



## Classroom Management Strategies and Demographic Predictors Among Junior High School Teachers

Marina Dwi Mayangari<sup>1\*</sup>; Aslamiah<sup>2</sup>; Noorhapizah<sup>3</sup>; Novitawati<sup>4</sup>

<sup>1,2,3,4</sup>Lambung Mangkurat University, Indonesia

<sup>1\*</sup>Corresponding Email: [md.mayangari@ulm.ac.id](mailto:md.mayangari@ulm.ac.id)

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**Abstract:** This study aimed to explore classroom management strategies and to identify demographic factors influencing classroom management competencies among junior high school teachers in the context of modern learning. Using a quantitative, cross-sectional survey design, data were collected from 48 public and private junior high school teachers using a validated Classroom Management Scale covering multiple dimensions of classroom practice. The findings indicate that most teachers demonstrate high levels of classroom management skills. Feedback, the creation of a conducive learning environment, and effective instructional techniques emerged as the most dominant strategies, reflecting a proactive and student-centered approach. Comparative analysis revealed that teaching experience and age had a stronger influence on classroom management competence than formal academic qualifications or employment status. Notably, the study identified a non-linear pattern of classroom management ability, which peaked at 10–20 years of teaching experience before declining at later career stages, likely due to burnout. These findings highlight the importance of differentiated professional development programs that emphasize experiential learning, mentoring, digital literacy, and teacher well-being rather than reliance on formal qualifications alone.

**Abstrak:** Penelitian ini bertujuan untuk mengeksplorasi strategi manajemen kelas serta mengidentifikasi faktor demografis yang memengaruhi kompetensi manajemen kelas guru. Penelitian menggunakan pendekatan kuantitatif dengan desain survei cross-sectional, melibatkan 48 guru SMP negeri dan swasta, serta menggunakan Skala Manajemen Kelas yang telah tervalidasi. Hasil penelitian menunjukkan bahwa sebagian besar guru memiliki keterampilan manajemen kelas yang tinggi, dengan strategi dominan berupa pemberian umpan balik, penciptaan lingkungan belajar yang kondusif, dan penggunaan teknik pengajaran yang efektif. Pengalaman mengajar dan usia terbukti lebih berpengaruh terhadap kompetensi manajemen kelas dibandingkan kualifikasi akademik. Temuan penting lainnya menunjukkan adanya pola non-linear dalam kemampuan manajemen kelas, yang mencapai puncak pada masa pengalaman mengajar 10–20 tahun dan kemudian menurun pada tahap selanjutnya, yang kemungkinan disebabkan oleh kelelahan (burnout). Temuan ini menegaskan perlunya program pengembangan profesional yang disesuaikan dengan tahap karier dan kesejahteraan guru, dengan menekankan pengalaman praktis dibandingkan kualifikasi formal semata guna meningkatkan kualitas pembelajaran dan keberlanjutan kinerja guru di sekolah.

## A. Introduction

Learning management is a significant factor in schools, as it plays a major role in achieving educational aims. Not only planning and instructional delivery, but classroom management is also an integral part of the learning process. Teachers' classroom management, commonly referred to as the strategies they use to organize and manage the classroom, plays a significant role in creating a conducive, well-designed environment that facilitates positive interactions between teachers and learners. Good behaviour management is essential to ensuring that classroom activities proceed as planned, regardless of how well the lesson has been designed (Abidin, 2024).

Classroom management is fundamentally a key component for meeting learning objectives. It is not merely the physical organization of seating but the ongoing maintenance of order and the cultivation of an interactive learning environment. In this setting, teachers move beyond merely delivering content to facilitate, motivate, and manage the classroom climate by creating an active learning environment where students engage with each other and regulate their social behaviour. These increasing demands make classroom management even more urgent in the era of modern, technology-infused education.

Today's classrooms are shaped by Generation Z students, born after 1996, who are digitally adaptive but easily distracted and less likely to follow rules (Wajdi et al., 2024). The 2022 PISA survey reported that 27% of Indonesian students struggle with attention due to digital device use, which affects concentration and engagement (OECD, 2023). Additionally, adolescent mental health issues, bullying (both cyber and physical), and internet addiction are rising, complicating classroom behavior management (Kementerian Kesehatan RI, 2023; APJII, 2024). These challenges highlight the urgent need for effective classroom management strategies that align with modern learning environments.

With the advancement of the Merdeka Belajar curriculum, technological integration, and the shift toward student-centred learning, teachers' roles have become even more complex. However, managing the classroom remains one of the most challenging aspects for teachers, particularly novice teachers, because ideal teaching conditions often do not align with classroom realities. However, classroom management remains a major challenge, especially for novice teachers, as ideal conditions rarely align with reality. Research in Indonesia shows that many teachers still rely on ineffective, reactive strategies such as punishment (Abidin, 2024). Additionally, Putri & Astuti (2024) highlight that effective management, combined with high-quality materials, boosts student interest in learning.

A second important issue concerns teachers' classroom management skills, which are often hindered by heavy workloads, limited technological literacy, and limited training exposure, all of which obstruct the adoption of managerial innovations at the junior high level. In "modern schools," administrative demands often collide with students' needs, revealing the importance of adequate professional development for teachers. Research in Indonesia also indicates that teachers struggle with time management and a lack of institutional support (Mushi et al., 2024). Teachers often feel emotionally drained when

handling diverse student behaviours and physically exhausted due to oversized classes, which significantly affect classroom management.

Preliminary interviews and surveys among teachers and students in Banjarbaru City revealed that many teachers continue to employ traditional, discipline-based management methods. They rely on reprimands and other controlling behaviours that do not foster intrinsic awareness or responsibility among students. Additionally, busy schedules, administrative burdens, and fatigue prevent teachers from using engaging instructional methods. Students quickly become bored and lose focus, teachers experience physical and emotional fatigue, reduced creativity, and increased stress. All these factors affect their ability to manage diverse classroom behaviours.

