak. Jadi, nggak perlu khawatir, kalau misalnya, emang kita nggak bisa pakai kelas. Padahal, aslinya tuh kita bisa pakai kelas. Tapi karena, kalau, kan biasanya guru-guru tuh selalu bilang, kalau misalnya, kita tuh nggak, nggak harus belajar di kelas doang. Kita harus nyari, suasana yang baru.”*

Source: *Santriwati* Yolanda, 14 Juni 2025

Classroom arrangements are sometimes discussed and agreed upon between teachers and students, with variations in layout such as a u-shape or a traditional row formation, each of which has advantages and disadvantages in terms of interaction and learning comfort.

*“Tata ruang kelasnya sih kayaknya terserah muridnya deh. Kalau pengalaman saya. Soalnya saya dulu juga kelas itu pernah letter U. Gurunya di pojok kami letter U gini. Terus baru papan tulis gitu. Tengahnya kosong jadinya tergantung muridnya aja maunya bagaimana.”*

Source: *Santri* Imam, 14 Juni 2025

At this Islamic KMI Pesantren, there is a joint class schedule for male and female students during the final learning session in preparation for graduation. In mixed learning activities between male and female students, the seating arrangement is changed so that female students

are placed on the sides of the room adjacent to the walls, maintaining physical distance between the genders.

*“Kalau moving itu gabung cewek cowok saat mau persiapan ujian akhir kak tapi tetap tengah-tengah itu kosong, putra putrinya paling mepet-mepet di tembok-tembok semua gak berdekatan.”*

Source: *Santriwati* Karin, 14 Juni 2025

Seating arrangements at KMI Islamic boarding schools are basically similar to those in public schools, but they still maintain separation between male and female students. The classroom layout is flexible and can be adjusted according to educational needs, either at the teacher's initiative or through mutual agreement with the students, such as using a u-shaped formation. Classroom facilities are considered adequate, but teachers encourage varied learning locations, including outside the classroom such as the library, to reduce boredom. In 'Moving' class situations, such as before final exams, seating arrangements are adjusted so that female students are on the wall side and maintain physical distance from male students, thereby adhering to interaction norms within the boarding school environment.

#### **Teachers' Positive Reinforcement**

Ustad Yusuf describes himself as the type of educator who likes to give positive reinforcement to students through motivational words such as expressions in *balaghah*. He focuses on strengthening students' self-confidence by praising their strengths and giving corrections carefully so as not to discourage them.

*"Saya tipe misalnya memberikan reward sama anak dengan kata-kata yang memotivasi mereka, seringnya pakai ungkapan balaghah."*

Source: Ustad Yusuf, 13 Juni 2025

According to *Santriwati* Karin, there are also teachers who give cash rewards to students who are able to answer questions. However, students who have answered correctly are not allowed to answer again, so that learning opportunities are distributed evenly among all students.

*“Kalau bisa jawab dikasih uang tapi gak boleh jawab lagi biar yang lain punya kesempatan”*

Source: *Santriwati* Karin, 14 Juni 2025

Teachers provide positive reinforcement by using words of appreciation such as *'jayyid'* and *'jayyid jiddan'*. Sometimes teachers also give quizzes that will be announced the following week, then give prizes to students.

*“Kayak misalnya, kalau misalnya nilainya 90, nanti dikasih note, ya jayyid. Di tengah pelajaran, siapa yang bisa jawab, terus dikasih pujian jayyid jiddan. Atau kadang dikasih soal di papan tulis terus dijawab, diumumkan siapa yang benar nanti dikasih hadiah”*

Source: *Santriwati* Yolanda, 14 Juni 2025

In addition to words of praise and money, some teachers also give Lego sets to students as a token of appreciation for achieving their targets, which increases student motivation.

*“Di pelajaran tahfidz ditanyain sama guru. Ada yang kemarin khatam berapa kali gitu. Saya khatam sekali. Ada yang khatam 2 kali. Nanti dikasih Lego kalo gak salah, jadi makin semangat buat khataman”*

Source: *Santri* Muhammad, 14 Juni 2025

There is also reinforcement given at the end of the learning session for students who successfully answer questions, allowing them to enjoy benefits such as leaving school early, making the learning atmosphere more enjoyable.

*“Misalnya tuh kalau menjelang istirahat atau gak menjelang pulang sekolah ini yang bisa jawab langsung istirahat atau gak langsung pulang udah berakhir masih ada sisa waktu selama 5 menit atau gak berapa menit lagi jadi gurunya bakal kuis ini kuis, yang bisa jawab langsung pulang biasanya gitu”.*

Source: *Santri* Muhammad, 14 Juni 2025

In addition to reinforcing those who are able to answer, teachers also give extra credit to students who actively participate in class as a form of motivation. Students admit that they feel more enthusiastic because their activities are recognised and appreciated by teachers. Teachers at the KMI Islamic boarding school ensure that the reward system is fair by giving all students equal opportunities. Not all correct answers are immediately rewarded, so that all students remain motivated and not only those who are quick or dominant.

*“Kalau kita aktif di kelas nanti kita dikasih nilai ditulis di absen dari gurunya tersebut jadi semangat, dikasihnya gantian juga karena kan nilainya bagi-bagi buat yang lain juga”.*

Source: *Santri* Imam, 14 Juni 2025

From the overall findings, it is evident that teachers at KMI Islamic boarding schools employ various forms of positive reinforcement to motivate students, ranging from verbal praise using motivational language such as “*jayyid*” to physical rewards such as money, appreciation notes, Lego toys, or non-material benefits such as leaving school early. These rewards are given in a planned and fair manner, both during lessons and at the end of sessions, with consideration given to equal opportunities so that all students can feel appreciated. This strategy not only boosts learning enthusiasm but also encourages active participation and self-confidence among students, creating a positive and healthy competitive learning environment.

### **Teachers Involvement**

Teachers choose an indirect approach when reprimanding students who disrupt the class, such as using subtle sarcasm, and they understand that such behaviour is sometimes caused by fatigue from burden activities at KMI Pesantren. Teachers actively monitor the class while interacting with students, asking them about the meaning of the lesson material one by one to gauge their level of focus.

*“Kalau ada anak yang misalnya rame saya tidak tegur langsung namun secara halus. Kalau anak tidur mencerminkan anak itu ya memang kadang lelah karena kegiatan malam. Dan saya juga berkeliling kelas tidak hanya pasif menjelaskan di satu tempat agar anak bisa diperhatikan secara menyeluruh”*

Source: Ustad Yusuf, 13 Juni 2025

According to Karin, a disciplinary approach is taken gradually with students who fall asleep in class. An initial verbal warning is given, then the student is asked to stand up to regain concentration, and if they are still sleepy, they are asked to wash their face. This strategy emphasises a light but firm approach so that students remain alert without creating a stressful atmosphere.

*“Kalau ketiduran, pertama ditegur, kalau masih ngantuk disuruh berdiri, kalau ketiga kalinya disuruh cuci muka.”*

Source: Santriwati Karin, 14 Juni 2025

Teachers not only reprimand students who sleep in class, but also explain why it is detrimental, such as the loss of opportunity to understand the subject matter. This approach emphasises students' awareness and personal responsibility for their learning process, so that reprimands become more meaningful and not just punishment.

*“Guru itu negur dan jelasin, kalau tidur di kelas itu nanti rugi.”*

Source: Santriwati Yolanda, 14 Juni 2025

Furthermore, teachers also monitor student behaviour individually and in groups, including sleeping habits in class. Consistent observation is followed up with reports and coordination with homeroom teachers, so that each student's behaviour can be followed up with appropriate and continuous intervention, building a sense of responsibility.

*“Guru sama anak tuh pasti taha, oh ini anaknya sering tidur ,pasti dilihat. Makanya guru-guru pasti keliling mantau terus nanti dilaporkan ke wali kelas kalau memang tidak bisa”*

Source: Santri Muhammad, 13 Juni 2025

The students' personal experiences show that firm but heartfelt reprimands from student counsellors can bring about significant changes in discipline. Teacher intervention is carried out in stages, starting with reprimands, assigning memorisation of the *Qur'an* as a form of discipline, to giving appreciation such as awards for the *santri teladan* in the form of prizes and certificates.

*“Pernah dulu pas kelas 4 itu saya tuh ada itu jarang masuk terus itu guru-guru killer tanya kenapa kamu nggak pernah masuk terus dinasihatin baik baik, sejak itu jadi rajin masuk sampe kelas 5 juga. Teguran yang lembut begitu justru masuk ke dalam hati, pertama ditegur mungkin hukumannya disuruh hafal Qur'an, juga liat teman dapat apresiasi santri teladan jadi ingin lebih baik.”*

Source: Santri Imam, 13 Juni 2025

In conclusion, the disciplinary approach in the classroom implemented by teachers at the KMI Islamic boarding school prioritises a gradual, humanistic, and adaptive method tailored to the students' conditions. Teachers use gentle reprimands, active monitoring, and explanations that foster students' awareness of the importance of attending lessons. Sleepiness among students is a common issue at the KMI boarding school, often due to the numerous activities students must participate in. Addressing sleepy or disruptive students is done progressively, starting with verbal reprimands and moving to light physical measures such as standing up or washing their faces, with coordination with the class advisor if necessary. This intervention, which combines firmness with appreciation, has proven effective in promoting positive behavioural changes and enhancing students' sense of responsibility at KMI boarding schools.

#### **4.1.3 KMI Pesantren Teachers' Classroom Management Practice Influence Student Behavior in KMI Pesantren**

##### **Shaping Habit in KMI Pesantren**

Teachers at Islamic boarding schools revealed that classroom rules such as tidying up chairs, not leaving belongings behind, and not littering made them more aware of the importance of protecting the environment. These habits fostered a sense of care and responsibility for the cleanliness and tidiness of the learning space.

*“Selalu kanis, Aturan kelas seperti harus menaikkan kursi, tidak meninggalkan barang, dan tidak buang sampah sembarangan membuat saya jadi lebih sadar akan lingkungan”.*

Source: Santriwati Karin, 14 Juni 2025

In addition, to ensure that the class is orderly, Karin also explains the procedure before class begins, a group prayer led by the class leader, followed by the command '*julusan tartiban wadu'a a ma'an*,' which means 'sit neatly and pray together.' Furthermore, the rules for borrowing books, laptops, and computers are also regulated through a data recording system and return procedures, thereby creating a disciplined classroom environment. Parents need not worry, as the boarding school already has supervision in place.

