Classroom management practices:
Indonesian secondary schools teachers' perceptions

Yana Yopianti, Nizamuddin Sadiq*

Department of English Language Education, Universitas Islam Indonesia, Yogyakarta 55584, Indonesia

Abstract

The present study aims to investigate the Indonesian secondary school teachers' perspectives of practicing their classroom management to create a conducive classroom environment for learning. This research method is qualitative study, which is able to explore the perspectives of participants regarding their understanding and experience in managing classrooms to create conducive learning. The participants in this study were two teachers who taught in the urban and in rural area. After negotiating with the headmaster, the participants were recruited under a purposive sampling approach and gave their consent to participate in this study. In this study, data were collected through one-to-one interviews and analyzed using thematic analysis. Employing Garwood and Harris (2020) five parameters, two themes were resulted in each parameter. The participants were the teachers recognizing students' names and paying attention to their attitudes and intelligence. They also tried to have a good appearance, performance, and attitude as well as to make games. Regarding a consequence of breaking rules, the teacher in urban area applied academic punishments such as memorizing vocabularies; while, the one in rural area preferred to provide social punishments such as taking out the trash from classrooms. Furthermore, the teachers did not involve students in managing class rules, but made them individually or privately. Finally, both teachers informed class procedures in their teachings. The findings of this study implied that classroom management should be understood as well as practiced properly and appropriately as one of attempts the teacher could make to maintain and create a conducive learning atmosphere.

Keywords: Classroom management practice; conducive learning atmosphere; rural; remote

1. Introduction

Within the realm of language learning, teachers have internalized the concept of classroom management as a pedagogical skill, aiming to establish and cultivate a structured environment conducive to students' active engagement in the learning process (Evertson & Weinstein, 2006). Therefore, educators are encouraged to foster a supportive learning environment by orchestrating a favorable atmosphere for learning and fostering effective teacher-student interactions (Good & Brophy, 2000).

Numerous empirical studies have extensively examined the topic of classroom management (e.g., Garwood & Harris, 2020; Meek, Minami, Johnson, & Sanetti, 2019; Owusu, Dramanu, & Amponsah, 2021). Say, Garwood and Harris (2020) conducted a study investigating classroom management practices, highlighting the importance of teachers in quickly identifying student identities, demonstrating enthusiasm, refraining from imposing penalties for misbehavior, and involving students in rule creation and adherence to classroom procedures. Similarly, Meek et al., (2019) focused on the core components of classroom management, while exploring the support of school psychologists to provide to teachers in this area. Their findings

revealed that effective classroom management facilitated student engagement, provided structure to classroom activities and schedules, regulated student attitudes, and contributed to favorable learning outcomes. Additionally, Owusu et al., (2021) conducted a study to examine classroom management performance. Their findings illustrated a positive correlation between teacher-student relationships and the judicious use of disciplinary measures within classroom management, suggesting that such measures did not impede students' academic development. It is noteworthy that most of these empirical studies were conducted within the context of language classroom management in the United States.

The research on classroom management within the Indonesian EFL (English as a Foreign Language) contexts has also been documented (e.g., Anwar, Ubaidillah, & Sulistiyo, 2020; Irawati & Listyani, 2020; Paramita, Sharmaa & Anderson, 2019). Anwar et al., (2020) conducted a study that focused on exploring the classroom management practices of EFL teachers in remote schools in Indonesia. The findings revealed that Indonesian teachers encountered several challenges in implementing classroom management, such as inadequate facilities, low student motivation in English, and indecisiveness in curriculum implementation. Additionally, they identified various strategies employed by teachers in managing their classrooms, including the application of different teaching methods, formation of student study groups,

arrangement of student seating, and flexibility in teaching approaches. Paramita et al., (2019) examined teachers' difficulties in implementing classroom management strategies and found that proactive strategies were more frequently employed than reactive strategies. Furthermore, teachers believed that student misbehavior in the classroom could be determined by family factors. Similarly, Irawati and Listyani (2020) investigated classroom management in rural areas and discovered that teachers had to implement various strategies, such as establishing rules and disciplinary measures, recognizing students by name, providing clear instructions, organizing educational games, and engaging in singing activities to address students' disruptive behavior.

Despite the availability of studies exploring classroom management practices, no research has looked at the perspectives of teachers when they apply for classroom management between secondary schools in the urban and the rural area. The present study aims to fill this gap by examining how Indonesian secondary school teachers in the urban and the rural area perceive the implementation of classroom management. The investigation sought to provide valuable insights to teachers to promote an effective learning. Drawing on the works of Kwok (2020) who highlighted the importance of establishing routine activities to facilitate effective learning, this study analyzed the teachers' perspectives on their classroom management practices within the learning process. The findings of this study contributed several novel insights for teachers in managing their classrooms, particularly in the urban and the rural areas, and inspire effective learning strategies based upon the experiences of these teachers. Therefore, the research question guiding this study is formulated as follows: What are Indonesian secondary school teachers' perspectives on their classroom management practices to create a conducive learning environment in the urban and the rural areas?