In sum, these weaknesses suggest that classroom management is still largely focused on the technical and cognitive levels, while the affective and socio-emotional dimensions of students are often neglected. This reinforces the urgency to develop innovative classroom management approaches aligned with the characteristics and needs of modern learners. Previous research has recognized preventive, curative, active, and technology-based strategies as key components of effective classroom management (Stahnke & Friesen, 2023). However, Mushi et al (2024) found that Indonesian EFL teachers using Moodle faced challenges such as technical incompetence, time management issues, and a lack of institutional support, indicating a gap between theory and practice. As a result, schools in Indonesia continue to rely on reactive strategies. Although research on classroom management is abundant, prior studies have not clearly examined how demographic traits, such as age, gender, employment status, teaching experience, or ICT ability, influence classroom management. This is the explicit gap addressed by the present study.

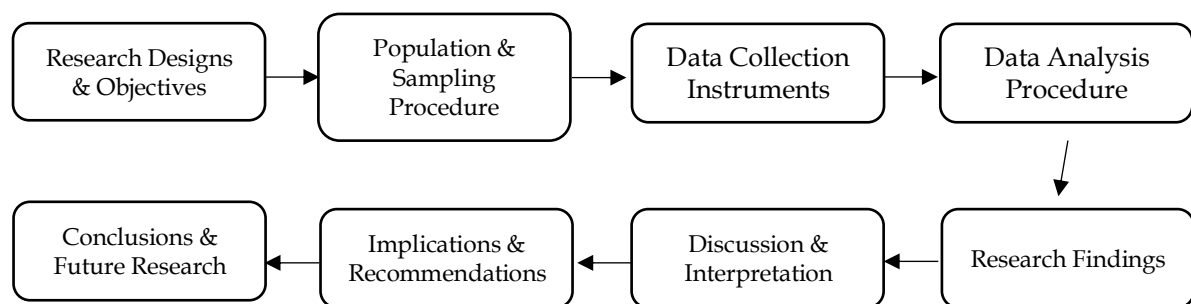
The novelty of this study lies in its empirical identification of dominant classroom management strategies through quantifiable analysis and in uncovering a non-linear pattern of classroom management effectiveness across teaching experience. Unlike previous studies that generally assume a linear relationship between experience and competence, this study demonstrates that classroom management ability peaks at 10–20 years of teaching experience and declines thereafter, potentially due to burnout. This non-linear pattern has rarely been examined in the Indonesian context, particularly at the junior high school level and within the framework of modern, technology-integrated learning environments, thereby offering new insights into teacher professional development across career stages.

This study explicitly addresses the following research questions: what classroom management strategies are employed by junior high school teachers in the modern learning era, and to what extent teachers' demographic characteristics influence classroom management competence. In addressing these questions, the study specifically examines the role of age, educational background, employment status, teaching experience, and contextual teaching conditions in shaping classroom management practices. Accordingly, the primary objective of this research is to analyse the classroom management strategies used by junior high school teachers in contemporary learning settings and to examine the influence of demographic traits on classroom management effectiveness. Beyond these

immediate objectives, the study aims to provide evidence-based recommendations for improving teacher quality and professional competence, as well as to contribute to educational policymaking by offering insights that enable schools and educational authorities to design differentiated professional development programs tailored to teachers' career stages, technological readiness, and contextual challenges.

## B. Method

A quantitative cross-sectional survey research design was used in this research. This design was selected because it provides a complete picture of the phenomenon at a given point in time and allows for concurrent analysis of variables. This study, conducted between October 2025 and, provides a timely snapshot of teachers' classroom management practices in the modern learning era.



**Figure 1.** Research Flow of Classroom Management Study

The research flow chart illustrates the sequential stages of the study, starting from the formulation of research objectives and design, followed by participant selection, data collection, and data analysis. This flow provides a clear overview of the systematic process from conceptualization to final findings, reflecting the integrated approach used to examine classroom management strategies in the context of modern learning.

The study was conducted in Banjarbaru City, South Kalimantan, involving 48 junior high school teachers from two public and three private schools selected through purposive sampling. Participants met predefined inclusion criteria related to active teaching status, teaching experience, instructional engagement, and voluntary participation. Teachers not actively teaching, serving solely in administrative roles, or providing incomplete responses were excluded. The participants varied in gender, were aged 20 years and above, held qualifications from Diploma to Master's degree, and had teaching experience ranging from 1 to 30 years. Data were collected in October 2025 to ensure consistency and minimize potential academic or holiday-related bias.

The main instrument used in this study was the Classroom Management Scale, adapted from [Asif et al \(2023\)](#), consisting of 20 items across eight dimensions: Seating Arrangement, Teacher-Student Relationship, Time Management, Use of Writing Board, Classroom Norms, Conducive Environment, Appropriate Instructional Techniques, and

Feedback. The scale was translated into Bahasa Indonesia, pilot-tested with 50 elementary school teachers, revised based on feedback, and demonstrated strong reliability (Cronbach's alpha = 0.876).

Data were collected through an online survey using Google Forms. The procedure consisted of the following stages: (1) Obtaining formal permission from school principals and foundation boards; (2) Conducting socialization about the study's objectives to potential participants via school coordination; (3) Distributing the questionnaire link to eligible teachers; (4) Providing detailed informed consent, including research purposes, confidentiality, and participants' right to withdraw at any time; (5) Allowing teachers to complete the questionnaire independently within two weeks; (6) Monitoring and verifying data completeness. All data collection took place within the designated research timeline, October 2025.