*“Biasanya julusan tartiban wadu'aan ma'an Biasanya itu yang memimpin ketua kelas. Prosedur peminjaman buku, laptop dan komputer juga ada tahapannya sendiri, harus mencatat data dan ada prosedur pengembalian juga, kan disini nggak boleh bawa laptop sendiri sistemnya harus nitip, bagus si jadi orangtua di rumah nggak khawatir.”*

Source: Santriwati Karin, 14 Juni 2025

Another addition from Yolanda, who felt that the teacher paid attention to her when she was reprimanded for dozing off or helped when she had difficulty understanding the lesson. The teacher's attention was not only focused on one student, but was evenly distributed to all students in the class. The teacher actively monitored, reprimanded, and walked around to ensure that all students understood the material being taught.

*“Ya nggak, nggak saya doang, mungkin teman-teman saya juga, kayak fokus gurunya, itu ke saya, gitu nggak sih? Itu, kesemua, kesemua deh. Jadi itu sama rata gitu, Saya tuh, merasa diperhatikan guru, ketika, kalau emang saya ngantuk, terus tiba-tiba, saya tuh langsung kayak, ayo bangun, gitu. Saya merasa diperhatikan, dan, itu tuh nggak cuma saya doang, jadi, hampir semua di kelas, gitu. Kalau misalnya, kayak gitu. Habis itu, kalau misalnya ada yang belum paham, nanti, kan kayak ada yang mau ditanyain lagi, nggak, nanti gurunya itu keliling, biasanya, gitu.”*

Source: Santriwati Karin, 14 Juni 2025

Muhammad believes that classroom rules greatly influence his behaviour. He is able to follow rules such as not being noisy and not sleeping in class, although he acknowledges that some of his friends find it difficult to comply due to their busy schedules that keep them up late into the night. The busy schedule at the boarding school includes a long school day, with Monday and Tuesday classes until 3 PM, Wednesday until 2 PM, Thursday and Sunday until 12 PM, and Saturday until 2 PM. At the KMI boarding school, they have Friday off, unlike most schools that have Sunday off. Additionally, tasks like washing or ironing during the day limit rest time. Despite this, the rules still help build discipline. At the KMI boarding school, life between school and the boarding school is not separated but interconnected.

*“Peraturan di kelas saya itu mempengaruhi, pasti mempengaruhi. Soalnya ya tahukah anak-anak jaman sekarang itu kan ada yang nakal, ada yang baik juga, ada yang polos. Kalau saya sih itu maksudnya anak yang biasa aja lah, gak terlalu polos juga gak terlalu nakal juga. Jadi aturan kelas yang contohnya tuh gak boleh ribut ataupun gak boleh tidur, itu bisa saya patuhi dengan benar. Tapi terkadang ada juga temen yang gak bisa patuhi itu karena memang mungkin malamnya dia sibuk dengan aktivitasnya yang sampai larut malam itu. Mungkin karena kami biasanya gak tidur siang. Siang tuh pasti ada aja aktivitas. Karena pagi kan sekolah dari, misalnya kalau hari Senin sama Selasa itu kan sampai jam 3. Hari Rabu sampai jam 2. Hari Kamis sama hari Minggu sampai zuhur. Kalau hari Sabtu sampai jam 2. Jadi tuh kadang gak tidur siang. Biasanya tuh diganti sama nyuci. Kalau gak nyuci setrika, ya baru bisa tidur.”*

Source: Santri Muhammad 14 Juni 2025

Based on the quotes from the students, it can be concluded that classroom rules in Islamic boarding schools play an important role in shaping students' discipline, sense of responsibility, and concern for the environment. Habits such as tidying up chairs, maintaining cleanliness, and following procedures for borrowing facilities encourage orderliness. Teachers' consistent attention to all students, whether through reprimands when they are negligent or guidance during study sessions, reinforces a sense of being cared for and motivated. Although the busy schedule at the boarding school makes it difficult for some students to adhere to certain rules, particularly those related to rest periods, the existing regulations still help build a consistent sense of discipline that bridges school life and dormitory life.

### **Student's Motivation in KMI Pesantren**

Karin feels motivated when she receives verbal praise from her teacher in class. For her, this kind of appreciation makes her feel valued because her efforts have paid off. Not only in class, formal recognition such as being awarded the title of *santri teladan* also motivates her. As

mentioned earlier, life at the boarding school and at school are interconnected, so her evaluation is based on both aspects.

*“Dipuji guru membuat saya merasa dihargai karena usaha saya terbayarkan. Alhamdulillah disini setiap tahun ada pemberian predikat santri teladan, saya alhamdulillah dapat santri teladan”*

Source: *Santriwati* Karin, 14 Juni 2025

Yolanda said that teachers often provide spontaneous motivation during lessons. Sometimes, teachers change the learning atmosphere by talking about the future or other inspiring things. For Yolanda, these moments of sharing provide strong motivation, especially from homeroom teachers who often use informal interactions to encourage students.

*“Terus kayak, ngajak cerita, justru mengalihkan pembelajaran, pembelajaran dengan cerita, soal mengenai masa depan gitu-gitu. jadi di situ tuh, kita termotivasi. Tapi kalau kayak gitu, kalau sharing-sharing, sama kayak, mengasih motivasi, gitu-gitu kan, lebih ke wali kelas.”*

Source: *Santriwati* Karin, 14 Juni 2025

Muhammad revealed that his teacher's advice, such as verbal advice, served as an important reminder for him. This kind of reprimand motivated him not to skip classes and to stay focused on the learning process.

*“Mending kamu susah di awal daripada susah di akhir gitu. Nanti gitu. Bisa ada motivasi. Saya gak boleh ninggal pelajaran, jadinya saya mikir kan.”*

Source: *Santri* Muhammad, 14 Juni 2025

Furthermore, Yolanda described how teachers monitor students' behaviour and academic progress through personal notes. Although these notes are not shown to students, they are aware that they are being assessed, which motivates them to maintain their attitude and academic performance.

*“Guru gak bakal ngasih lihat catatannya tapi santri tahu mereka dinilai.”*

Source: *Santriwati* Yolanda, 14 Juni 2025

Based on the statements of the informants, it can be concluded that the motivation to learn among students at Islamic boarding schools is influenced by various forms of interaction and appreciation from teachers. Verbal praise and formal recognition, such as the title of *santri teladan*, foster a sense of appreciation and pride that encourages enthusiasm for learning. Additionally, motivation also arises through informal interactions such as inspirational stories or discussions about the future led by teachers, particularly class advisors. Constructive advice and reprimands serve as important reminders to stay focused on studies. Monitoring of behaviour and academic progress through teachers' personal notes, even if not shown, also helps students become more aware of the need to maintain their attitude and academic performance.

### **Tacher- Student Relationship in KMI Pesantren**

The *ustadz* builds personal relationships with students, both in the dormitory and in the school environment, while positioning himself as a father figure. This closeness occurs outside the classroom but does not diminish his authority and respect when he is in the classroom.

*“Silahkan ketemu saya bisa di rumah, bisa di kantor anggap saya sebagai ayahnya sendiri ”*

Source: Ustad Yusuf, 13 Juni 2025

Karin emphasised that she felt more comfortable talking to her homeroom teacher, who often served as a confidant for the students. Despite their emotional closeness, she maintained the language and attitude appropriate for a student towards a teacher, thereby preserving a sense of respect.

*“Mungkin kalau curhat rata-rata, kalo kayak gitu sama wali kelas kalo misalkan mereka emang mau curhat. Meskipun jadi tempat curhat, saya tetap menjaga bahasa dan ingat bahwa saya santri dan mereka guru.”*

Source: Santriwati Karin, 14 Juni 2025

Ustadzah Siti demonstrated that a teacher can be open and approachable, yet still position themselves appropriately to maintain their authority.

*“Kita harus bisa memposisikan. Diri, ada tempatnya kita harus bisa memposisikan kapan menjadi guru dan orangtua untuk murid.”*

Source: Ustadzah Siti, 14 Juni 2025

Muhammad added that he did not feel close to his subject teachers, only to his homeroom teacher. For him, one way to respect teachers is to do his assignments well as a form of appreciation that will foster respect for teachers.

*“Kalau saya, nggak, dekat tuh, bukan dekat ya, secara personal gitu, kayak, dekat sebatas kayak, gimana ya, kayak misalnya saya, ya udah, kalau misalnya, guru, kan kalau misalnya dekat, gitu-gitu, kan biasanya sama wali kelas, kalau sama guru mapel biasa itu, nanti kayak, nggak dekat lah, lebih, kalau saya lebih menghargai aja. Menghargai guru dengan taat ngerjain tugas, nanti guru respect.”*

Source: Santri Muhammad, 14 Juni 2025

Muhammad also said that his closeness to his teacher had been established since the beginning of his school days, when the teacher was still a student (*Guru Khidmah*). Although he felt like a friend, he maintained his distance and did not show excessive closeness in public, in order to maintain the teacher's charisma eventhough only to *Guru Khidmah*.

*“Pas dia jadi pendamping saya. Dia mau jadi pendamping saya dulu pas saya kelas 1. Jadi dia dekat sampe sekarang. Akhirnya. Saya juga dekat sama dia. Tapi walaupun dekatnya. Memang kelihatan kayak temen sendiri. Saya harus menghormati dia karena dia sekarang guru khidmah. Soalnya dia ada guru. Udah jadi guru.”*

Source: Santri Muhammad, 14 Juni 2025

Imam stated that the relationship with teachers can feel close and comfortable, but there must still be boundaries such as manners of speaking and behaving that show the respect of students towards their teachers.

*“Kalau sama guru tuh dekat gitu... tapi emang ada batasan selayaknya santri sama ustad. Masih hormat masih ada cara ngomong saya terus perilaku saya kan masih ada selayaknya santri.”*

Source: Santri Muhammad, 14 Juni 2025

In conclusion, the relationship between teachers and students in this KMI Pesantren is built on the basis of healthy emotional closeness, where teachers can act as parental figures as well as authoritative educators, considering that some teachers at KMI also live in the dormitories, which allows for frequent interaction between teachers and students. This closeness allows students to feel comfortable sharing stories and confiding in their teachers, especially their homeroom teachers or those with whom they have established a close relationship from the beginning of school year. However, both teachers and students maintain boundaries through proper etiquette, language, and behaviour that reflect respect, even towards their practical teachers or Guru Khidmah, whom they continue to respect. Students' appreciation for teachers is not only expressed through attitude but also by fulfilling their duties, such as completing assignments well, which ultimately strengthens mutual respect and preserves the teachers' authority.

