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BEHAVIOUR MANAGEMENT IN THE CLASSROOM: IMPROVING THE QUALITY OF EDUCATION THROUGH SYSTEMATIC OPTIMIZATION OF THE LEARNING ENVIRONMENT

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Abstract

This research explores effective behavior management strategies for improving the quality of education in the classroom environment. The main focus of the study is to identify and analyze how integrating moral values such as honesty, responsibility, and empathy in behavior management can influence learning effectiveness. The research method used is a qualitative approach with data collection techniques through observation, in-depth interviews, and analysis of documentation related to behavior management practices in various classes. The results showed that implementing systematic behavior management strategies, such as providing positive feedback, consistently enforcing rules, and creating a supportive learning environment, significantly increased student engagement, reduced distractions, and improved academic outcomes. The implications of this research highlight the importance of training teachers to implement effective behavior management strategies and the need to develop a structured learning environment to support better teaching and learning processes. This research contributes to understanding how effective behavior management can influence educational quality and provides practical recommendations for implementation in various educational settings.

KATA KUNCI:
Manajemen Perilaku, Kualitas Pendidikan, Lingkungan Pembelajaran

Abstrak.

Penelitian ini bertujuan untuk mengeksplorasi strategi manajemen perilaku yang efektif dalam meningkatkan kualitas pendidikan di lingkungan kelas. Fokus utama penelitian adalah mengidentifikasi dan menganalisis bagaimana integrasi nilai-nilai moral seperti kejujuran, tanggung jawab, dan empati dalam manajemen perilaku dapat mempengaruhi efektivitas pembelajaran. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan analisis dokumentasi terkait praktik manajemen perilaku di berbagai kelas. Hasil penelitian menunjukkan bahwa penerapan strategi manajemen perilaku yang sistematis, seperti pemberian umpan balik positif, penegakan aturan yang konsisten, dan penciptaan lingkungan belajar yang mendukung, secara signifikan meningkatkan keterlibatan siswa, mengurangi gangguan, dan memperbaiki hasil akademik. Implikasi penelitian ini menyoroti pentingnya pelatihan bagi guru dalam penerapan strategi manajemen perilaku yang efektif serta perlunya pengembangan lingkungan pembelajaran yang terstruktur untuk mendukung proses belajar mengajar yang lebih baik. Penelitian ini memberikan kontribusi pada pemahaman tentang bagaimana pengelolaan perilaku yang efektif dapat mempengaruhi kualitas pendidikan dan memberikan rekomendasi praktis untuk implementasi di berbagai setting pendidikan.

INTRODUCTION

Behaviour management in the classroom is not only about implementing strict rules or discipline strategies but also about systematic optimization of the learning environment. A systematic learning environment creates a conducive atmosphere for students to learn effectively, reduces distractions, and increases concentration. In this context, behaviour management is key to ensuring that every student gets the same opportunity to develop. For example, the methods applied by Islamic boarding school-based schools emphasize discipline and moral values and provide concrete examples of how a systematic approach can produce students who not only excel academically but also have strong character. Thus, effective behaviour management requires a holistic approach, integrating pedagogical strategies with moral and spiritual values to create an optimal learning environment for students' academic and character development.

Many other researchers have carried out studies on behaviour management in the classroom and its dynamics. Research on behaviour management is considered quite an interesting topic due to its complexity, challenges and impact on educational outcomes. Research conducted bySalmiah et al. (2021)shows that the success of learning really depends on the teacher's understanding of managing the class. Jumiaty & Kuswoyo (2023), Hadi (2023), Nur Efendi & Muh Ibnu Sholeh (2023), and AndFranklin & Harrington (2019)also revealed that implementing effective behaviour management strategies can significantly improve student engagement and learning outcomes. Besides that, Rebecca et al. (2020)emphasized that teachers' self-efficacy in classroom management is a crucial component of teachers' identity that influences the quality of their teaching. Ismiati et al. (2021) and Widyaningrum & Hasanah (2021) add that teacher leadership and classroom management skills have a direct impact on student behaviour. Wolff et al. (2021) and Iskandar et al. (2021) underline the importance of facilitating and maintaining the learning process despite facing various challenges in classroom management. These studies highlight a variety of approaches, starting with positive reinforcement to consistent enforcement of rules, all of which aim to create a conducive learning environment. However, this research often needs more emphasis on how systematic behaviour management can be integrated with moral and spiritual values to develop a holistic approach to education. Thus, the study of behaviour management in the classroom shows that although much research has revealed the effectiveness of various strategies, the emphasis on the integration of moral and spiritual values with a systematic behaviour management approach still needs to be expanded to understand its positive impact on the quality of education fully.