Data were analyzed using three complementary approaches. First, descriptive analysis was used to summarize teachers' classroom management through measures of central tendency and dispersion, classification levels, and mean scores across eight domains to identify strengths and weaknesses. Second, dominant strategy analysis compared mean scores across dimensions to identify the most and least prevalent classroom management strategies and potential areas for teacher professional development. Third, demographic analysis treated variables such as age, gender, education level, school type, employment status, and teaching experience as independent factors to examine their associations with classroom management scores through cross-tabulation and mean comparisons. Results were presented using tables and charts for clarity (SPSS v.24).

Ethical considerations included informed consent, participant anonymity and confidentiality, voluntary participation with the right to withdraw at any time, and the use of data solely for academic purposes. Access to data was restricted to the research team only.

### C. Result

This study included 48 junior high school teachers of public and private schools in Banjarbaru City. They were asked to answer a 20-item Classroom Management Scale that assessed eight dimensions of classroom management. Two principal methods of data analysis were employed: descriptive analysis and comparative analysis.

#### Descriptive Analysis of Research Variables

Table 1 presents the demographic profile of the study participants.

**Table 1.** Demographic Profile of Research Participants

Demographic Category	Subcategory	Frequency (n)	Percentage (%)
Gender	Male	12	25,0%
	Female	36	75,0%
Age	20-30 years	18	37,5%
	31-40 years	12	25,0%

Demographic Category	Subcategory	Frequency (n)	Percentage (%)
	41-50 years	12	25,0%
	>50 years	6	12,5%
Education Level	Diploma	1	2,1%
	Bachelor's Degree	41	85,4%
	Master's Degree	6	12,5%
School Type	Public	16	33,3%
	Private	32	66,7%
Teaching Experience	1-5 years	31	64,6%
	5-10 years	9	18,8%
	10-20 years	5	10,4%
	20-30 years	3	6,2%
Digital Media Proficiency	Proficient	41	85,42%
	Non-Proficient	7	14,58%

The demographic profile shows that most participants are female (75%), and young teachers (20–30 years old) account for 37.5% of the sample. The participants are predominantly Bachelor's degree holders (85.4%), and most come from private schools (66.7%). With 64.6% of teachers having 1–5 years of teaching experience, this reflects a relatively young, digitally literate teaching workforce in Banjarbaru.

The overall classroom management level was categorized using Azwar's dalam (Septiarly & Azwar, 2022) classification.

**Table 2.** Overall Classroom Management Profile

Category	Scor Range	Frequency (n)	Percentage (%)
Very Low	$X < 40$	0	0%
Low	$40 \leq X < 53,33$	0	0%
Moderate	$53,33 \leq X < 73,33$	10	20,83%
High	$73,33 \leq X < 86,67$	23	47,92%
Very High	$X \geq 86,67$	15	31,25%
Total		48	100%

The data show that 79.17% of teachers exhibited high to very high classroom management skills, suggesting a generally strong capacity to maintain classroom discipline and structure. The mean score of 82.33 and a standard deviation of 9.16 highlight the relatively consistent classroom management strategies used across the sample, further emphasizing the overall strength of teachers' classroom management practices in Banjarbaru.

**Table 3.** Class Management Profile Per Aspect

Dimension	Mean (M)	SD	Category
Feedback	4,52	0,51	Very High
Conducive Environment	4,45	0,65	Very High
Use of the Writing Board	4,40	0,63	Very High

Dimension	Mean (M)	SD	Category
Classroom Norms	4,37	0,70	Very High
Appropriate Instructional Techniques	4,35	0,72	Very High
Teacher-Student Relationship	4,29	0,75	High
Time Management	4,19	0,88	High
Seating Arrangement	4,10	0,93	High

All dimensions of classroom management scored above 4.0, reflecting overall good classroom management practices by the teachers. The most dominant dimension was Feedback (M = 4.52), followed closely by Conducive Environment (M = 4.45) and Use of Writing Board (M = 4.40). These results suggest that teachers prioritize pedagogical strategies, such as feedback and instructional techniques, over technical strategies, such as the physical classroom setup (Seating Arrangement), which scored lowest (M = 4.10).

### Comparative Analysis

#### Classroom Management by Age

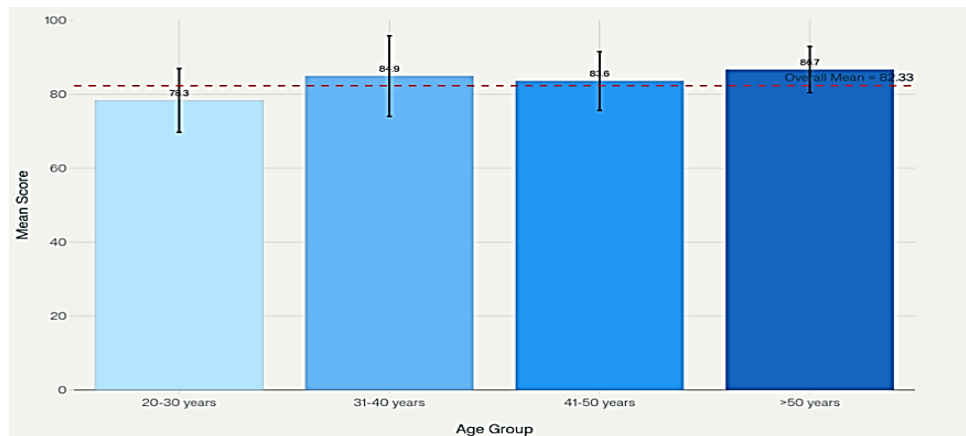
Comparative analysis shows the differences in teachers' classroom management abilities based on age as follows:

**Table 4.** Average Classroom Management Scores by Age

Age Group	N	Mean (M)	SD
20-30 years	18	78,33	8,60
31-40 years	12	84,92	10,89
41-50 years	12	83,58	7,94
>50 years	6	86,67	6,22