2. Literature Review

2.1. Defining the concept of classroom management practice

Classroom management is defined as a deliberate effort to establish a well-organized classroom and maintain a conducive learning environment to achieve educational objectives (Brophy, 1988). Liu and Babchuk (2018) provided a more comprehensive perspective, considering classroom management as an interaction between students and teachers in delivering academic knowledge and controlling emotional and situational factors during a learning process. Puteh, Che, Mohamed, Adnan, and Ibrahim (2015) asserted that classroom management is essential for creating a favorable learning environment, which can be achieved by implementing diverse academic activities, fostering teacher-student relationships, and encouraging collaborative work among students to attain educational goals. Additionally, Francis and Oluwatoyin (2019) defined classroom management as the expertise of teachers in successfully realizing learning objectives by organizing instructional activities. Garwood and Harris (2020) focused their definition of classroom management on specific practices, such as teachers' ability to promptly recognize students' names, demonstrate enthusiasm, avoid punitive measures when addressing misbehavior, involve students in rule creation, and establish clear classroom procedures.

These definitions of classroom management exhibit variability and highlight distinct objectives. Consequently, for the purpose of this study, we adopted Garwood and Harris' (2020) definition. Their definition concentrates on practical aspects, such as teachers' ability to promptly recognize students' names, demonstrate enthusiasm, effectively address student misbehavior, involve students in rule-making, and communicate classroom procedures clearly.

2.2. Previous studies of classroom management

Empirical studies on classroom management have extensively explored various educational settings in the United States (Garwood and Harris, 2020; Meek et al., 2019; Puteh et al., 2015). Garwood and Harris (2020) conducted a study focused on the implementation and preparation of teachers in classroom management to enhance student engagement and improve their abilities. They examined the effectiveness of a professional development program delivered through screencasts, specifically targeting classroom management practices during the initial three days of the school year. The findings revealed that teachers reported some positive changes in various aspects of their classroom management, and their self-efficacy in classroom management significantly increased after completing the program. Furthermore, implementing new practices positively influenced their classroom management self-efficacy.

Similarly, Meek et al. (2019) demonstrated that the effective implementation of classroom management positively impacted the learning environment, promoting student engagement and facilitating effective learning processes. This implies that classroom management plays a crucial role in controlling the entire learning process and achieving effective learning outcomes. Puteh et al., (2015) focused on creating a conducive classroom environment and found that factors such as classroom facilities, lighting intensity, and overall classroom environment determined the level of conduciveness, and students' grades and behavior.

Although the aforementioned studies have explored the detailed use, preparation, application, and practice of classroom management in the United States, research specifically investigating classroom management in two schools located in rural and remote areas, which aligns with the focus of our study, are found rare, so far.

2.3. Classroom management in the Indonesian traditional context

In the Indonesian context, studies examining classroom management have also garnered interest (Anwar et al., 2020; Gultom & Saun, 2016; Lestari, Fitria & Rohanaa, 2021). Anwar et al., (2020) investigated the classroom management practices of EFL teachers in remote secondary schools in Indonesia. Their study revealed that teachers tailored their classroom management approaches by selecting appropriate learning methods that catered to students' needs. Teachers also organized the learning process by forming study groups and managing student seating arrangements. Gultom and Saun (2016) examined the role of classroom management in the Indonesian context and reported that teachers focused on three key aspects: developing lesson plans emphasizing English language activities, employing appropriate strategies aligned

with students' English proficiency levels, and regulating seating positions and study group divisions. Furthermore, Lestari et al. (2021) explored the implementation of classroom management to enhance the teaching standards of Indonesian teachers. The findings highlighted various practical classroom management practices, including writing lesson plans, maximizing teacher performance, initiating and concluding learning activities, actively supporting student motivation, and engaging in intensive student interactions.

Overall, the aforementioned empirical studies aimed to examine classroom management practices among EFL teachers in the Indonesian context. The research findings indicated that teachers implemented classroom management through various strategies, such as preparing lesson plans, motivating students, selecting appropriate learning methods, adjusting seating arrangements, and forming study groups. However, these studies were limited to a single school setting, either in rural or remote areas. In contrast, our research investigated classroom management practices in both rural and remote areas, expanding the scope of inquiry.