This study attempts to complement the shortcomings that have been shown in the previous discussion. Previous research has focused more on the application of behaviour management techniques separate from moral principles and has yet to focus much on how the integration of ethical values in a systematic learning environment can influence the overall quality of education. Thus, this research seeks to explore how the integration of moral values in behaviour management and optimization of the learning environment can increase the effectiveness of the educational process, focusing on aspects such as student engagement, character development, and social skills. This research will identify how the integration of ethical values in behaviour management strategies can form deeper and more impactful learning experiences. By applying this approach, this research can fill existing gaps in the literature by providing new insights on how to harmonize behaviour management with moral values to achieve a more optimal learning environment.

This discussion departs from the differences in behaviour management approaches in traditional and modern educational environments and aims to understand how systematic

optimization of the learning environment can influence the quality of education. In conventional educational contexts, behaviour management often focuses on discipline and control, whereas in modern contexts, systematic approaches emphasize creating a structured and supportive learning environment. Systematic integration of behaviour management principles can significantly impact the quality of education by optimizing elements such as class regularity, time management, and student engagement. These differences indicate variations in management strategies and objectives applied in various educational contexts. By combining systematic behaviour management techniques with ethical principles and character development, a more orderly learning environment can be created. It supports the achievement of more optimal educational outcomes.

RESEARCH METHODS

This research focuses on the implementation of moral values in behaviour management and aspects of systematic behaviour management strategies, as well as their impact on the quality of education. The main focus of this research is to identify and analyze how the integration of moral values such as honesty, responsibility and empathy in behaviour management can influence learning effectiveness. This research underscores the importance of a systematic approach that not only involves structured classroom management techniques but also integrates moral values to create a more supportive learning environment. By exploring various aspects of systematic behaviour management strategies, this research aims to reveal how a combination of managerial techniques and moral principles can improve student engagement, classroom management, and educational outcomes. The focus of this research includes analysis of the application of these strategies in various educational settings as well as evaluation of their impact on students' learning experiences. By understanding the interaction between systematic behaviour management and moral values, this research can provide useful insights into designing more effective managerial practices and supporting the achievement of more optimal educational outcomes.

In order to examine the implementation of the integration of moral values in behaviour management and aspects of systematic behaviour management strategies on the quality of education, this research uses a qualitative approach with a case study type. This type of case study research uses qualitative methods with the aim of researchers being able to analyze in depth the importance of classroom management, which plays a role in influencing an orderly learning environment and improving student education. This research can be carried out by observing effective classroom management strategies and practices in depth, as well as interactions between teachers and students in the context of a structured learning environment. In this type of case study research, data can be collected through participant observation, in-depth interviews with teachers and students, as well as analysis of documents such as lesson plans and evaluation reports to understand how behaviour guidance interventions are implemented and responded to by various related parties. With this approach, research will provide an in-depth understanding of the complex dynamics in classroom management that support effective learning and the development of a conducive learning environment.

RESULTS AND DISCUSSION

Results

Integration of Moral Values in Behavior Management

The integration of moral values in behaviour management involves the application of ethical and moral principles in the management and regulation of individual or group behaviour in an

organization or environment(Basuki, 2023). This process can shape behaviour that is in accordance with desired moral standards, increase social cohesion, and create a positive and productive environment. The integration of moral values in behaviour management involves instilling ethical and moral principles in every aspect of student life at school(Ulfan et al., 2023). This approach emphasizes the importance of building character and attitudes that are in accordance with applicable moral norms and values so that students are able to behave positively and responsibly. (Ansori, 2021). Strengthening interpersonal relationships is an integral part of this approach, where relationships between students and teachers, as well as fellow students, are strengthened through effective communication, empathy, and respect for differences. This creates a harmonious learning environment and supports students' social-emotional development.

The following are interview data regarding the integration of moral values in behaviour management:

Table 1. Interview Data on the Integration of Moral Values in Behavior Management

Interview result	Coding	Resources
"At this school, we emphasize the importance of collaboration and communication between students. We organize group activities such as joint projects, class discussions, and team games designed to increase mutual trust and cooperation between students. Apart from that, teachers also play an active role in facilitating dialogue and mediation when minor conflicts occur between students."	Strengthening Interpersonal Relationships	Teacher
"We have seen a significant increase in students' pro-social behavior. This is largely thanks to the character education programs we implement, which emphasize values such as empathy, caring and solidarity. Apart from that, we also hold social activities such as social service and visits to orphanages, which give students the opportunity to interact directly with the community and practice pro-social behavior."	Transforming Pro-Social Behavior	Teacher
"There has been a significant reduction in the number of cases of behavioral violations. This cannot be separated from our efforts to educate students about the consequences of their actions and the importance of maintaining a good attitude at school. We also have an effective monitoring and guidance system, where any violations are handled with an approach that educates and corrects, rather than simply punishing."	Decreased Cases of Behavioral Violations	Teacher
"We focus on creating an inclusive and supportive learning environment. One way is to encourage students to work together on various activities and projects. We also involve students in decision making related to school activities, so that they feel valued and more involved. Mentorship programs between senior and junior students also help strengthen relationships and provide necessary guidance."	Strengthening Relational Dynamics	Teacher