The age distribution of participants was diverse, with the majority of teachers in the 20-30 age group (n=18, 37.5%), followed by the 31-40 and 41-50 age groups (n=12, 25% each), and the >50 years age group (n=6, 12.5%). The analysis revealed that older teachers performed better in classroom management. Teachers aged 50 years and older had the highest mean score (M = 86.67, SD = 6.22, Median = 85.0), with a range of 81-98. Notably, 100% of the teachers in this age group were in the Very High category, showing strong consistency in competency. Teachers in the 31-40 age group had the second-highest scores (M = 84.92, SD = 10.89, Median = 85.5), with a wider range (63-98). The relatively larger standard deviation (10.89) indicates greater variability in classroom management skills within this group. Teachers in the 41-50 age group had a mean of 83.58 (SD = 7.94, Median = 82.0), with an even distribution between the Very High and High categories. No teachers in this age group scored in the Medium category, signifying that these teachers had passed the foundational stage and developed solid classroom management skills. Younger teachers (20-30 years) exhibited the lowest average scores (M = 78.33, SD = 8.60, Median = 77.0), with a range of 66-97. While 44.4% of young teachers were rated in the Very High category, most fell in the High category, reflecting their ongoing development in classroom management skills.

The analysis by age shows that older teachers (above 50 years) exhibit the highest levels of classroom management competence, with significant consistency in their skills. Younger teachers (20-30 years) demonstrate excellent competencies but appear to be in the developmental phase of their classroom management skills, underscoring the importance of continuous professional development for them.



**Figure 2.** Comparison of Average Classroom Management Scores by Age

### Classroom Management by Gender

Comparative analysis based on gender shows quite significant differences in classroom management abilities among teachers, as follows:

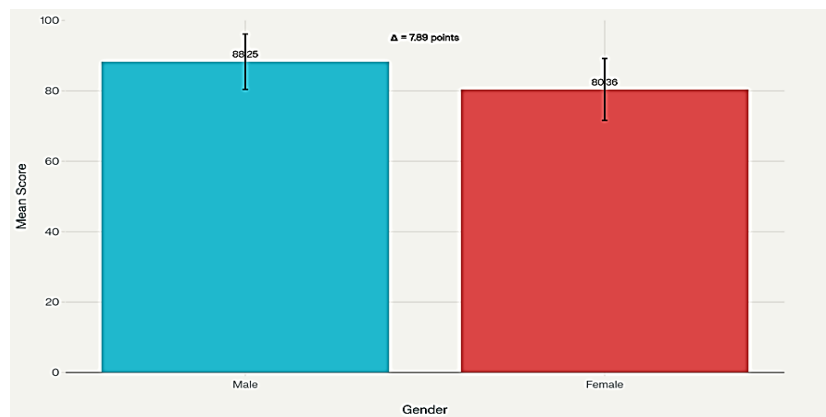
**Table 5.** Average Classroom Management Scores by Gender

Gender	N	Mean (M)	SD
Male	12	88,25	7,85
Female	36	80,36	8,80

Analysis by gender revealed significant differences between male and female teachers. Of the 48 participants, the majority were female (n=36, 75%), while 12 were male (25%), reflecting the female-dominated nature of the teaching profession in Indonesia. Male teachers performed significantly higher, with an average of 88.25 (SD=7.85, Median=86.5), than female teachers, with an average of 80.36 (SD=8.80, Median=81.0). This 7.89-point difference is substantial and indicates a gender influence on classroom management skills, although further research is needed to understand the root causes. In terms of category distribution, 83.3% of male teachers were in the Very High category and 16.7% in the High category. No male teachers were in the Medium category, indicating a high level of consistent competence. The score range for male teachers was 77-98, with a minimum of 77, which was quite high. Meanwhile, female teachers showed a more varied distribution: 52.8% in the Very High category, 41.7% in the High category, and 5.6% (2 people) in the Moderate category. The range of female teachers' scores was wider (63-98), indicating

greater variability in competency. A slightly higher standard deviation (8.80 vs. 7.85) also supports this finding.

Gender differences in classroom management were observed, with male teachers generally scoring higher than their female counterparts. However, female teachers still demonstrated strong classroom management skills, with a greater variance in their scores. This highlights the need for further research to explore the underlying factors contributing to these gender-based differences in classroom management.



**Figure 3.** Comparison of Classroom Management Scores by Gender

### Classroom Management by School Type

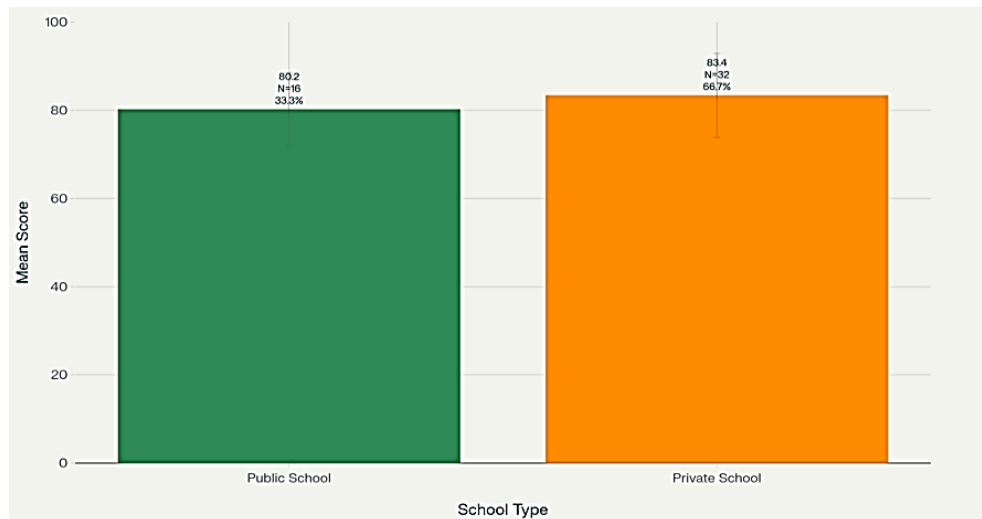
Comparative analysis based on school origin (public vs private) shows relatively small differences in class management, as follows:

**Table 6.** Average Classroom Management Scores by School Type

School Type	N	Mean (M)	SD
Public	16	80,25	8,33
Private	32	83,38	9,51

An analysis by school type compared teachers' classroom management skills in public and private schools. The distribution of participants showed 16 teachers (33.3%) from public schools and 32 teachers (66.7%) from private schools, reflecting the proportion of schools involved in this study. Teachers in private schools showed a slightly higher mean score (M=83.38, SD=9.51, Median=82.5) than teachers in public schools (M=80.25, SD=8.33, Median=80.0). The 3.13-point difference is relatively small but significant. The score range for private school teachers was 63-98, while for public schools it was 69-97. In terms of distribution across categories, private school teachers had a higher percentage in the Very High category (65.6%) than public school teachers (50%). In contrast, public school teachers had a very balanced distribution between the Very High and High categories (50% each), with none in the Medium category. Meanwhile, 6.2% of private school teachers (2 people) are in the Medium category, indicating greater variability.

Although there were minor differences between private and public school teachers, private school teachers had a higher percentage in the Very High category. This may be attributed to smaller class sizes and more flexible resources in private schools. However, it also highlights that teachers in both types of schools perform similarly well in classroom management.



**Figure 4.** Comparison of Classroom Management Scores by School Type

### Classroom Management by Education Level

Comparative analysis based on education level shows a high difference in classroom management at the undergraduate level, as follows:

**Table 7.** Average Classroom Management Scores by Education Level

Education Level	N	Mean (M)	SD
Diploma	1	90.00	–
Bachelor's	41	82.39	9.65
Master's	6	80.67	5.47
Total	48	82.33	9.16

Analysis by formal education level revealed findings that contradict the common assumption that higher education leads to better skills. The distribution of participants showed that the majority had a bachelor's degree ( $n=41$ , 85.4%), followed by a master's degree ( $n=6$ , 12.5%), and a diploma ( $n=1$ , 2.1%). The results showed that teachers with a diploma had the highest score ( $M=90.00$ ;  $n=1$  excluded for elementary school). However, it should be noted that this data is based on only one respondent and therefore cannot be generalized. Teachers with a bachelor's degree had a mean score of 82.39 ( $SD=9.65$ ,  $Median=82.0$ ) with a score range of 63-98, while teachers with a master's degree had a mean score of 80.67 ( $SD=5.47$ ,  $Median=81.0$ ) with a score range of 72-88.

The mean difference between a bachelor's degree and a master's degree was only 1.72 points, indicating that formal education level does not significantly influence classroom

management skills. In fact, Master's teachers scored slightly lower than Bachelor's teachers, albeit with a smaller standard deviation (5.47 vs. 9.65), indicating greater consistency.

The distribution of categories shows that 61% of Bachelor's teachers fall into the Very High category, 34.1% into the High category, and 4.9% into the Medium category. Meanwhile, Master's teachers were distributed 50% into the Very High category and 50% into the High category, with none in the Medium category. One Diploma teacher fell into the Very High category.

The analysis suggests that formal education does not play a major role in influencing classroom management effectiveness. Despite the assumption that higher education leads to better skills, teachers with a Master's degree actually scored slightly lower than those with a Bachelor's degree, although with greater consistency.

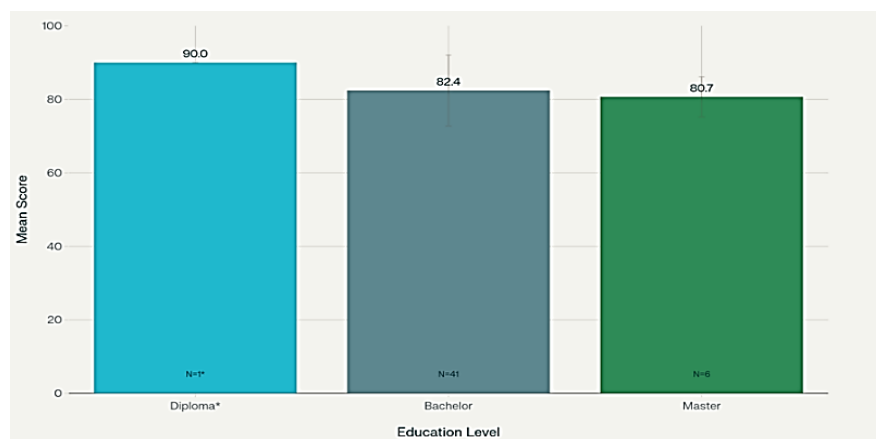


Figure 5. Comparison of Classroom Management Scores by Education Level

### Classroom Management by Employment Status

Comparative analysis based on civil service status shows a high level of class management differences in civil servant status, as follows:

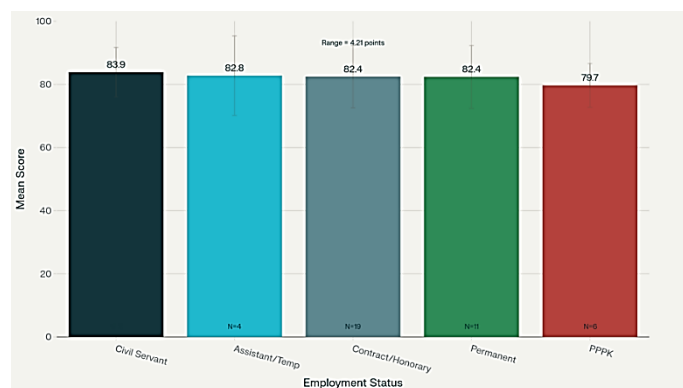
Table 8. Average Classroom Management Scores by Employment Status