## **4.2 Research Discussion**

### **4.2.1 KMI Pesantren Classroom Management**

The findings of this study confirm that the KMI curriculum in Islamic boarding schools plays a dual role: as a guide for formal learning in the classroom and as a system that shapes the overall lifestyle of students. As explained in the literature (Budiman, 2019; Muhajir, 2018), the KMI curriculum is designed in an integrated manner by combining religious, general, and skill-based subjects, and is implemented through the boarding school's 24-hour routines. The continuity between boarding school life and school life is maintained, and the KMI curriculum also allows for its own authority in designing the curriculum and standards. This is reflected in the results of this study, which show that the KMI boarding school has a different structure compared to other external schools. In this KMI boarding school, there are *Wustha*, *Aliyah*, and *Takhasus* levels. The Takhasus programme aims to equalise the religious, language, and organisational skills of students transferring from other schools who wish to enter the KMI boarding school.

In the context of classroom management, the results of the study indicate that religious practices such as opening prayers (*Rodhitu billahi robban wa bil islamidina wa bi muhammadin sholalalhu alayhi wasalam, robby zidny ilman war zuqni fahman*) and closing prayers using the kafaratul majlis prayer (*Subhanakallallahu wa bihamdika asyhadu an lailaha illa anta astagfiruka wa atubu ilayka*), the use of the appropriate language of instruction for each subject, and consistent attendance procedures, do not merely serve as procedural rules but also function as a means of internalising disciplinary values. Sanctions at the KMI boarding school are primarily educational in nature, such as memorising a surah, which aligns with the concept of constructive sanctions (Hardin, 2012) aimed at fostering positive behaviour without causing

repressive effects. The KMI curriculum positions discipline not as a result of coercion but as a result of internalised habits among the students.

The *Khutbatul Iftitah* orientation activity serves as an introduction to the dynamics and history of the boarding school, which is beneficial for new students. During this event, some teachers introduce themselves and present their learning contracts; however, after the *Khutbatul Iftitah*, each subject teacher typically reinforces their learning contracts during class. In line with the views of Emmer & Evertson (2016), clear initial planning for the year can set expectations, reduce uncertainty, and increase student engagement. In this study, the learning contracts created by teachers varied according to their teaching styles, but they all included KKM targets, permission procedures, and types of sanctions, thereby establishing an initial understanding between teachers and students. This aligns with the view of Alter & Haydon (2017) that the clarity of rules and their connection to positive or negative consequences are important elements in fostering consistent student behaviour. To support the effectiveness of KMI learning, the boarding school utilises such events.

The dense schedule of 9 to 10 subjects per day requires effective transition management, as these lessons are outside of boarding school activities and must continue until 10 p.m. The sequential scheduling of lessons with the same teacher, along with the involvement of *khidmah* teachers (alumni of Islamic boarding schools who serve as teachers but have not yet obtained a bachelor's degree) as substitutes when regular teachers are unavailable, demonstrates a coordination strategy aimed at minimising downtime. This aligns with Arlin's (1979) concept of managing transitions, which emphasises the importance of smooth transitions between activities to maintain learning rhythm. From a classroom management theory perspective, these findings support Kounin's (1999) view on the importance of *withitness* (full awareness of classroom dynamics) and *overlapping* (the ability to manage multiple activities simultaneously) in creating a conducive learning environment. The dense schedule at KMI forces teachers to be always alert, adaptive, and able to anticipate potential disruptions before they escalate into problems.

Interestingly, students demonstrate high adaptability to this intense schedule. The habit of reporting to the counselling office when a teacher is more than five minutes late indicates internalised discipline and accountability, aligning with Marzano's (2003) findings on the relationship between procedural clarity and student behaviour. Overall, the KMI curriculum is proven not only to guide academic achievement but also to shape character. Based on the research findings, it can be concluded that the KMI curriculum in boarding schools plays a strategic role as a guide for formal learning and a comprehensive character-building system for students through the integration of academic, religious, and life skills in a 24-hour routine. The unique hierarchical structure, prayer routines, attendance procedures, educational sanctions, and clear learning contracts create internalised discipline without coercion. The dense learning

schedule, managed with effective transition strategies, coordination among teachers, and the involvement of *khidmah* teachers, reinforces a conducive learning rhythm.

#### **4.2.2. KMI Pesantren Teacher's Strategy in Classroom Management**

Based on the literature discussed earlier, the disciplinary and classroom management approaches applied by teachers at the KMI Islamic boarding school, as described in the statements of *Ustadzah* Siti and *Ustadz* Yusuf, can be analysed within the framework of classroom management theory presented in the literature review.

First, the emphasis on teachers as role models, as highlighted by *Ustadzah* Siti, aligns with the principle of fostering supportive relationships in Marzano's (2003) model, which places positive relationships between teachers and students as one of the key pillars of classroom management. Literature indicates that teachers who serve as role models in punctuality, adherence to rules, and consistency in lesson planning can create a conducive learning environment (Mudarris, 2024; Roorda et al., 2011). This principle is also related to Kounin's (1999) concept of 'with-it-ness,' which refers to a teacher's full awareness of classroom dynamics so that undesirable behaviour can be prevented before it disrupts the learning process. *Ustadzah* Siti herself has applied this principle by striving to be disciplined despite her position as a teacher. As a result, students at the KMI boarding school are able to adapt this behaviour.

Second, the implementation of classroom procedures as described by *Ustadz* Yusuf aligns with the components of 'establishing classroom rules' and 'establishing routines' outlined by Hardin (2012) and Marzano (2003). The implementation of clear procedures at school, such as the requirement to use a pass as official permission to leave the classroom and the system for borrowing facilities like laptops and laboratory equipment, serves as a form of regulation to keep students under control.

Furthermore, this KMI boarding school has a different classroom arrangement from general schools, where male and female students are separated. However, there is a time when they call it 'moving,' where they can be in one class when preparing for the final exam of grade 6. This is because of the specialisation that requires the same teacher to teach. At this KMI boarding school, students are free to study outside the classroom, such as in the library or near the river beside the school. This aligns with the view (Rands & Topf, 2017) that effective classroom design can be achieved at low cost by learning in open spaces. In the literature, flexible classroom design can increase student participation, accommodate various learning strategies, and reduce boredom (Suryani, 2023). In the context of KMI, this flexibility is achieved while maintaining the norms of student interaction, reflecting the integration of pedagogical innovation and compliance with norms.

At the KMI Islamic boarding school, reinforcement (verbal praise, physical rewards, non-material benefits) is applied in accordance with the positive reinforcement strategy within

the framework of Skinner's behavioural theory (1953) and is applied in the context of education at the boarding school. Literature (Simonsen et al., 2008; Marzano & Marzano, 2003) emphasises that planned and fairly distributed positive reinforcement can enhance intrinsic motivation, self-confidence, and active student participation. In a boarding school environment like KMI, variations in reward forms also serve to strengthen a sense of community and healthy competition. In this study, it was found that teachers provided verbal reinforcement by saying 'jayyid' or 'jayyid jiddan.' Additionally, some provided rewards in the form of money and Lego, and on a broader scale, they awarded the title of 'model student,' with evaluations based on behaviour at school and in the boarding school.

A common issue faced by students at this KMI boarding school is frequent drowsiness and sleeping in class. This is not unrelated to the numerous activities they engage in over a 24-hour period at the boarding school. Teachers reprimand students in class through a step-by-step approach (verbal reprimands, light physical actions, and coordination with the class teacher), reflecting the 'selecting appropriate interventions' approach recommended in the literature (Allday & Pakurar, 2007; Simonsen et al., 2008). This strategy emphasises educational, proportional interventions that consider the students' circumstances, rather than merely addressing problematic behaviour. For example, when a student falls asleep, the teacher here will ask them to wash their face or perform wudu. If that does not work, the teacher will ask the sleeping student to stand up. If this occurs repeatedly, the teacher will contact the class teacher of each student.

At the KMI boarding school, there are several routines such as prayers at the beginning and end of lessons. The choice of the opening prayer for lessons (*Rodhitu Billahi Robban Wa bil Islamidina Wa bi Muhammadin Shallallahu alayhi wa sallam*) not only seeks smoothness but also has the value of tauhid, which is to affirm the oneness of Allah and his messenger first before seeking knowledge and understanding. The closing prayer is the *kafaratul majlis* prayer, aimed at erasing all mistakes made during the session of knowledge. This was explained by Ustaz Yusuf, as cited in (Ulum & Riswadi, 2023), who emphasised that religious routines form positive habits while also serving as a medium for internalising moral values. The students become accustomed to this routine, which not only involves opening and closing lessons but also incorporates the value of *tauhid* that is intended to be instilled in the students.

When compared to Hardin's theory (2012), which summarises best practices in classroom management from various studies, the strategies described by these two teachers cover almost all ideal indicators: establishing classroom rules, structured procedures, flexible learning environment design, positive reinforcement, monitoring, timely intervention, and the formation of supportive relationships. The difference lies in the strong integration between classroom management and the unique values of the Pesantren, where discipline is not merely administrative but also an integral part of moral and spiritual development for the students.

Based on the analysis, it can be concluded that the classroom management approach at KMI Pesantren integrates the best principles of modern classroom management theory with the religious and cultural values unique to Pesantren. Teachers serve as role models, establishing clear rules and procedures, managing the learning space flexibly, and applying varied positive reinforcement to build motivation and discipline among students. The intervention strategies used are educational, proportional, and consider the students' conditions, while religious routines such as opening and closing prayers reinforce the internalisation of moral values. This approach demonstrates that classroom management at KMI aims not only to create academic order but also to shape the character, morality, and spirituality of students in a sustainable manner.

#### **4.2.3 The Effect of Classroom Management of KMI Pesantren Teachers on Student Behaviour at KMI Pesantren**

Findings from the students' quotes show that the implementation of classroom rules in Islamic boarding schools plays a strategic role in shaping discipline, a sense of responsibility, and concern for the learning environment. This is in line with Mudarris' (2024) opinion, which states that clarity of rules and expectations, accompanied by positive relationships between teachers and students, are the core of effective classroom management. Habits such as tidying up chairs, maintaining cleanliness, and following procedures for borrowing facilities reflect the implementation of classroom rules and procedures as outlined by Marzano (2003) to maintain the orderliness of the learning process.