3. Methodology

3.1. Research design

Grounded in the qualitative research paradigm, this study examined the participants' perspectives and experiences to provide a comprehensive understanding. The study employed a qualitative study design to explore the "what" problem formulation and identified a number of social events that influenced specific outcomes. Following the tradition of qualitative research, the study incorporated the bounded entity consisting of schools in the urban and the rural areas, specifically in the Bangka Belitung Islands in South Sumatera, and the contextual features focus on classroom management as a means to establish and maintain a conducive learning atmosphere.

3.2. Setting and participants

The research was conducted in two secondary schools, situated in the urban and the rural areas. One challenge in the developing countries educational system is related to the disparity of school in the urban and the rural areas. These two public schools are located in the Bangka Belitung Province. Both schools differed in terms of the quality of school facilities. The school located in the city possessed almost complete learning facilities, while the one in the rural area had limited and incomplete class facilities.

The participants of this study were two teachers implementing classroom management in their teaching process. Purposive sampling method was employed to recruit participants based on predefined criteria aligning with the study's objectives. The inclusive criteria for participant selection are presented as follows: 1) practicing classroom management, 2) having more than 10 years of teaching experience, and 3) teaching in sub-districts with adequate classroom facilities but limited teaching resources. Approval from the school principals was obtained prior to participant recruitment. Information briefings and informed consent were provided during the negotiation process with the teachers. Upon signing the consent forms, data collection commenced.

Teacher 1 has a 12-year teaching experience at the school, while Teacher 2 has a 17-year teaching experience. Both teachers possess extensive experience in teaching English subjects and implementing classroom management, providing unique perspectives that enrich the data exploration.

3.3. Data collection techniques

One-to-one interviews served as the data collection technique in this study, enabling in-depth exploration of the teachers' perspectives while teaching at the secondary school level. This approach allowed the researchers to ask specific and sensitive research questions aligned with the study's objectives. The interviews aimed to generate data from participants concerning the research questions based on the conceptual definition derived from Garwood and Harris (2020). In-depth information was excavated through open and informal interviews, fostering a relaxed atmosphere where participants could freely express their opinions and describe their experiences with classroom management. The interview sessions with Teacher 1 and Teacher 2 were conducted in a single session, with each participant's interview lasting approximately 20-30 minutes. The interviews were recorded using an audio recording device, and the interviews were conducted in Bahasa Indonesia to facilitate clear communication and encourage participants' flexibility in expressing their viewpoints.

3.4. Data analysis technique and procedures

Thematic analysis was utilized to analyze the data, following the procedures outlined by Braun and Clarke (2006). The analysis process involved (1) gaining a detailed understanding of the data, (2) coding the data into categories, (3) identifying themes, (4) reviewing themes, (5) defining and naming themes, and (6) locating examples.

4. Findings and Discussion

The findings of the study showed that both teachers teaching in the urban and the rural areas practiced their classroom management when teaching. The ways they practiced it were found mostly different from one another. General findings are shown in the following tables.

Table 1. General Findings

Themes	Teacher in Urban area	Teacher in Rural area
Fostering Teacher-Student Relationships	The teacher applied a more personal approach toward building teacher-student relationships.	The teacher paid attention to the cognitive level and attitude of students.
Teachers show their enthusiasm	The teacher had a good appearance, good performance, and good attitude.	The teacher prepared ice breaking and game activities
Teachers are able to handle any students' misbehavior	The teacher applied academic laws, such as memorizing vocabulary.	The teacher applied social laws, such as throwing trash and cleaning the toilet.

Continuation of the Table 1. General Findings

Themes	Teacher in Urban area	Teacher in Rural area
Teachers give opportunity for students to involve in making rule	The teacher made some rules independently without involving students in this process.	The teacher made personal rules without students' agreement
Teachers can manage to inform the classroom procedures	The teacher informed the classroom procedure at the first meeting or at beginning of the semester	

4.1. Recognizing the students' identities

In the context of this study, one prominent theme that emerged from the analysis was fostering teacher-student relationship. The detailed description of this theme is presented below.

4.1.1. Fostering teacher-student relationships

Both teachers in the urban and the rural areas established strong relationships with their students. By doing this, teachers could effectively recognize and understand the individual characteristics and abilities of each student. An essential aspect of building such relationships was for teachers to know the names of their students. This facilitated the management of various aspects of the learning process. The following excerpt from the city teacher' account illustrates this perspective:

Excerpt 1

1. *Okay, so what's my trick to know the names of the*
2. *students in my class. I have been teaching for 17 years*
3. *and I always know their name.* **I know the names of my**
4. **students. How to? If they're absent, it's a natural thing,**
5. **it's formal. But when I teach and take attendance. I see**
6. **their faces one by one.** *I saw it in their faces. I have*
7. *never been absent from seeing a face. I saw it in their*
8. *faces. I have never been absent from seeing a face. For*
9. *example, Yana without seeing her face.* **I always see a**
10. **face and then I say hello.** *I always say hello for example,*
11. **Hello Yana good morning** *.... (Teacher 1-, January 24,*
12. *2022)*