Employment Status	N	Mean (M)	SD
Civil Servant (PNS)	8	83.88	7.81
Temporary / Part Time	4	82.75	12.61
Contract	19	82.42	9.86
Permanent	11	82.36	9.95
PPPK (in Indonesia)	6	79.67	6.92
Total	48	82.33	9.16

The distribution of participants based on status showed: Honorary/Contract teachers were the most numerous (n=19, 39.6%), followed by Permanent (n=11, 22.9%), Civil Servant (n=8, 16.7%), PPPK (n=6, 12.5%), and Assisting/Casual (n=4, 8.3%). Civil Servant teachers showed the highest average score (M=83.88, SD=7.81, Median=83.5) with a range of 72-96, but the difference from other statuses was minimal. Assisting/Casual teachers had

an average of 82.75 (SD=12.61, Median=82.5), although with the highest variability (largest SD), followed by Honorary/Contract teachers (M=82.42, SD=9.86, Median=81.0) and Permanent (M=82.36, SD=9.95, Median=79.0). PPPK teachers showed the lowest scores (M=79.67, SD=6.92, Median=83.0) with a range of 69-85. The difference between the highest (PNS) and lowest (PPPK) status was only 4.21 points, indicating that employment status did not substantially influence teachers' classroom management skills. The distribution of categories also showed a fairly consistent pattern across all statuses: PNS (75% Very High, 25% High), PPPK (66.7% Very High, 33.3% High), Honorary/Contract (63.2% Very High, 31.6% High, 5.3% Medium), Assistance/Casual (50% Very High, 50% High), and Permanent (45.5% Very High, 45.5% High, 9.1% Medium).

Employment status did not show substantial differences in classroom management skills. However, Civil Servant teachers did slightly outperform others, reflecting stable performance across the board, with the majority of teachers performing at a high level.



**Figure 6.** Comparison of Classroom Management Scores by Employment Status

### Classroom Management by Teaching Experience

Analysis based on the length of teaching shows a non-linear pattern with teacher class management as follows:

**Table 9.** Average Classroom Management Scores by Teaching Experience

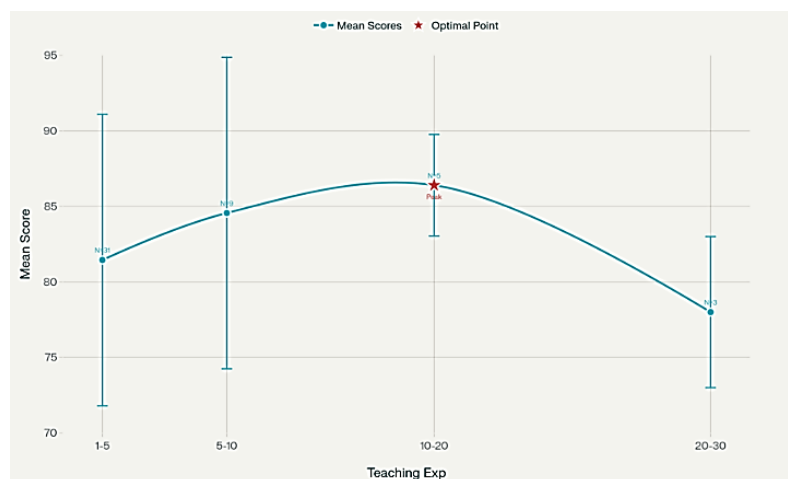
Teaching Experience	N	Mean (M)	SD
1-5 years	31	81,45	9,65
5-10 years	9	84,56	10,31
10-20 years	5	86,40	3,36
20-30 years	3	78,00	5,00

Analysis based on years of teaching revealed a non-linear pattern that differs from the common assumption that teaching experience always has a positive linear correlation with competence. The distribution of participants showed that the majority had 1-5 years of experience (n=31, 64.6%), followed by 5-10 years (n=9, 18.8%), 10-20 years (n=5, 10.4%), and 20-30 years (n=3, 6.2%). The identified pattern shows an increase in ability from an initial stage, then peaking, and then declining. Teachers with 1-5 years of experience had a mean

of 81.45 (SD=9.65, Median=81.0) with a range of 63-98. The distribution showed 51.6% at Very High, 45.2% at High, and 3.2% at Moderate, indicating that most beginning teachers already have a good foundation, although they are still developing. Teachers with 5-10 years of experience showed improvement (M=84.56, SD=10.31, Median=85.0) with 77.8% in the Very High category, although 11.1% were in the Medium category and 11.1% in the High category. The large standard deviation (10.31) indicates high variability at this stage.

Peak competency was reached at 10-20 years of experience (M=86.40, SD=3.36, Median=87.0) with 100% of teachers in the Very High category. The very small standard deviation (3.36) indicates high consistency of classroom management in this group. The narrow range of scores (82-90) indicates that teachers at this stage have reached optimal professional maturity, with stable, solid abilities. However, a significant finding was the drastic decline in teachers with 20-30 years of experience (M=78.00, SD=5.00, Median=78.0) with a range of 73-83. Only 33.3% were in the Very High category, while 66.7% were in the High category. This 8.40-point decline from the peak indicates the possibility of significant burnout or professional exhaustion among teachers with very long experience.

Teaching experience had a non-linear impact on classroom management. Teachers with 10-20 years of experience had the highest scores, while those with more than 20 years of experience showed a decline in scores, likely due to burnout or career fatigue.



**Figure 7.** Non-Linear Relationship between Teaching Experience and Classroom Management

## D. Discussion

The results show that most junior high school teachers in Banjarbaru possess strong classroom management skills (79.17%), with an average score of 82.33 out of 100, aligning with Putra & Yanto (2025), who emphasized the importance of classroom management in improving student performance. However, 20.83% of teachers showed moderate skills, indicating a gap in advanced strategies. This is consistent with findings from Indonesian elementary schools, where basic techniques were used, but more innovative approaches were lacking. Teachers with over 20–30 years of experience had lower scores, likely due to burnout from accumulated stress, lack of motivation, and changing student behaviors,

particularly in the digital age. Burnout, which peaks after 20-25 years of experience, leads to decreased motivation and engagement, explaining the non-linear pattern in this study, where classroom management effectiveness improves with experience up to 10–20 years before declining due to professional exhaustion.