As stated by student Karin, pre-learning procedures such as the command '*julusan tartiban wa du'a a ma'an*' led by the class president reinforce routines of orderliness. This is supported by Yolanda's statement that the teacher's attention is evenly distributed, whether when reprimanding sleepy students or helping them understand the material, ensuring that all students feel cared for. This aligns with the view that the teacher's role in providing equal attention to all students, whether through reprimands when they are negligent or guidance during learning, demonstrates the application of the student performance monitoring strategy (Emmer & Evertson, 2016), which emphasises direct monitoring of student behaviour and development. This form of interaction also aligns with the theory of teacher-student relationships proposed by Roorda et al. (2011), which states that positive relationships can enhance motivation and academic engagement.

Learning motivation arising from verbal praise, formal recognition such as the title of model student, and informal interactions through inspirational stories and discussions about the future reflect the positive reinforcement strategy outlined by Skinner (1953) and reinforced by Simonsen et al. (2008). This approach reinforces positive behaviour while maintaining the spirit of learning amidst the busy schedule of the boarding school. According to Yolanda, informal interactions such as sharing inspirational stories or discussions also serve as special moments

for her because she feels closer to the teachers, but so far she feels much closer to the class advisor than to the teachers of each subject.

As for Muhammad, he personally feels that the reprimands from teachers motivate him to be more diligent in attending classes, as when he was in class 4, he was a student who rarely attended classes. After receiving reprimands from teachers, he became more diligent in class 5. The mention of class 4 here refers to class 1 of *aliyah/SMA*, while class 5 refers to class 2 of *aliyah/SMA*. At KMI boarding school, the classes are numbered from 1 to 6, which correspond to the MTs and MA levels.

The emotional closeness between teachers and students, especially at KMI, which allows teachers to live in the dormitory, strengthens the application of teacher-student relationships, which Marzano (2003) describes as the key to successful classroom management. Although this closeness is high, the presence of etiquette, language, and respectful behaviour maintains the teacher's authority, in line with the values of *ta'dzim* and the concept of *khidmah* as outlined by Kuncoro (2022). As previously stated by *Ustad Yusuf*, students may view him as a father figure but still maintain boundaries. Even closeness with the *khidmah* teacher still commands respect, even though they are not actual teachers, as Muhammad explained. Imam also added that besides maintaining etiquette towards teachers, another way to respect them is by completing all assigned tasks.

The implementation of classroom rules at the KMI boarding school plays a strategic role in fostering discipline, responsibility, and concern among students towards their learning environment. This is achieved through a combination of classroom rules, learning procedures, pre-learning routines, and monitoring of student behaviour and development. Positive reinforcement through praise, rewards, and informal interactions has proven to enhance students' motivation to learn. The positive relationship between teachers and students, strengthened by the closeness in the dormitory, builds emotional bonds that encourage academic engagement without diminishing the teachers' authority. The teachers also receive the same respect.

## CHAPTER V

### CONCLUSION, LIMITATION AND RECOMMENDATION

#### 5.1 Conclusion

This study shows that the KMI curriculum in Islamic boarding schools has a different approach compared to regular schools. This curriculum integrates religious education, general education, boarding school values, and a 24-hour boarding school life where boarding school and school life run continuously. One key difference from other boarding schools is that KMI boarding schools have their own unique accreditation system, which is not found in other boarding schools. For example, students transferring from other schools must complete a one-year specialised programme to catch up on their studies.

The values of Pesantren life and school regulations are instilled from the beginning of the academic year through the Khutbatul Ifitah ceremony and a learning contract between teachers and students. Despite the rigorous schedule often leading to fatigue, especially with many students sleeping in class, coordination among teachers helps ensure that values and rules are well internalised. The classroom management strategies implemented include clear rules and procedures through learning contracts, the use of *tasreh* cards as permission to leave the classroom, permission to use laptops, a moving class system (combining boys and girls in certain sessions), positive reinforcement through praise and rewards, educational sanctions such as memorising verses, and flexibility in the teaching schedule.

As for the classroom design at this KMI boarding school, it is highly flexible not due to limited infrastructure but because teachers allow students to create a learning atmosphere according to their preferences. The impact of these strategies is evident in the development of discipline and character without pressure. Additionally, close relationships between teachers and students are fostered, as many teachers reside within the boarding school environment. Students not only respect senior teachers but also to *guru khidmah* those who are still pursuing their degrees (teachers in service who have not yet obtained their bachelor's degrees). This has led to increased active participation among students and the creation of a collaborative and conducive learning environment.

#### 5.2 Limitation

This study has several limitations. First, this research was only conducted in one KMI Pesantren in Central Java, which may limit the generalization of the findings to other Pesantren or educational environments. Even though this Pesantren was established 57 years ago, it was not the first Pesantren who initiate the KMI Pesantren model in Indonesia, the first who initiate it was pondok modern Gontor, perhaps future research can be from the source that first initiated it. Secondly, the data collection only relied on semi-structured interviews with a limited number

of teachers and students, as the planned classroom observations could not be conducted due to the research time during the final exam season.

Thirdly, although efforts were made to ensure the accuracy of data transcription and analysis, potential transcription errors and the subjective nature of qualitative coding may affect the interpretation of the results. Fourth, the researcher's position as a *muadalah* Pesantren alumni may introduce unintentional bias, although steps have been taken to minimize its impact through critical reflection and triangulation. Finally, the unique characteristics of the KMI Pesantren system mean that the findings may not be directly transferable to other types of Pesantren or educational institutions.

### **5.3 Recommendation**

It is recommended that educational institutions always encourage the professional development of teachers through continuous training, whether in the form of workshops, peer observation, or reflective forums that are relevant to the contextual needs of the Pesantren. The issue of *santri* often sleeping in class may be an important issue that can be discussed internally at the Pesantren regarding how to create a learning environment that is not only formal but also effective and meaningful for students. Given that KMI boarding schools have the authority to develop their own curriculum, this may be discussed.

For researchers wishing to conduct research in a boarding school or school environment, it is highly recommended to choose an appropriate research time to avoid conflicting with final exam schedules. Inappropriate timing can disrupt the smooth collection of data and create obstacles for both researchers and participants. One alternative to consider is conducting observations during periods outside of exam time, allowing researchers to obtain maximum data and participants to engage without additional academic pressure. This approach helps maintain the validity and smooth progression of the research.

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## APPENDICES

### Appendix 1. Participant Agreement Text

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Indonesian Language	English
Assalamu'alaikum warahmatullahi wabarakatuh.	Assalamu'alaikum warahmatullahi wabarakatuh.
<p>Terima kasih sebelumnya karena telah bersedia meluangkan waktu untuk berpartisipasi dalam penelitian ini. Perkenalkan nama saya Santi Ganiswari mahasiswa program Master of Education di Universitas Islam Internasional Indonesia. Saya sedang melakukan penelitian kualitatif yang bertujuan untuk memahami bagaimana manajemen kelas dilakukan di Pesantren, terutama mengingat padatnya kegiatan yang biasanya berlangsung di lingkungan Pesantren. Penelitian ini bertujuan untuk menggali lebih dalam pengalaman, strategi, serta tantangan yang dihadapi dalam mengelola kelas agar proses belajar tetap efektif.</p>	<p>Thank you in advance for taking the time to participate in this study. My name is Santi Ganiswari, a student of the master of education programme at the International Islamic University of Indonesia.</p>
<p>Perlu saya sampaikan bahwa seluruh informasi yang Bapak/Ibu/Saudara/i berikan akan bersifat rahasia dan hanya digunakan untuk kepentingan akademik. Identitas partisipan tidak akan dicantumkan dalam laporan penelitian maupun publikasi apa pun.</p>	<p>I am conducting a qualitative research that aims to understand how classroom management is conducted in Pesantren, especially considering the dense activities that usually take place in the Pesantren environment. This research aims to dig deeper into the experiences, strategies, and challenges faced in managing the classroom so that the learning process remains effective.</p>
<p>Partisipasi dalam penelitian ini bersifat sukarela, dan partisipan berhak untuk menghentikan atau menarik diri dari wawancara kapan saja, tanpa konsekuensi apa pun, jika merasa tidak nyaman atau berkeberatan untuk melanjutkan.</p>	<p>I need to convey that all information that you provide will be confidential and only used for academic purposes. The identity of the participants will not be included in any research reports or publications.</p>
<p>Apakah Bapak/Ibu/Saudara/i bersedia melanjutkan dan memberikan persetujuan untuk berpartisipasi?</p>	<p>Participation in this study is voluntary, and participants have the right to stop or withdraw from the interview at any time, without any consequences, if they feel uncomfortable or object to continuing.</p>
<p>Apakah Bapak/Ibu/Saudara/i bersedia melanjutkan dan memberikan persetujuan untuk berpartisipasi?</p>	<p>Are you willing to continue and give consent to participate?</p>

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**Appendix 2. Research Instrument  
Students' Semi-Structured Interview Instrument**

**Semi-Structured Interview Questions :** Adopted Emmer, E.T. & Evertson, C.M. (2017)., Hardin, C. J. (2012).

**Name of interviewee:**

**Name of Interviewer:**

**Student's Age / Grade Level:**

**Gender:**

**Informed Consent – make sure students know:**

1. Participation is voluntary.
2. Their answers are confidential and used only for research.
3. They may stop at any time.