In her accounts above, the teacher explained that to foster teacher-student relationships (line 3-5), she attempted to remember the students' names. When seeing each of students' faces (line 5-6), it became easier for her to know their characteristics and abilities. To overcome the challenge of forgetting students' names, she has adopted an alternative approach of associating each student's face with their name during attendance. Additionally, she always greets students by saying 'hello' (line 10) when she sees their faces. Through these actions, she aims to establish a positive rapport with her students and enhance their mutual understanding. For instance, the teacher greets a student named Yana with "hello Yana, good morning" (line 11). By consistently recognizing and acknowledging her students' identities, she creates a conducive

classroom environment, particularly when assigning group activities and calling upon students by their names.

The teacher's practice of intentionally observing and remembering students' faces demonstrates the significance placed on recognizing student identities. By being familiar with their students, the teacher can easily identify and address individual students' needs, enhancing the overall learning experience. Moreover, personal recognition contributes to a positive and inclusive classroom environment, facilitating effective communication and participation when students are involved in collaborative group activities. Meanwhile, the teacher in the rural area remembers students' names by recognizing their academic achievement and attitudes. Detailed descriptions of this matter are presented in the following accounts.

Excerpt 2

1. *Yes, it's a coincidence to know the student's name,*
2. *Alhamdulillah, I know that only for old and new*
3. *students there is a difference for old students.*
4. *Alhamdulillah, I already know, but for new students*
5. *from semester 1,this is grade 7, are around 80%.*
6. **The way I get to know them is usually I pay**
7. **attention to the academic side and the grades of**
8. **students whose academics are good and low, then**
9. **students who often create problems, like that there**
10. **are students who like to seek attention in quoting**
11. **unique students and students who are diligent or**
12. **lazy.** *(Teacher 2, January 29, 2022)*

In the provided excerpt (2), the teacher discussed her approach to recognize students' names by considering their academic levels and attitudes. This indicated that she has employed two methods for identifying students. Firstly, she paid attention to students' academic performance, categorizing them based on their proficiency levels, ranging from high achievers to those who are still struggling (lines 6-7). According to her, this approach has facilitated the recognition of students' names, as it is easier to remember the names of academically strong students. Secondly, she took into account students' attitudes during the learning process, particularly noting their diligence, laziness, and tendency to make mistakes (lines 10-11). By observing these aspects, she believed that recognizing students' names could be more manageable. The teacher actively strived to remember students' names by closely observing and considering both their academic levels and attitudes. Consequently, she could be confident in her ability to recall students' names due to her consistent attention to their academic progress and behavior during the learning process.

4.2. Teacher enthusiasm

The themes emerged from the analysis of this parameter are (1) employing diverse strategies and (2) incorporating the use of educational games. Both themes are described in the following sub-chapters.

4.2.1. Employing diverse strategies

Enthusiasm is a crucial attribute of teachers as it captures students' attention and creates a conducive learning environment, enabling students to comfortably engage with and

comprehend the material. The rural teacher employed various strategies to cultivate enthusiasm in their teaching practices. The following account provided by the rural teacher illustrates this perspective:

"To attract students' attention and facilitate their learning and understanding, enthusiasm is essential. As a teacher, I have made preparations and employed techniques that contribute to an enthusiastic teaching environment. I strive to exhibit enthusiasm in my teaching by utilizing a range of strategies. This includes incorporating visual aids, interactive activities, and dynamic teaching methods to create an engaging classroom atmosphere. By infusing enthusiasm into my teaching practices, I aim to captivate students' interest and facilitate their active involvement in the learning process." (Teacher 2, January 29, 2022)

The teacher recognized the significance of enthusiasm in teaching and adopts versatile approaches to evoke and maintain students' engagement. By utilizing visual aids, interactive activities, and dynamic teaching methods, the teacher created an enthusiastic learning environment, enhancing the students' interest and participation. Meanwhile, the teacher in urban area did different things. She elaborated her ways in the excerpt 3 below.