The results show that the most dominant classroom management strategy used by teachers is providing feedback ( $M = 4.52$ ), followed by creating a conducive environment ( $M = 4.45$ ) and using the writing board ( $M = 4.40$ ). The strong performance in feedback aligns with [OECD \(2023\)](#), emphasizing that proactive strategies, particularly constructive feedback, are more effective than punitive approaches. Feedback, as defined by the [CDC \(2024\)](#), strengthens students' sense of belonging. Feedback, as defined by the [CDC \(2024\)](#), involves clear, consistent, and constructive responses that strengthen students' sense of belonging within their school environment. This finding is reinforced by [Naadat \(2024\)](#), who reported a strong correlation ( $r = 0.81$ ) between the quality of teacher feedback and overall teacher performance. The high score for a conducive environment reflects teachers' belief in the importance of a positive learning climate for student engagement, consistent with [Wilkins et al \(2023\)](#), who found classroom organization and student autonomy crucial for school connectedness. However, the relatively low score on seating arrangements likely results from practical constraints such as limited space and large class sizes. Despite this, the strong performance in feedback and a conducive environment indicate that teachers in Banjarbaru effectively integrate technology and modern learning models, acting more as facilitators who promote two-way communication and collaborative learning. The high scores in these areas reflect their ability to use digital tools such as Kahoot, Quizizz, and Google Classroom to enhance classroom management and maintain dynamic learning atmospheres both online and offline.

The study found that age significantly influences teachers' classroom management abilities, with older teachers ( $M = 86.67$ ) achieving the highest average scores. In comparison, younger teachers aged 20-30 years ( $M = 78.33$ ) had the lowest scores, a gap of approximately 8.34 points. This aligns with [Scheirlinckx et al \(2025\)](#), who found that age and experience are important predictors of teacher resilience and classroom engagement. Similarly, [Gaji & Sejzehie \(2022\)](#) noted that older teachers tend to have better classroom management skills, likely due to their ability to regulate emotions and manage student relationships more effectively. In contrast, novice teachers often rely on reactive strategies and experience higher anxiety ([Clark et al., 2023](#)), focusing more on controlling the lesson, while experienced teachers draw on a range of strategies developed over time.

The study found that male teachers scored 7.89 points higher on average ( $M = 88.25$ ) than female teachers ( $M = 80.36$ ), highlighting complex gender patterns in classroom management. This contrasts with [Rismawati et al \(2025\)](#), who found that female teachers had higher classroom management skills in four of six dimensions. However, [Canuto et al \(2024\)](#) found no significant gender effects on personal skills, managerial skills, or teaching effectiveness. Further qualitative research is needed to examine how gender influences classroom management in the Indonesian context, particularly in Banjarbaru. The variations

in this study may be influenced by cultural, social, and educational factors, with male teachers in Indonesia, particularly in Banjarbaru, possibly expected to exhibit a more assertive leadership style, leading to less democratic classroom management. Further qualitative research is needed to better understand how gender influences classroom management in this context.

An interesting finding from this study is the non-linear relationship between teaching experience and classroom management effectiveness. Scores increase from 1–5 years ( $M = 81.45$ ) to 10–20 years ( $M = 86.40$ ), then decrease after 20–30 years ( $M = 78.00$ ). This aligns with [Scheirlinckx et al \(2025\)](#), who found that teacher effectiveness improves in the first decade but plateaus thereafter, with emotional regulation declining due to job stress and burnout. Teachers with 11–15 years of experience scored highest, while those with over 21 years scored lowest. Mid-career teachers (5–20 years) performed best in all categories, while novice and veteran teachers showed more negative results. [Lundahl \(2025\)](#) also found that teachers with 10–20 years of experience are most effective in classroom management, combining experience with sustained enthusiasm.

The low classroom management skills observed in teachers with 20–30 years of experience may be attributed to factors like occupational stress, burnout, lack of adaptation to Generation Z students, career plateau, and declining motivation before retirement, aligning with [Gillet et al \(2022\)](#), who noted high burnout levels between 20 and 25 years of experience. The study also found that formal education level (Diploma, Bachelor's, or Master's) and employment type (Civil Servant, PPPK, Contract, Permanent) had minimal impact on classroom management scores, with differences averaging less than three points. These results are consistent with those of [Kwok et al \(2021\)](#) and [Gaji & Sejezie \(2022\)](#), who emphasized that professional experience and institutional support are more important than academic credentials for effective classroom management. Similarly, studies by [Putri & Mangunsong \(2024\)](#) and [Canuto et al \(2024\)](#) found no significant differences in classroom management across educational levels.

These results suggest that classroom management has two common underlying dimensions, behavioural and instructional management, rather than being a practical content for theory as well. Therefore, the continuing professional development of teachers should not only center on formal credentials; the emphasis must always be on practical instruction, mentorship, and hands-on training.

The study found a small but notable difference in classroom management scores between private ( $M = 83.38$ ) and public school teachers ( $M = 80.25$ ), with a mean score difference of  $-3.13$ . This discrepancy may be linked to contextual factors, such as class size: public schools generally have larger classes (35–45 students) than private schools (20–30 students), which can affect the implementation of management strategies ([Yopianti & Sadiq, 2023](#)). Private schools also tend to have more resources and professional development opportunities ([Putri & Mangunsong, 2024](#)). Despite this, the difference is minimal, indicating that public school teachers are equally committed and professional. Additionally, 85.4% of teachers reported using digital learning platforms like Kahoot, Quizizz, and Google

Classroom, demonstrating their ability to meet the demands of digital teaching and engage Generation Z students, who are digital natives (Wajdi et al., 2024).