**Estimated Duration:** 15-20 Minutes

**Date of Interview:**

No	Strategies	Description ( Adopt/Adapt)	Reflective Questions
1.	Membuat Aturan Kelas (Classroom Rules)	<p><b>( Adopt/Adapt)</b> Implementing and designing classroom management has profound student behaviour and learning (Hardin p.257, 2012).</p> <p><b>Description</b> Dengan adanya aturan kelas diharapkan siswa mampu memperoleh perilaku yang baik. Aturan yang jelas, konsisten, dan dipahami siswa mendorong keterlibatan serta perilaku positif pada siswa. Contohnya di kelas memiliki peraturan tidak boleh membuli ras, suku atau agama.</p>	<p><b>Student:</b> Apakah aturan kelas mempengaruhi perilaku Anda di kelas? Coba jelaskan! Do class rules influence your classroom behaviour? Give an example!</p>

2.	Menetapkan Prosedur Kelas (Classroom Procedures)	<p><b>( Adopt/Adapt)</b> Creating classroom procedure will will create expectation for student behaviour (Marzano (2003) as cited in Hardin p.258, 2012).</p> <p><b>Description</b> Prosedur menggambarkan langkah-langkah spesifik dalam kegiatan kelas. Contohnya prosedur memasuki kelas atau saat kelas berakhir, prosedur izin penggunaan laptop dalam pembelajaran, prosedur saat mengumpulkan soal latihan.</p>	<p><b>Student:</b> Apakah prosedur kelas membantu Anda menjalani kegiatan dengan lebih tertib dan efisien, coba jelaskan? Do class procedures help you carry out activities more orderly and efficiently? Give an example!</p>
3.	Mengelola Transisi (Managing Transitions)	<p><b>( Adopt/Adapt)</b> Teacher must inisiate during maintaining “smooth transition” of various activities on daily basis (Kounin (1970) in Hardin p.259, 2012).</p> <p><b>Description</b> Meningat KMI memiliki begitu banyak mata pelajaran, transisi dalam pembelajaran yang lancar dapat mencegah gangguan dan meningkatkan waktu belajar efektif.</p>	<p><b>Student:</b> Apakah transisi yang tertib dari satu aktifitas ke aktifitas lain sudah mampu diimplementasikan oleh guru di KMI Pesantren? Berikanlah contoh! Do orderly transitions already practiced by KMI teachers’? Give an example!</p>
4.	Mendesain Lingkungan Belajar (Classroom Design)	<p><b>( Adopt/Adapt)</b> Designing classrom needed as consider physical appearance of the classroom, the number of student that fulfil the space, desk arrangement, restraints classroom physical design (Hardin p.260, 2012).</p> <p><b>Description</b> Tata ruang yang mendukung pembelajaran mengurangi gangguan. Seperti posisi meja, akses guru, arus lalu lintas siswa.</p>	<p><b>Student:</b> Apakah pengaturan ruang kelas di KMI berbeda dengan sekolah lainnya, coba jelaskan!? Does the classroom setup in KMI different than another school?</p>
5.	Perencanaan Awal Tahun (Beginning-of-Year Planning)	<p><b>( Adopt/Adapt)</b> If the begining of school set the procedure, rules, taught, teacher will go smoothly along the year (Hardin p.261, 2012).</p> <p><b>Description</b> Perencanaan awal tahun penting untuk menetapkan ekspektasi dan membentuk pola perilaku siswa. Guru dapat mengatur batasan dan membuat situasi kelas lebih efektif namun tegas sejak awal.</p>	<p><b>Student:</b> Apakah kegiatan awal tahun ajaran membantu Anda mengenali ekspektasi guru dan budaya belajar di kelas? Coba jelaskan!</p>

			Do the beginning-of-year activities help you understand the teacher's expectations and learning culture in the KMI classroom?
6.	Penguatan Positif (Reinforcements)	<p><b>( Adopt/Adapt)</b> Teacher's reinforcement will improve students' rule following, academic achievement and good school behaviour (Hardin p.262, 2012)</p> <p><b>Description</b> Penguatan bermakna pujian spesifik, kontrak perilaku, dan penghargaan kelompok meningkatkan perilaku positif dan motivasi siswa. Penguatan ini dapat diberikan secara kelompok maupun individu bagi siswa.</p>	<p><b>Student:</b> Apakah Anda merasa dihargai saat guru memberi pujian atau penghargaan? Apakah itu memotivasi Anda? Coba jelaskan! Do you feel appreciated when the teacher gives praise or rewards? Does it motivate you?</p>
7.	Pemantauan Kinerja Siswa (Monitoring Performance)	<p><b>( Adopt/Adapt)</b> Teacher need to monitor their entire class, individual student, their own teaching and their own thought (Doyle (2006) in Hardin p.263-264, 2012)</p> <p><b>Description</b> Guru efektif selalu aktif memantau kelas dan merespons cepat terhadap gangguan. Mereka juga harus mampu memantau siswa baik secara keseluruhan maupun individual.</p>	<p><b>Student:</b> Apakah Anda merasa diperhatikan oleh guru saat pembelajaran berlangsung? Beri contoh! Do you feel noticed by the teacher during class session?</p>
8.	Hubungan Guru-Siswa (Teacher-Student Relationships)	<p><b>( Adopt/Adapt)</b> Positive relation between teacher and student fostering positive classroom management. ( Wang et.al (1993) in Hardin p.264, 2012)</p> <p><b>Description</b> Hubungan positif membangun kepercayaan dan rasa aman, fondasi lingkungan belajar produktif.</p>	<p><b>Student:</b> Apakah Anda merasa dekat dan dihargai oleh guru, namun tetap menghormatinya? Jelaskan! Do you feel close and appreciated by your teacher, while still respecting them?</p>
9.	Memilih Intervensi yang Sesuai (Selecting Appropriate Intervention)	<p><b>( Adopt/Adapt)</b> There are 2 types of intervention, positive intervention that is rely on positive behaviour and negative intervention that is rely on negative behaviour (Marzano (2003) in Hardin p.265, 2012).</p> <p><b>Description</b> Intervensi positif mengacu pada pemberian apresiasi berupa pujian atau benda untuk memotivasi siswa terus melakukan</p>	<p><b>Student:</b> Apakah bentuk teguran atau bantuan dari guru membantu Anda memperbaiki perilaku dengan cara yang positif? Jelaskan! Do the reprimands or assistance from the teacher help you improve your behavior in a positive way?</p>

		<p>perilaku baik. Contohnya Jika siswa rajin dan aktif di kelas maka akan diberikan penghargaan seperti nilai bagus atau diberikan poin. Sedangkan Negatif intervensi untuk menghilangkan perilaku negatif seperti ribut di kelas maka akan mendapat hukuman atau teguran.</p>	
10.	Jadwal Penguatan (Schedule of Reinforcement)	<p><b>( Adopt/Adapt)</b> The provision of reinforcement in the form of intermittent schedule and variable schedule (Hardin p.25, 2012).</p> <p><b>Description</b> Pemberian penguatan berselang, diberikan tidak setiap kali. Contohnya ketika siswa berhasil menjawab pertanyaan dengan bagus maka akan diberikan pujian sekali namun jika ia menjawab lagi maka tidak diberikan lagi. Adapun penguatan variable adalah pujian atau apresiasi yang didapatkan jika misalnya siswa mampu menjawab 2 atau 3 kali pertanyaan.</p>	<p><b>Student:</b> Apakah guru anda sudah memberikan penguatan secara intermiten dan variable? Beri contoh! (Jelaskan ke siswa tentang intermiten dan variable). Do KMI teachers' gave intermitent and variable reinforcement?</p>

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Hardin, C. J. (2012). *Effective classroom management: Models and strategies for today's classroom* (3rd ed.). Pearson Education, Inc. Classroom management as system,

### Teachers' Semi-Structured Interview Instrument

**Semi-Structured Interview Questions :** Adopted Emmer, E.T. & Evertson, C.M. (2017)., Hardin, C. J. (2012).

**Name of interviewee:**

**Teacher's Age / Grade Level:**

**Gender:**

**Informed Consent – make sure teachers know:**

1. Participation is voluntary.
2. Their answers are confidential and used only for research.
3. They may stop at any time.

**Estimated Duration:** 15-20 Minutes

**Date of Interview:**

No	Strategies	Description ( Adopt/Adapt)	Reflective Questions
1.	Membuat Aturan Kelas (Classroom Rules)	<p><b>( Adopt/Adapt)</b> Implementing and designing classroom management has profound student behaviour and learning (Hardin p.257, 2012).</p> <p><b>Description</b> Dengan adanya aturan kelas diharapkan siswa mampu memperoleh perilaku yang baik. Aturan yang jelas, konsisten, dan dipahami siswa mendorong keterlibatan serta perilaku positif pada siswa. Contohnya di kelas memiliki peraturan tidak boleh membuli ras, suku atau agama.</p>	<p><b>Teacher:</b> Bagaimana aturan kelas Anda mampu mencerminkan nilai-nilai kurikulum KMI dan mempengaruhi perilaku siswa?</p> <p>How do your class rules reflect the values of the KMI curriculum and influence student behavior?</p>
2.	Menetapkan Prosedur Kelas (Classroom Procedures)	<p><b>( Adopt/Adapt)</b></p>	<p><b>Teacher:</b></p>

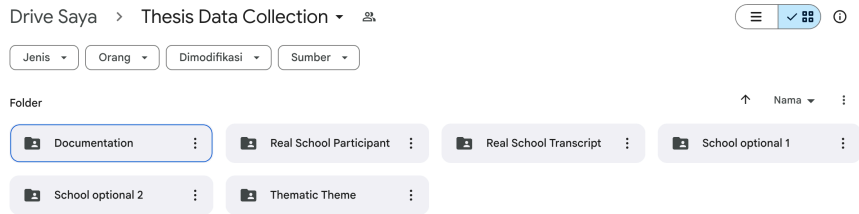
		<p>Creating classroom procedure will will create expectation for student behaviour (Marzano (2003) as cited in Hardin p.258, 2012).</p> <p><b>Description</b> Prosedur menggambarkan langkah-langkah spesifik dalam kegiatan kelas. Contohnya prosedur memasuki kelas atau saat kelas berakhir, prosedur izin penggunaan laptop dalam pembelajaran, prosedur saat mengumpulkan soal latihan.</p>	<p>Apakah prosedur yang Anda tetapkan sejalan dengan nilai di KMI, dan apakah siswa mampu mengikutinya dengan konsisten?</p> <p>Are the procedures you implement aligned with KMI's value, and can students follow them consistently?</p>
3.	Mengelola Transisi (Managing Transitions)	<p><b>( Adopt/Adapt)</b> Teacher must initiate during maintaining “smooth transition” of various activities on daily basis (Kounin (1970) in Hardin p.259, 2012).</p> <p><b>Description</b> Mengingat KMI memiliki begitu banyak mata pelajaran, transisi dalam pembelajaran yang lancar dapat mencegah gangguan dan meningkatkan waktu belajar efektif.</p>	<p><b>Teacher:</b> Bagaimana Anda memastikan transisi antarkegiatan berlangsung lancar dalam sistem kurikulum KMI yang padat? How do you ensure smooth transitions between activities in the dense KMI curriculum system?</p>
4.	Mendesain Lingkungan Belajar (Classroom Design)	<p><b>( Adopt/Adapt)</b> Designing classrom needed as consider physical appearance of the classroom, the number of student that fulfil the space, desk arrangement, restraints classroom physical design (Hardin p.260, 2012).</p> <p><b>Description</b> Tata ruang yang mendukung pembelajaran mengurangi gangguan. Seperti posisi meja, akses guru, arus lalu lintas siswa.</p>	<p><b>Teacher:</b> Apakah tata ruang kelas Anda mencerminkan nilai sistem KMI dan adakah perbedaan dengan jenis sekolah lainnya? Does your classroom layout reflect the KMI system, what makes it different from another school?</p>
5.	Perencanaan Awal Tahun (Beginning-of-Year Planning)	<p><b>( Adopt/Adapt)</b> If the beginning of school set the procedure, rules, taught, teacher will go smoothly along the year (Hardin p.261, 2012).</p> <p><b>Description</b> Perencanaan awal tahun penting untuk menetapkan ekspektasi dan membentuk pola perilaku siswa. Guru dapat mengatur batasan dan membuat situasi kelas lebih efektif namun tegas sejak awal.</p>	<p><b>Teacher:</b> Bagaimana Anda memanfaatkan minggu pertama sekolah untuk menanamkan budaya dan nilai-nilai khas KMI dalam pengelolaan kelas? How do you use the first week to instill KMI's culture and values in classroom management?</p>