Excerpt 3

1. *Well a teacher is an artist. Yes, why am I always*
2. *like that? Why are they in front, they are seen,*
3. *they are noticed, not just a lesson?* ***A teacher for***
4. ***me must have good appearance, performance,***
5. ***and good attitude. First , good***
6. ***looking.*** *I at least want to appear ugly in front of*
7. *my students. Give it a positive vibe.* ***Give a***
8. ***positive vibe to the children. If they are tired,***
9. ***God willing, it will be resolved if you***
10. ***are enthusiastic****. So the teacher must be*
11. *enthusiastic.... (Teacher 1, January 24, 2022)*

In the aforementioned accounts, the teacher in urban area portrayed herself as an artist, recognizing the importance of being the focal point of attention in the classroom. To foster enthusiasm during teaching, she emphasized the need to prepare herself with a positive appearance, exceptional performance, and a favorable attitude (lines 3-5). Firstly, the teacher emphasized the significance of maintaining a professional and appealing appearance, which contributed to create a visually engaging presence for students. This involved wearing appropriate attire that enhanced her overall image. Secondly, the teacher emphasized the importance of delivering teaching content effectively and responding to students' inquiries when they were facing challenges with the assigned materials. By ensuring clarity in instruction and addressing student concerns, she aimed to sustain a well-executed teaching performance. Thirdly, the teacher underscored the significance of cultivating a positive attitude as a role model for students' behavior and conduct. Kindness and adherence to ethical standards are essential attributes that teachers should embody fully. By preparing herself in these aspects, the teacher strived to provide a knowledgeable and meaningful learning experience for her students, promoting a comfortable classroom environment.

4.2.2. Integrating of educational games

Enthusiasm plays a vital role in cultivating an optimal learning environment. One approach to instill enthusiasm is through the incorporation of educational games as icebreakers. These games are intended to enhance student interactivity and enjoyment within each learning session. In this regard, the teacher can design icebreaker activities that are directly related to the learning topic at hand. The following account from the city teacher elucidates this perspective:

"To foster a sense of enthusiasm in the classroom, I believe in incorporating games as icebreakers. These games serve as a catalyst for engagement and interaction among students. For each learning session, I prepare a game that aligns with the specific topic of study. This not only captivates students' attention but also stimulates their active participation. By utilizing games, I aim to create a vibrant and enjoyable learning environment that enhances students' comprehension and motivation." (Teacher 2, January 24, 2022)

By integrating educational games into the teaching process, the teacher aimed to create an enthusiastic atmosphere that promoted the students' engagement and facilitated a deeper understanding of the subject matter. In the same vein, the rural teacher also applied for ice breaking or playing games to build a good atmosphere in the classroom. She elaborated this issue in her accounts below.

Excerpt 4

1. *Sometimes there are times when it's enthusiastic,*
2. *sometimes not if you want to create an*
3. *atmosphere that is more usual in class. I read it*
4. *first or ask if* ***there is an ice break, playing games***
5. ***has started with that slowly. The atmosphere in***
6. ***class will definitely be interesting.*** *……. (Teacher*
7. *2, January 29, 2022)*

In the provided excerpt, the teacher has incorporated ice breaking activities and games as a part of her teaching approach (line 4). She favored the utilization of game-based learning methods as they foster a more comfortable and interactive learning environment, thereby igniting enthusiasm by promoting active student participation (line 6). The engagement and involvement of students in icebreaking activities and games had the potential to enhance enthusiasm within the classroom setting.

4.3. Imparting consequences for poor student behavior

This classroom management principle revolves around the theme of administering punishments to students who exhibit any inadequate behaviors. It is imperative for teachers to possess the capability to remind students about adhering to classroom rules, failing which they will face disciplinary consequences while inside the class. The themes emerged for this parameter are (1) striving to avoid academic punishment, and (2) endeavoring to avoid social punishment.

4.3.1. Striving to avoid academic punishment

Punishment is an action taken in response to someone's misconduct. Within a learning process, teachers also prepare

disciplinary measures to address any students' misbehavior. The purpose of such punishments was to educate students on proper conduct during the learning process. Each teacher established a set of rules that governed the classroom, which could be either school-based or class-specific rules devised by the teacher. The rural teacher expressed her perspective on this matter in the following account:

"As part of classroom management, I have employed punishments as a means to instill discipline when students misbehave. The aim of these punishments is to foster appropriate behavior during the learning process. Every teacher establishes a set of rules, whether at the school level or within the classroom, which serve as a foundation for maintaining order. These rules are implemented to create a conducive learning environment that promotes active student engagement while discouraging disruptive behavior. It is through the adherence to these rules that we ensure a productive and respectful classroom atmosphere." (Teacher 2; January 29, 2022)

By emphasizing the importance of avoiding academic punishment, teachers sought to create an environment encouraging positive behavior and facilitating effective learning experiences for all students. The teacher in urban area elucidated this in the following accounts.