Recent studies confirm that technology can greatly improve classroom management effectiveness. Putri & Mangunsong (2024) found that teachers using learning management systems (LMS) saw significant improvements in instructional management and student engagement. Interactive platforms like Quizizz allow for real-time feedback, aligning with the strategies most commonly used in this study. However, Wajdi et al (2024) noted that teachers face challenges with technical skills, time management, and institutional support, highlighting the need for ongoing training and resources.

This study addressed four research questions and found that most junior high school teachers in Banjarbaru demonstrate high to very high classroom management skills, with only a small proportion requiring targeted intervention. Dominant strategies included effective feedback, the use of ICT, optimal board utilization, and the creation of a conducive learning environment, reflecting a proactive and student-centered approach. Younger teachers tended to apply more flexible, interactive, and technology-integrated strategies, while age and teaching experience were more influential than formal qualifications. Although classroom management skills generally improved with experience, effectiveness declined after 20–30 years, likely due to burnout. Despite physical limitations such as seating arrangements, teachers successfully created engaging and productive learning spaces. Therefore, the study recommends professional development focusing on experiential learning, mentoring, digital literacy, and burnout prevention rather than reliance on formal credentials alone, to sustain long-term effectiveness and support 21st-century teaching practices. These results align with Kwok et al (2021), who emphasized that professional experience and institutional support are more critical than demographic factors in predicting classroom management success. The study also underscores the importance of teachers' digital literacy in adapting to modern classroom practices, especially in managing Generation Z students.

## **E. Implication**

The findings reinforce the view that proactive classroom management strategies, particularly constructive feedback and supportive learning environments, are more effective than reactive, punishment-based approaches. These results align with theories emphasizing positive teacher–student relationships and structured environments that promote engagement. The study also shows that higher formal education does not necessarily lead to better classroom management, highlighting the importance of practice-based professional learning over credential-oriented preparation. Practically, the findings underscore the need for differentiated professional development across career stages, including mentoring, experiential learning, and burnout prevention programs to support both novice and veteran teachers. At the policy level, institutional support is essential, especially in public schools facing large class sizes and limited resources. Reducing class sizes and improving access to educational resources and technology can enhance teachers' capacity to implement effective

classroom management strategies. Overall, the study calls for a comprehensive, continuous, and career-stage-sensitive teacher development model to support effective classroom management in 21st-century education.

## F. Limitation and Suggestion for Further Research

The study has several limitations. First, the use of convenience and purposive sampling may limit the generalizability of the findings to other settings in Indonesia. Second, because it is cross-sectional, the study does not capture how teachers' classroom management skills evolve. Third, some demographic information, such as students' experience with learning media, was not directly connected to teacher scores, which may limit the understanding of their relationship. Fourth, the use of a scale-only tool could introduce social desirability bias. Future research should employ mixed methods, including classroom observations, to better assess the implementation of effective classroom management practices. Additionally, developing instruments that measure the interaction between teachers and students, especially in relation to learning media, and conducting cross-regional validation are recommended to improve generalizability.

## G. Conclusion

In conclusion, this study demonstrates that junior high school teachers in Banjarbaru generally possess strong classroom management skills, particularly in the use of constructive feedback and the creation of a positive, student-centered learning environment. Despite the overall high level of competence, variations were evident across demographic characteristics, especially age and teaching experience. Older teachers showed the highest classroom management effectiveness, highlighting the importance of accumulated professional experience, while younger teachers were still in the developmental stage of their classroom management skills. The findings also reveal a non-linear pattern in which classroom management effectiveness peaks during mid-career and declines at later stages, suggesting the potential impact of burnout. These results indicate that professional development should be differentiated according to career stages, emphasizing experiential learning and mentoring for novice teachers, as well as support and revitalization programs to sustain motivation and effectiveness among senior teachers.

















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## Author's Biography

	<p><b>Marina Dwi Mayangsari, S.Psi, M.Psi, Psi.</b>    Was born in Martapura City on March 2, 1984. She is a lecturer in the Psychology Study Program and a doctoral student in Educational Administration at Universitas Lambung Mangkurat (ULM), Indonesia. Her research interests focus on educational psychology, educational management, classroom management, child and adolescent education, emotional intelligence, and students' academic problems. Email: <a href="mailto:md.mayangsari@ulm.ac.id">md.mayangsari@ulm.ac.id</a></p>
	<p><b>Prof. Dr. Hj. Aslamiah, M.Pd, Ph.D.</b>    Was born in Banjarmasin City on January 10, 1960. She is a senior lecturer in the doctoral program in Educational Administration at Universitas Lambung Mangkurat (ULM), Indonesia. Her research interests focus on educational leadership, educational management, early childhood education, curriculum development, teaching methodologies, and educational supervision. Email: <a href="mailto:aslamiah@ulm.ac.id">aslamiah@ulm.ac.id</a></p>
	<p><b>Dr. Noorhapizah, ST, M.Pd.</b>    Was born on 15 December 1972 in Bandung City, Indonesia. She is a lecturer in the Doctoral Program in Educational Administration at Universitas Lambung Mangkurat (ULM). Her research primarily focuses on management, basic education, and early childhood education. Email: <a href="mailto:noorhapizah@ulm.ac.id">noorhapizah@ulm.ac.id</a></p>
	<p><b>Dr. Novitawati, S.Psi, M.Pd.</b>    Born in Malang City, 6 November 1976. A lecturer in the doctoral program in educational administration at Universitas Lambung Mangkurat (ULM), Indonesia. Her research primarily focuses on the management of education for children. Email: <a href="mailto:novitawati@ulm.ac.id">novitawati@ulm.ac.id</a></p>