6.	Penguatan Positif (Reinforcements)	<p><b>( Adopt/Adapt)</b> Teacher's reinforcement will improve students' rule following, academic achievement and good school behaviour (Hardin p.262, 2012)</p> <p><b>Description</b> Penguatan bermakna pujian spesifik, kontrak perilaku, dan penghargaan kelompok meningkatkan perilaku positif dan motivasi siswa. Penguatan ini dapat diberikan secara kelompok maupun individu bagi siswa.</p>	<p><b>Teacher:</b> Apakah bentuk penguatan positif yang Anda berikan selaras dengan nilai pembentukan karakter dalam kurikulum KMI? Is the positive reinforcement you provide aligned with character development values in the KMI curriculum?</p>
7.	Pemantauan Kinerja Siswa (Monitoring Performance)	<p><b>( Adopt/Adapt)</b> Teacher need to monitor their entire class, individual student, their own teaching and their own thought (Doyle (2006) in Hardin p.263-264, 2012)</p> <p><b>Description</b> Guru efektif selalu aktif memantau kelas dan merespons cepat terhadap gangguan. Mereka juga harus mampu memantau siswa baik secara keseluruhan maupun individual.</p>	<p><b>Teacher:</b> Apakah Anda cukup aktif dalam memantau kelas sehingga dapat mengatasi gangguan dengan cepat? Are you active enough in monitoring the class to address disruptions quickly?</p>
8.	Hubungan Guru-Siswa (Teacher-Student Relationships)	<p><b>( Adopt/Adapt)</b> Positive relation between teacher and student fostering positive classroom management. ( Wang et.al (1993) in Hardin p.264, 2012)</p> <p><b>Description</b> Hubungan positif membangun kepercayaan dan rasa aman, fondasi lingkungan belajar produktif.</p>	<p><b>Teacher:</b> Bagaimana Anda membangun hubungan yang kuat namun tetap menjaga wibawa sebagai guru di lingkungan Pesantren KMI? How do you build strong relationships while maintaining authority as a teacher in the KMI Pesantren environment?</p>
9.	Memilih Intervensi yang Sesuai (Selecting Appropriate Intervention)	<p><b>( Adopt/Adapt)</b> There are 2 types of intervention, positive intervention that is rely on positive behaviour and negative intervention that is rely on negative behaviour (Marzano (2003) in Hardin p.265, 2012).</p> <p><b>Description</b> Intervensi positif mengacu pada pemberian apresiasi berupa pujian atau benda untuk memotivasi siswa terus melakukan perilaku baik. Contohnya Jika siswa rajin dan aktif di kelas</p>	<p><b>Teacher:</b> Apakah intervensi yang Anda pilih relevan dengan konteks santri dan nilai-nilai dalam kurikulum KMI? Are the interventions you choose relevant to the santri context and the values of the KMI curriculum?</p>

		maka akan diberikan penghargaan seperti nilai bagus atau diberikan poin. Sedangkan Negatif intervensi untuk menghilangkan perilaku negatif seperti ribut di kelas maka akan mendapat hukuman atau teguran.	
10.	Jadwal Penguatan (Schedule of Reinforcement)	<p><b>( Adopt/Adapt)</b> The provision of reinforcement in the form of intermittent schedule and variable schedule (Hardin p.25, 2012).</p> <p><b>Description</b> Pemberian penguatan berselang, diberikan tidak setiap kali. Contohnya ketika siswa berhasil menjawab pertanyaan dengan bagus maka akan diberikan pujian sekali namun jika ia menjawab lagi maka tidak diberikan lagi. Adapun penguatan variable adalah pujian atau apresiasi yang didapatkan jika misalnya siswa mampu menjawab 2 atau 3 kali pertanyaan.</p>	<p><b>Teacher:</b> Dalam kondisi apa Anda menggunakan jadwal penguatan intermiten atau variabel? Under what conditions do you use intermittent or variable reinforcement?</p>

### Appendix 3. Data Collection File

[https://drive.google.com/drive/folders/19pBeAsyLCAnELQDgJQl-2MTvAPkeJoxE?usp=drive\\_link](https://drive.google.com/drive/folders/19pBeAsyLCAnELQDgJQl-2MTvAPkeJoxE?usp=drive_link)



## Appendix 4. Sample of Thematic Analysis

### STUDENT THEMATIC ANALYSIS

This document presents the thematic analysis of student's interview based on 10 key classroom management strategies. Each theme is described with a summary, an expanded interpretation, and direct quotes from the interview transcript to support the findings.

#### 1. PARTICIPANT SF 1

Themes	Expanded Analysis	Representative Quotes
Classroom Rules	SF 1 menjelaskan bahwa aturan kelas di KMI memiliki pengaruh signifikan terhadap perilaku santri. Ia menyebutkan adanya dua jenis aturan, yaitu yang bersifat tertulis dan lisan. Aturan tertulis menetapkan standar, namun keberlangsungan pelaksanaannya sangat bergantung pada penguatan lisan dari guru. Teguran yang diberikan guru menjadi pengingat penting agar siswa tetap patuh, seperti tidak tidur di kelas, mencatat pelajaran, seragam yang sesuai dan bersikap sopan santun.	“Peraturan? Mempengaruhi sih kak. Tapi kan biasanya peraturan itu ada dua. Yang sifatnya lisan sama yang tertulis. Biasanya kalau misal peraturan tertulis itu tuh memang harus diimbangin dengan lisan. Soalnya kan pasti tetap harus ada teguran-teguran untuk selanjutnya kita tetap mematuhi peraturan itu. Jadi buat diri saya sendiri itu mempengaruhi peraturan. Gimana contohnya kalau di dalam kelas? Kalau di dalam kelas kita kan harus mengingatkan guru. Terus kita bersikap sopan santun. Kita juga tetap mengikuti prosedur. Seperti seragam, kita mengikuti hari. Terus di kelas kita nggak boleh tidur, ya kita nggak boleh tidur. Mencatat gitu. Mencatat pelajaran.”
Classroom Procedures	Prosedur kelas seperti meminta izin keluar kelas atau absen karena tugas sangat membantu siswa menjadi lebih tertib. Sebagai anggota organisasi, SF 1 sering berkoordinasi dengan guru dan melakukan prosedur izin yang melibatkan pengecekan jadwal dan konfirmasi ke pihak terkait. Ini menunjukkan bahwa adanya struktur prosedural mendukung keteraturan dalam aktivitas siswa, terutama bagi yang memiliki tanggung jawab lebih	“Misal kita harus keluar kelas gitu. Atau kita mendapat tugas. Apalagi saya juga termasuk dari bagian organisasi dimana kalau misal ada tugas kan harus sepengetahuan guru juga. Kalau misal ada absenisasi itu kita juga ada keterangan, Kalau minta izin kelas itu biasanya kita kan memastikan jadwal tugas kita. Terus nanti kalau sudah kita bisa langsung ke BK meng-counseling untuk konfirmasi kalo memang kita sedang tugas.”
Managing Transitions	Transisi antar kegiatan dianggap kurang efektif, terutama pada hari Sabtu dan Ahad, karena ad guru sering kali tidak hadir. Akibatnya, banyak jam kosong yang tidak produktif. Hal ini dikeluhkan terutama karena ia sudah berada di kelas lima, yang seharusnya memiliki intensitas	“Masih kurang efektif sih, Kak. Apalagi kita kan, jadwalnya tuh biasanya kita libur di hari Jumat. Dan kalo misal guru-guru, itu tuh meliburkan diri di hari Ahad dan Sabtu. Kadang kita punya jam kosong di hari Sabtu dan Ahad, dan itu gak ada tugas, gak ada dimasuki guru lainnya”

	<p>belajar lebih tinggi untuk persiapan akhir, selain itu guru yang bersangkutan juga ternyata adalah kepala salah satu organisasi besar dan menjadikan guru sebagai profesi sampingan</p>	<p>“Kalo itu kita kurang tahu ya, Kak. Soalnya pasti kita lebih ngerasa seringnya tuh kayak hari Sabtu, Ahad”</p> <p>Beliau kan Kepengurusan organisasi (Organisasi besar) dia gitu. Termasuk ketua, Jadi... Mungkin kurang efektifnya disitu Dimana... Jadi guru itu... Kayak. Sampingan gitu loh, Kak. Jadi ga fokus gitu</p>
Classroom Design	<p>Pengaturan ruang kelas di KMI dilakukan secara terpisah antara putra dan putri. Partisipan menilai hal ini sebagai hal yang wajar di lingkungan Pesantren. Namun ia juga menyadari bahwa pada pelajaran umum yang digabung, tetap dilakukan pemisahan barisan antara putra dan putri. Selain itu di partisipan merasa lebih nyaman jika saat kelas digabung dengan perbedaan gender karena mereka dapat bertukar pikiran. Ini mencerminkan nilai-nilai kesopanan dan etika Pesantren yang dijaga dalam desain ruang belajar.</p>	<p>“Oh, cewek sendiri-cowok sendiri gitu. Oh iya. Kalo misalnya seperti itu, Kak. Kalo menurut saya itu tuh lazim buat pondok ya. Emang harus kayak gitu. Jadi kalo misalnya emang sama pondokannya lain. Itu bisa dibilang sama. Cuma kalo buat negeri itu kadang-kadang negeri ada yang cewek cowok. Maksudnya sebangku. Kalo kita kan setiap kelas tuh cewek semua Terus cowok semua. Kalo misalnya pun ada peminatan. Maksudnya kayak moving. Maksudnya lagi pelajaran umum Itu kan bisa kita digabung. Itu nanti kayak barisan. Buat tiga baris kanan. Itu putri. Tiga baris kiri itu putra.”</p> <p>“Campur sih, Kak. Soalnya pemikirannya kita kan biasanya beda kan. Maksudnya kalo misalnya buat putri. Itu kebanyakan ego-nya tuh tinggi. Maksudnya tuh kayak lebih berpegang teguh sama beneran. Maksudnya kayak pendapat gitu emang bagus. Cuma tuh kalo buat nyampur pendapat, mikiran gitu Itu lebih sama cowok.”</p>
Beginning-of-Year Planning	<p>Kegiatan awal tahun seperti kontrak belajar sangat membantu siswa memahami gaya mengajar setiap guru. Beberapa guru lebih menekankan hafalan, sedangkan yang lain fokus pada ulangan harian. Pengetahuan ini penting agar siswa dapat menyesuaikan diri dan memenuhi ekspektasi guru sejak awal tahun ajaran.</p>	<p>"Itu kadang kayak di awal tahun pelajaran kita dikasih tau... misalnya guru ini maunya kita tuh yang aktif di kelas... lebih ke hafalan..."</p>