Excerpt 5

1. *I am at this school known as a strict and*
2. *disciplined teacher. Yes, because I am strict and*
3. *disciplined, but I have never hit children, I have*
4. *never punished children to run away. Especially*
5. *in my class, these children are the laziest thing,*
6. *they are carrying a dictionary.* ***So what law do I***
7. ***give but punishment for educating is***
8. ***not violence. I am the type who often gives***
9. ***assignments in the form of memorizing English***
10. ***vocabulary.*** *(Teacher 1, January 24, 2022)*

In the preceding accounts, the teacher employed a non-physical punishment and focused primarily on educational aspects (line 7). In other words, the teacher prioritized the use of educational punishment rather than resorting to physical violence. The disciplinary measures implemented were related to the learning process, such as assigning vocabulary memorization as a consequence (line 9). The teacher rarely administered punishments that lacked educational value. These disciplinary actions exemplified the teacher's firm approach to classroom management, ensuring the maintenance of an effective learning environment.

4.3.2. Endeavoring to Avoid Social Punishment

Punishment is an essential measure employed to rectify mistakes. Within the context of the learning process, students frequently make errors. The teacher, taking into consideration the nature of the misconduct and the individual characteristics of students, determines appropriate punishments. Establishing classroom rules is crucial in effectively addressing violations that may occur. The rural teacher expressed her perspective on this matter in the following account:

"As part of classroom management, it is essential to administer

appropriate punishments that steer clear of physical harm. Instead, the focus should be on providing educational consequences for students' actions. The type of punishment assigned should be tailored to the misconduct committed and consider the unique characteristics of individual students. By establishing and enforcing rules, teachers can effectively address violations within the classroom. This approach ensures a conducive learning environment where students can grow academically and behaviorally, while fostering a sense of responsibility and accountability." (Teacher 2; January 29, 2022)

Through the avoidance of social punishment and the establishment of clear rules, teachers strived to create a supportive and nurturing classroom atmosphere that facilitated students' personal and academic development. She commented further in the excerpt 6 below.

Excerpt 6

1. ***First, I tell them first and ask if they do that,***
2. ***the Second, I advise students who make***
3. ***mistakes. Third, giving punishment for***
4. ***throwing trash or cleaning toilets on students***
5. ***who makes mistakes....*** *(Teacher 2, January 29,*
6. *2022)*

In the preceding accounts, the teacher followed a procedure before administering punishments to students. She initiated by clarifying whether a student has indeed made a mistake (line 1) and proceeded to offer an advice to the student who committed the error (line 2). In cases where the student repeat the same mistake, the teacher resorted to social punishments, such as assigning tasks like taking out the trash or cleaning toilets (line 3-4). It is evident from these procedures that the teacher refrained from immediately punishing students; instead, she investigated and provided guidance first. Only when these two steps did not work as targeted, she administered punishment. The objective of these social punishments was to foster student independence and responsibility. Moreover, social punishments can contribute to the development of disciplined character traits and teach students to accept the consequences of their actions within the classroom context.

4.4. Involving student approval

In this principle of classroom management, the identified theme revolves around involving student approval, highlighting the teacher's ability to engage students in the process of establishing rules for an optimal classroom environment. The themes emerged for this parameter are (1) creating rules within classroom management, and (2) involving students in rule-making processes.

4.4.1. Creating rules within classroom management

Both teachers concurred that the creation of rules is an important aspect in classroom management. The teacher in rural area described her perspectives below.

"Rules serve as the fundamental guidelines established by the teacher to regulate student behavior within the classroom. Prior to implementing these rules, teachers are responsible for devising them. While teachers may independently create rules,

it is crucial to involve students in the rule application process. This ensures that students not only understand the rules but also accept and endorse them. The essence of effective classroom management lies in this application." (Teacher 2; January 29, 2022).

She further comments on this matter in the following account:

"As part of classroom management, teachers play a vital role in establishing rules that govern student behavior. Before implementing these rules, teachers should take the initiative to formulate them. However, it is equally important to garner student acceptance and insight, as students may possess a better understanding of classroom dynamics. Engaging students in the rule-making process fosters a sense of ownership and responsibility. By involving students in establishing rules, teachers create a harmonious learning environment where students can actively participate and contribute to the overall classroom experience." (Teacher 2; January 29, 2022)

Through collaborative rule creation, it was possible for the teachers to establish an inclusive and supportive classroom culture promoting students' engagement and cooperation. Meanwhile, the teacher in urban area expressed her perspectives in the excerpt 7.

Excerpt 7

1. ***Every teacher has their own rules.*** *Schools also*
2. *have rules that are the center of it. But the teacher*
3. *because **she entered the class and knows the***
4. ***students***………. *(Teacher 1, January 24, 2022)*

The teacher's aforementioned accounts revealed her proactive approach in formulating classroom rules, despite the presence of predefined rules within the school system. During the rule-making process, she developed individualized rules specifically tailored for her class (line 1). Through this implementation of classroom management, the teacher endeavored to understand the unique characteristics of her students, subsequently crafting rules that effectively address and regulate the behaviors exhibited by problematic students. These rules were devised by taking into account the diverse range of student characters within the class. Furthermore, the rules were designed to accommodate the instances of misbehavior and common mistakes that frequently occurred during class. Through this approach, the teacher formulated personalized rules attuned to the individual characteristics and behavioral tendencies of her students. She commented further in the excerpt 8 below.

Excerpt 8

1. ***If the rules for my class are made, yes, and***
2. ***Alhamdulillah, until now, I have made rules in***
3. ***that rules I made in that class. I applied that to***
4. ***one child, so it does not have to be head of the***
5. ***class.……*** *(Teacher 1, January 24, 2022)*

In the provided excerpt, it is evident that the teacher took an initiative to independently establish rules for her class (line 1-3), despite the existence of predetermined rules as mandated by the school. Both the teacher's rules and the school's rules are implemented within the classroom. The teacher adopted this approach because not all school rules may align with the unique characteristics of each class, prompting her to devise specific rules tailored to her own class (line 3-4). These rules encompass various aspects of student conduct, encompassing both regulations pertaining to academic activities and guidelines for addressing rule violations. Through this practice, the teacher endeavored to establish comprehensive rules for her students and subsequently implemented these rules uniformly throughout the class.

4.4.2. Involving students in rule making

To foster an environment conducive to learning, the teacher introduced her own set of rules. During the rule-making process, the teacher also possessed the discretion to decide whether or not students should actively participate in this endeavor. This approach was articulated by the city teacher in her account below.

Excerpt 9

1. ***Rules that I made for my class without asking***
2. ***students' agreement.*** *Examples of the rules of the*
3. *rules they must first bring an English*
4. *dictionary.……. (Teacher 1, January 24, 4.2022)*

In the provided excerpt, it was observed that the teacher did not engage students in the process of reaching a consensus on the rules (line 1-2). Therefore, teachers in rural areas established certain rules without the involvement of students, particularly regarding the approval of these rules. The teachers possessed a complete autonomy in determining and formulating the rules, while students were merely expected to comprehend and adhere to them. It was mandatory for all students to accept and abide by the rules established by the teacher. Through this approach, the teacher strived to maintain a harmonious balance between the diverse character traits of the students and the prescribed rules, thereby enabling the appropriate disciplinary measures to address any occurring mistakes.

Meanwhile, the rural teacher did otherwise. She did not ask students' agreement in making the rules. This issue is elaborated in the following accounts.

Excerpt 10

1. ***I have made rules in that class without student***
2. ***involvement, such as*** *if at the beginning and at*
3. *the end of the lesson I always pray, so I ask*
4. *them to pray in English. the child doesn't have*
5. *to be class captain…… (Teacher 2, January 29,*
6. *2022)*

Without involving student approval (line 1), it was evident that the teacher has never sought student agreement throughout her teaching experience. When establishing class rules, students were not included in the decision-making process. Consequently, the teacher formulated the rules, and students were obligated to comply without the possibility of negotiation or exemption. These rules were implemented as long as students were engaged in classroom learning. Hence, the rules must be adhered to by all students without exception. Through this approach, students can be effectively managed with rules that align with their individual characteristics.

4.5. Ordered classroom procedure

Within this principle of classroom management, the identified theme is ordered classroom procedure, which pertains to the teacher's ability to explain and implement procedures that foster a conducive classroom environment. The themes emerged for this parameter are (1) setting a designated time for ordering classroom procedures and (2) actively practicing classroom procedures.

4.5.1. Setting a designated time for ordering classroom procedure

Classroom procedures refer to the established protocols within a classroom, typically communicated by the teacher to the students. These procedures serve to organize the class and provide students with a clear understanding of how to adhere to the rules and expectations. The city teacher articulated this aspect in her account below.

Excerpt 11

1. ***for the first time explaining things that we will***
2. ***say to the children, we already have signs, yes, we***
3. ***have mine. At the beginning, I definitely took 2***
4. ***hours that will say to the children, we already have***
……. (Teacher 1, January 24, 2022)

In her previous accounts, the city teacher elucidated her approach of discussing the procedural rules with students during their initial meeting (line 1). Furthermore, she informed students about the curriculum and learning objectives that would be covered throughout the semester (line 2-3). Through these discussions, students are expected to acquire knowledge and skills aligned with the fundamental competencies.

Excerpt 12

1. ***At the beginning usually at the beginning of***
2. ***learning, the beginning of the semester***
3. *for example. So, first, explain the rules, even if you*
4. *are not in, you still get a turn like that.........*
5. *(Teacher 2, January 29, 2022)*

In excerpt 12, the rural teacher also addressed the procedures with students at the beginning of the semester (line 1-2), providing them with detailed guidelines regarding various activities that will take place throughout the semester (line 3). Additionally, she communicated the do's and don'ts procedures to the students.