Reinforcements	SF1 merasakan dampak positif dari penguatan berupa pujian dan apresiasi yang diberikan guru. Meskipun ia merasa tidak pandai menghafal, guru tetap memotivasi dengan menghargai semangat belajarnya. Ini menunjukkan pentingnya penghargaan terhadap usaha, bukan hanya hasil, dalam meningkatkan motivasi siswa.	"Saya tuh kan kayak emang saya tuh gak gampang menghafal. Cuma saya selalu semangat menghafal. Terus ustadznya tuh selalu. Kayak saya tuh emang ga sekintar itu. Cuma saya punya semangat yang tinggi itu. Terus ustadznya tuh kayak. Ya ini bage semangatnya tinggi."
Monitoring Performance	Guru di KMI menggunakan pendekatan berbeda untuk setiap siswa. Ada yang diajak bermain agar belajar lebih menyenangkan, ada yang diajak mencatat, dan ada yang diajak diskusi. Ini menunjukkan pemantauan dan pemahaman guru terhadap karakter belajar siswa, serta upaya untuk menyesuaikan metode agar lebih efektif.	"Misalnya saya sukanya yang memahami. Terus temen saya sukanya yang gampang hafalan. ada yang harus diajak permainan dikit kak."
Teacher-Student Relationships	Hubungan guru dan siswa di KMI cukup erat, sehingga siswa merasa nyaman untuk berbagi masalah. SF 1 bahkan menjembatani komunikasi antara guru, pimpinan, dan pengasuh melalui peran organisasinya. Meskipun akrab ia tetap menjaga sopan santun, memelankan suara, menunjukkan keseimbangan antara kedekatan dan penghormatan.	"Saya pernah cerita. Sama guru ini gitu. Sama guru Zura... saya bisa mencurhatkan semua itu... saya tetap menghargai mereka .. Dengan cara memelankan suara, tetap jaga sopan santun."
Selecting Appropriate Intervention	Guru memberikan teguran yang bersifat universal dimana yang ditegur bukan hanya yang bermasalah namun juga yang tidak bermasalah agar menjadi bahan evaluasi diri untuk pencegahan melanggar aturan.	"Tegurannya tuh gak cuma buat yang bermasalah itu doang. Tapi juga buat saya... pencegahan buat saya juga gak melakukan kesalahan yang sama."
Schedule of Reinforcement	Penguatan seperti hadiah atau sistem poin pernah dialami SF seperti mendapatkan uang jajan karena menjawab soal dengan benar. Namun sistem poin secara terstruktur tidak umum diterapkan. Biasanya penguatan bersifat situasional dan tidak selalu konsisten.	"Biasanya tuh nomor sih kak. Kayak nomor 1 dapet 5 ribu gitu tapi gak pernah sih kak sistem poin-poin yang dapet hadiah gitu."

## 2. PARTICIPANT SM 2

Themes	Expanded Analysis	Representative Quotes
Classroom Rules	SM 2 mengakui bahwa aturan kelas membantu membentuk perilaku yang lebih baik, ia menjadi lebih terkendali. Aturan mencegah tindakan seperti bullying dan menciptakan suasana yang lebih nyaman di kelas.	"Kalau kayak gitu misalnya kalau di kelas nggak ada peraturan mungkin saja terjadi pembulian..."
Classroom Procedures	SM 2 menyebutkan bahwa sebelum mulai kelas beberapa guru menanyakan kembali pelajaran sebelumnya dan menjelaskan Pelajaran apa yang akan dipelajari"	"Kayak pagi ini kita ini, ini, ini, ini, belajar ini. Atau mungkin pagi ini kayak ada pertanyaan. Nanti dapet poin tambahan, dapet nilai tambahan yang bisa dijawab..... Kadang di tengah-tengah pembahasan misalnya ada yang nyambung sama pelajaran kemarin. Jadi dibahas ulang."
Managing Transitions	Transisi dalam kelas terkadang terganggu ketidakhadiran guru namun tidak sampai menyebabkan pembatalan kelas. Guru-guru tetap hadir ke kelas namun digantikan oleh guru praktir ( guru junior), jika mata pelajaran yang diajarkan sulit maka siswa diajak menonton video pembelajaran.	" Mungkin kalau yang kegiatan kan ada jamnya sendiri itu. Jadi kalau sekolah itu mungkin jalan kan biasanya juga misalnya guru nunggu guru selanjutnya datang baru menyelesaikan pelajaran. Atau kadang sudah selesai duluan beberapa menit sebelum bel udah selesai gitu..... Mungkin kan ada ustaz praktek dari kamar mungkin nyiapin pelajaran terus jalannya..... Ustaz praktek kayak BK..... Lulusan kelas 6. Lulusan kelas 6. Jadi ustaz kayak guru junior..... Oke itu sempat dibawa ke perpustakaan minjem televisi untuk nonton mata pelajarannya."
Classroom Design	SM 2 menyebut kegiatan belajar di luar kelas seperti di sungai sebagai pengalaman belajar alternatif, pembelajaran dilaksanakan di luar atas permintaan siswa.	"Jadi kayak di sungai, di musola..... Enggak juga kayak langsung diterangin. Jadi berdiri sebentar diterangin kayak mahluk hidup. Terus dibiarin kayak free gitu"
Beginning-of-Year Planning	Kontrak belajar setiap guru berbeda ada yang boleh	"Kayak misalnya di PKN itu kan gurunya ngebolehin

	membolehkan makan di kelas agar siswa tidak mengantuk, sementara guru lain melarang. Ini menunjukkan fleksibilitas aturan tergantung gaya mengajar masing-masing guru.	siswanya makan di dalam kelas..... Rata-rata enggak boleh. Cuma guru BKN aja yang boleh. Jadi kayak tergantung guru aja ya”
Reinforcements	Pujian dari guru seperti saat SM 2 menjawab pertanyaan. Ia merasa dihargai dan ingin terus meningkatkan diri. Bahkan pernah mendapat hadiah mochi karena nilai ujian tertinggi.	"Bagus itu. Lanjutin coba bisa ini, ini, ini. Terus dalam diri itu kayak ada motivasi..."
Monitoring Performance	Guru secara aktif memantau perilaku siswa. Contohnya saat temannya bermain karet dan melukai siswa lain, guru langsung menegur dan membawa siswa ke BK. Ini menunjukkan pemantauan ketat dalam menjaga ketertiban.	"Saat itu temen saya... mainan gitu. Jebret-jebretin karet... akhirnya yang jebret itu dipanggil ke BK..."
Teacher-Student Relationships	SM 2 merasa dekat dengan beberapa guru seperti guru Penjaskes dan Bahasa Arab karena sering diajak bercanda. Dia juga merasa dekat dengan ustad praktek karena sering diajak olahraga bersama. Meskipun dekat, ia tetap menjaga hormat dengan memberi salam dan menjaga konsentrasi di kelas.	"Ustad Pratik... kadang ikut main bola, olahraga... tetap jaga konsentrasi..."
Selecting Appropriate Intervention	Teguran dari guru, seperti saat SM 2 ikut bermain karet, membuatnya menjadi lebih tenang dan tidak mengulangi perilaku tersebut. Hukuman kolektif juga pernah diterapkan, misalnya satu kelas harus berbagi camilan karena ada siswa yang melanggar.	"Akhirnya sekarang jarang mainan... Tahun kemarin kalau nggak salah. Ada yang makan di kelas itu bukan apa ya? ..... Tapi akhirnya disuruh satu kelas harus dibagi jajanan yang sama. Makan yang sama. Misalnya kalau itu lah minum, eh makan ciki. Jadi semua teman harus dapet yang sama"
Schedule of Reinforcement	Penguatan dilakukan secara tidak rutin (intermittent), seperti pujian hanya diberikan sesekali. Selain itu, bentuk hadiah juga diberikan bagi siswa dengan nilai tertinggi. Hal ini meningkatkan motivasi meskipun tidak	"Pernah, kalau itu kayak nilai ujian. Nilai tertinggi dapet sesuatu... beliin mochi..."

	semua siswa mendapatkannya secara konsisten.	
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## TEACHER THEMATIC ANALYSIS

### 1. PARTICIPANT UM 2

Theme	Expanded Analysis	Representative Quote
Membuat Aturan Kelas (Classroom Rules)	Aturan kelas bertujuan menanamkan disiplin dan mencegah perilaku negatif antar santri yang berasal dari latar belakang beragam.	“Jadi gini ya bahwa Kelas per kelas itu Ya kelas per kelas itu Yang diterisi dari Bermacam-macam santri Ya kelas 1, kelas 2, kelas 3, kelas 4, kelas 5, dan kelas 6 Dan datang dari berbagai latar belakang Baik itu suku, ras, kemudian ekonomi, budaya Maka disitulah Mesti muncul dan harus adanya Satu aturan Sebagai bentuk atau sebagai ikhtiar Untuk menanamkan Kedisiplinan kepada Anak-anak Artinya apa? Artinya itu semua Dibuat ya tidak lain, tidak bukan Untuk menghindari Terjadinya Perlakuan-perlakuan yang tidak Semestinya antar sesama Santri Karena bisa jadi ya Antar berlatar belakang Dari suku yang berbeda Dan yang lain sebagainya Kemudian sering muncul Misalkan panggilan-panggilan yang tidak Apa? Yang tidak semestinya Dan yang lain sebagainya Yaitu perlu adanya Aturan termasuk aturan-aturan Yang mengajarkan kepada anak Mana yang boleh dilakukan Mana yang tidak Walaupun ada juga Peraturan yang Tidak tertulis.”
Menetapkan Prosedur Kelas (Classroom Procedures)	Prosedur di kelas berbeda sesuai mata pelajaran. Contohnya, Mutola'ah mewajibkan hafalan, Insyah menggunakan metode langsung.	“Di Mutola'ah saya mewajibkan anak itu minimal hafal... a Kemudian juga ya Kalau saya misalkan Anak yang tidak hafal ini kita Sepakati bersama-sama Karena harus hafal Kalau tidak hafal berdiri Atau mungkin Pindah di kelas lain Ini sebagai upaya Supaya anak itu Betul-betul bisa Bisa minimal hafal ..... insya itu kita mempraktekan”
Mengelola Transisi (Managing Transitions)	Transisi diatur oleh tim kurikulum agar efisien dan adil, memastikan tidak ada	“Kita menyusun jadwal... agar transisi antar jam tidak memakan waktu terlalu