4.5.2. Practicing classroom procedures

Classroom procedures encompass the instructions and guidelines that students must adhere to in order to comply with the teacher's established rules. The teacher assumes the responsibility of delivering these procedures directly to the students, rather than simply posting them on the classroom bulletin board. Each teacher had their unique approach in conveying the procedures in alignment with the planned rules for the semester. This aspect was articulated by the city teacher in her account below.

Excerpt 13

1. ***We as teachers here, sometimes the face-to-face***

2. ***learning process for the first time explains things***
3. *.……..(Teacher 1, January 24, 2022)*

In excerpt above, the teacher explained how to apply the procedure in the classroom face to face with students (line 1). Through direct communication, the teacher hoped that everything she communicated was clear and understood by students. Meanwhile, the rural teacher had different perspectives. She expressed it in the excerpt 14 below.

Excerpt 14

1. ***Example. So, first, let me explain the classroom***
2. ***procedure. Even if you are not in, you still***
3. ***get a turn like that***. (Teacher 2, January 29,
4. 2022)

In excerpt 14, the rural teacher emphasized the equal treatment of all students in the classroom, regardless of their attendance (line 2). The consequences of breaking the rules are the same for all students, reinforcing the teacher's emphasis on students' responsibility in following the established procedures.

4.6. Discussions

4.6.1. Teachers' ability to recognize students' names Quickly

This parameter encompassed data collected from teachers in both rural and remote teaching settings. Teachers in the city area perceived the importance of identifying students by their faces and greeting them with a "hello" during attendance checks. This practice allowed teachers to establish a relationship with students and quickly memorize their names. This aligns with the findings of Irawati and Listyani (2020), highlighting the significance of recognizing student names in classroom management. Establishing a teacher-student relationship enables a better understanding of students' cognitive levels and attitudes. The rural teaching setting requires teachers to pay attention to cognitive levels and attitudes through alternative means. The ability to identify students' identities and characteristics facilitates effective classroom management, as supported by Liu and Babchuk (2018).

4.6.2. Teachers' enthusiasm in teaching

Teachers in the urban area perceived enthusiasm as essential in English teaching and learning. They manifested enthusiasm through their appearance, performance, and attitude. A polite and presentable appearance, appropriate delivery methods aligned with student needs, and a positive attitude, demonstrated through smiles and greetings, contribute to effective classroom management. These practices align with the findings of Lestari et al. (2021), emphasizing the importance of maximizing teacher performance and actively engaging students in learning activities. In rural areas, teachers employ icebreakers and games to foster enthusiasm and counteract potential boredom during learning activities, as supported by Gultom and Saun (2016).

4.6.3. Handling misbehavior of students

Teachers in the urban areas employ educational punishments, such as assigning additional vocabulary

memorization tasks, to address students' noncompliance with rules. Similarly, the rural teachers implement social punishments, such as trash cleaning, for rule violations. These educational and social punishments align with the findings of Liu and Babchuk (2018), Irawati and Listyani (2020), and Owusu et al. (2021), suggesting that punishments are commonly used in classroom management practices to control classroom conditions and emotions.

4.6.4. Student involvement in rule-making

Both teachers in the urban and the rural teaching settings did not involve students in the process of making rules. They were found to independently establish rules, considering the characteristics of the students. The implementation of top-down rules aims to cultivate exemplary behavior and discipline in accordance with student assessment standards, as highlighted by Francis and Oluwatoyin (2019). Although student input is not sought in rule-making, the rules are meant to be followed and agreed upon by all students.

4.6.5. Communication of classroom procedures

Teachers in both the city and rural settings conducted meetings to explain the classroom procedures at the beginning of the semester. These procedures served as the guidelines for students, emphasizing the importance of adherence to the rules. The findings corresponded with the research conducted by Francis and Oluwatoyin (2019), emphasizing that classroom management involves instructional procedures that promote discipline in the learning process.

5. Conclusion

This study delved into teachers' perceptions of classroom management practices and their impact on creating a conducive learning atmosphere. The findings indicated that teachers employed various strategies to manage their classrooms effectively. These strategies included establishing positive relationships with students, recognizing individual student characteristics, demonstrating enthusiasm through appearance and performance, employing appropriate punishments for misbehavior, independently establishing rules, and effectively communicating classroom procedures. The implementation of these practices has enhanced student familiarity with the teacher, facilitated enjoyable and comprehensible learning experiences, promoted student diligence, and ensured compliance with classroom

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