	<p>jam siswa yang berkurang karena keterlambatan guru oleh karena itu masing-masing jadwal juga mempertimbangkan jarak tempuh antara satu kelas dengan kelas lainnya.</p>	<p>lama.... Untuk transisi Misalkan Dari jam ke jam yang lain Kita Dengan tim kurikulum Menyusun Jadwal pelajaran Dengan Memperhatikan Ketersediaan Jam setiap hari Untuk tahun ini Pembagian jam Pelajaran itu ada yang sampai Jam ke 10 Ada yang jam ke 10 Ada yang jam ke 9 Tetapi terakhir sudah direvisi Dan hanya sampai jam ke 9 Artinya itu tentu Kita mencoba Transisi dari satu jam ke jam lain Itu bisa saja Dari misalkan Jam pertama menuju jam kedua Dengan mabel yang sama Misalkan sama-sama jam 1 Jam kedua Kemudian jam ketiga mungkin Matematika atau mungkin Jam ke 4 Artinya apa Kita susun dengan Ketersediaan jam Yang ada di setiap harinya Khususnya di hari Sabtu, Akhad, Kamis Anak pulang Lebih cepat dibandingkan Hari Senin, Selasa dan Rabu Jadi Transisinya Kita harapkan Kalau satu jam ke jam lain Gurunya sama Tidak memakan waktu Yang seringnya itu Bila jam satunya itu Motola A Jam kedua Motola A Tidak ada masalah Karena gurunya sama Tetapi nanti menuju jam ketiga Kalau itu orang lain Misalkan dia ngajarnya di kelas yang sama Kesini ya itu Sering mungkin Makan waktu sekitar 2- 3 Menit dan sebagainya Tetapi kita selalu menekankan Bahwa hak anak Itu jangan sampai berkurang Dalam hal jam...”</p>
<p>Mendesain Lingkungan Belajar (Classroom Design)</p>	<p>Desain kelas fleksibel, disesuaikan dengan kebutuhan belajar, seperti pengelompokan siswa.</p>	<p>“Tatanan kelas fisiknya itu akan berubah... disesuaikan dengan kebutuhan.”</p>
<p>Perencanaan Awal Tahun (Beginning-of-Year Planning)</p>	<p>Kontrak belajar tidak selalu tertulis, namun juga disampaikan secara lisan agar siswa mampu memahami berbagai aturan dasar, seperti</p>	<p>“Kontrak belajar itu Untuk mengikat Kepada anak-anak Agar tahu apa yang Mesti diikuti Yang dilaksanakan dan apa yang harus Dihindari khususnya pelajaran yang saya</p>

	larangan terlambat dan prosedur izin.	ajarkan Misalkan saja Kontak belajar itu walaupun mungkin tidak tertulis Secara bermateria itu Tidak tapi satu hal Saya sampaikan Tidak boleh terlambat Kalau terlambat harus apa Sanksi edukatifnya Adalah mungkin Menghafalkan surat apa Kemudian yang ketiga Harus ada Surat izin Kalau memang tidak masuk Apakah itu karena tugas Biasanya kalau tugas dari pondok Karena bulis atau biasanya sudah ada Tasrih nya Kalau anak yang Yang lain dari....pelajaran tidak boleh keluar masuk Izin dan yang lain sebagainya....”
Penguatan Positif (Reinforcements)	Out Context	
Pemantauan Kinerja Siswa (Monitoring Performance)	Pemantauan dilakukan dengan pendekatan tidak langsung seperti sindiran halus atau pendekatan personal pada siswa, selain itu guru juga berkeliling untuk memantau siswa.	“Kalau ada anak yang misalnya rame... saya tidak membentak... tapi dengan sindiran Balagh..... pa mencerminkan Anak itu ya memang kadang Lelah karena kegiatan malam Dan yang lain sebagainya Nantinya segala Yang Ada di kelas itu Dalam pantauan seraya Ya berjalan Ya kalau disaat harus duduk ya duduk Tapi menerangkan kan tidak harus duduk Justru kita tanya satu-satu Ini apa maksudnya Itu untuk tadi Memantau seberapa anak fokus Pada apa yang sedang Dipelajari.....”
Hubungan Guru-Siswa (Teacher-Student Relationships)	Not mention	Not mention
Memilih Intervensi yang Sesuai (Selecting Appropriate Intervention)	Intervensi bersifat edukatif seperti sanksi menghafal surat jika terlambat, untuk membentuk kedisiplinan sesuai dengan kurikulum di KMI.	“Sanksi edukatifnya adalah menghafalkan surat... untuk mendisiplinkan anak... Kedisiplinan.....Merupakan salah satu Dari pola Pilar agar Kurikulum itu bisa Melaksanakan sehingga pendisiplinan Penting”
Jadwal Penguatan (Schedule of Reinforcement)	Not mention	Not Mention

## 2. PARTICIPANT UM 1

Strategy	Expanded Analysis	Representative Quote
Membuat Aturan Kelas (Classroom Rules)	Ustadz Salam menekankan pentingnya kedisiplinan dan kesadaran siswa bahwa hukuman ringan tetap menandakan kesalahan. Aturan dibuat berdasarkan kesepakatan dan adaptasi dari aturan pondok.	‘Dihukum itu karena salah. Bukan masalah hukumannya ringan, tapi kesalahan adalah kesalahan.’
Menetapkan Prosedur Kelas (Classroom Procedures)	Terdapat prosedur tetap sebelum dan sesudah pembelajaran seperti membaca doa, merapikan kelas, dan penutupan dengan doa Khatam Majlis. Ini menciptakan struktur dan transisi yang jelas.	‘Ketika mau belajar pertama, harus doa. Kalau terlalu kotor, kita suruh bersihkan dulu.’
Mengelola Transisi (Managing Transitions)	Transisi diatur dengan manajemen waktu yang baik antar kelas yang berbeda, meskipun ruang kelas berjauhan. Hambatan seperti keterlambatan diminimalkan dengan perencanaan yang matang.	‘Biasanya saya atur pakai jam... biar nggak terlambat.’
Mendesain Lingkungan Belajar (Classroom Design)	Pengaturan ruang kelas fleksibel tergantung kebutuhan pembelajaran. Guru dapat mengubah susunan kursi sesuai metode seperti diskusi atau presentasi.	‘Kalau guru membutuhkan diskusi, kadang mengatur sesuai kebutuhan metode yang digunakan.’
Perencanaan Awal Tahun (Beginning-of-Year Planning)	Minggu pertama dimanfaatkan untuk mengenalkan mata pelajaran, metode, dan aturan belajar. Hal ini membantu membangun budaya kelas sejak awal.	‘Biasanya minggu pertama itu memperkenalkan pelajaran, metode, dan aturan-aturan.’
Penguatan Positif (Reinforcements)	Pujian diberikan untuk pencapaian akademik seperti hafalan dan penggunaan bahasa Arab aktif. Pujian bersifat verbal dan tidak materialistik.	‘Saya tidak pernah memberikan aplikasi berbentuk barang, cukup dengan pujian seperti “jamil” atau “sohik”.’
Pemantauan Kinerja Siswa (Monitoring Performance)	Pemantauan dilakukan dengan observasi langsung dan pencatatan perilaku siswa. Guru aktif berkeliling dan bertanya sambil mengajar.	‘Saya jarang duduk di depan, sambil menjelaskan saya keliling, mengecek tulisan dan tanya-tanya.’

Hubungan Guru-Siswa (Teacher-Student Relationships)	Hubungan dibangun lewat perhatian personal tanpa kehilangan wibawa. Guru juga berinteraksi seperti teman untuk menciptakan kedekatan.	‘Saya tanya kabar, misalnya punya kakak di sini, itu cara kita dekat dengan mereka.’
Memilih Intervensi yang Sesuai (Selecting Appropriate Intervention)	Intervensi bersifat edukatif dan ramah anak. Tidak ada hukuman fisik; jika pun ada tindakan, itu sekadar mengingatkan dan tidak menyakiti.	‘Saya hanya buka meja agak keras, bukan mukul. Itu pun biar bangun, bukan menyakiti.’
Jadwal Penguatan (Schedule of Reinforcement)	Penguatan bersifat intermiten; siswa tidak selalu dipuji meski berhasil. Hal ini dilakukan untuk memberi kesempatan ke siswa lain dan menjaga motivasi kolektif.	‘Saya minta yang lain dulu, biar bukan dia terus yang dapat pujian.’

## Appendix 5. Research Permit



Universitas  
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Kementerian Agama Republik Indonesia  
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Ref. No : 214/Dek.FIP/UIII/UM.02/6/2025  
Attachment :-  
Subject : Request for Research Permit

Depok, June 3, 2025

Dear Sir/Madam,

*Assalamu'alaikum Wr. Wb.*

We hereby certify the following student:

Name : Santi Ganiswari  
Student ID Number : 04212310013  
Faculty : Faculty of Education  
Study Program : MA in Education

is conducting research for her thesis with the following details:

Thesis Title : Exploring Teachers' Classroom Management in Kulliyatul  
Mu'alimin Wal Mu'alimat Al Islamiyah (KMI) Pesantren: A Case  
Study  
Research Location : Pondok Pesantren Pabelan Magelang  
Research Duration : May-June, 2025

We respectfully request your assistance in granting research permission to the student. Thank you for your kind attention and cooperation.

*Wassalamu'alaikum Wr. Wb.,*

Kind Regards,  
Dean of the Faculty of Education



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Faculty of  
Education

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## Appendix 6. Sample of Data Analysis Documentation

### *Teacher Interview Documents*



### *Student Interview Document*





*Pesantren View*



Pesantren Document