The findings above show that the school has implemented various strategies to strengthen interpersonal relationships between students. Through group activities such as joint projects, class discussions, and team games, students are invited to collaborate and communicate well. Teachers also play an active role in mediating and resolving minor conflicts that occur between students, helping them learn to solve problems healthily and constructively. The transformation of students' pro-social behaviour is significant at this school. Character education programs that emphasize values such as empathy, caring, and solidarity play an important role in this change. In addition, social activities such as community service and visits to orphanages provide opportunities for

students to practice pro-social behaviour directly and feel the positive impact of their actions. There has been a significant reduction in the number of behavioural misconduct cases at this school.

Educational efforts regarding the consequences of actions and the importance of maintaining a good attitude are major factors in this decline. An effective system of supervision and guidance is also implemented, where violations are handled with an approach that educates and corrects rather than simply punishing. The school focuses on establishing an inclusive and supportive learning environment to strengthen relational dynamics between students(Larasati, 2020). Collaborative activities and group projects are the main means of encouraging cooperation(Haryanti, 2020). Additionally, students are involved in decision-making regarding school activities, which makes them feel valued and more involved(Suwarni, 2022). Mentorship programs between senior and junior students also strengthen relationships and provide necessary guidance, creating an atmosphere of mutual support among students.

Table 1 shows that moral values are integrated into behaviour management in the systematic optimization of the learning environment. Thus, as the data above explains, the findings are as follows:

First, Strengthening Interpersonal Relations. Strengthening interpersonal relationships refers to efforts to improve the quality of interaction and communication between individuals in a group or community(Rahmatiah et al., 2024). In an educational context, this involves a variety of strategies and activities designed to build mutual trust, understanding, and respect between students, as well as between students and teachers. (RD Gunawan, 2022). Group activities, class discussions, and conflict mediation are some of the methods used to strengthen interpersonal relationships(Ixfina, 2024). The ultimate goal is to create an environment that supports collaboration, solidarity and emotional well-being for all members of the school community.

Second, the Transformation of Pro-Social Behavior. Pro-social behavioural transformation refers to positive changes in individual behaviour that lead to increased actions that benefit others and society(Shah, 2020). This includes behaviours such as showing empathy, helping others, working together, and providing emotional support. In the school environment, this transformation can be achieved through character education programs that emphasize moral and ethical values, as well as through social activities that allow students to interact and contribute directly to society.(Badriyah & Suwandi, 2024). The aim is to form individuals who are caring, responsible and able to play an active role in their community.

Third, reduction in cases of behavioural violations. A decrease in cases of behavioural violations refers to a reduction in the number of incidents in which students violate the rules or norms that apply at school. Behavioural violations can take the form of acts of violence, bullying, vandalism, or other indiscipline(Pathurahman et al., 2022). This reduction can be achieved through an educational approach that teaches students about the consequences of their actions, as well as the importance of maintaining good attitudes and conforming to norms. Educative and corrective approaches, such as guidance and counselling, are more effective than punishment alone because they help students understand their mistakes and change negative behaviour into positive ones.

Fourth, Strengthening Relational Dynamics. Strengthening relational dynamics focuses on increasing healthy and productive social interactions among group members(Feng et al., 2021). In a school context, this means creating an environment where students feel accepted, supported, and motivated to participate actively. This can be achieved through collaborative activities, group projects, and student involvement in decision-making. Mentorship programs also play an

important role in building strong and mutually supportive relationships between senior and junior students. The goal is to build a dynamic school community where each individual feels valued and contributes to collective success.

Figure 2. Integration of Moral Values in Behavior Management

The results of observations related to the findings above show that students are actively involved in group discussions and listen to each other's opinions. Teachers use cooperative learning methods, where students work together in small groups to complete assignments. There is a warm, supportive atmosphere among students, and they seem comfortable sharing ideas and helping friends who are struggling. When a small conflict occurs, the teacher immediately acts as a mediator, helping students constructively resolve the problem. Students also appear to respect and appreciate each other, indicating strong interpersonal relationships. Observational data shows that the number of cases of behavioural violations in schools has decreased significantly. Guidance and counselling programs implemented by schools have proven effective in helping students understand the consequences of their actions and correct negative behaviour. Apart from that, the existence of preventive approaches such as education about discipline and school rules also contributes to reducing cases of behavioural violations. Observations of student interactions during class and extracurricular activities show positive relational dynamics. Students actively participate in various activities, both academic and non-academic, and show a high spirit of cooperation. The mentorship program between senior and junior students is running well, with senior students providing guidance and support to their juniors. This observation shows that efforts to strengthen interpersonal relationships, transform pro-social behaviour, reduce cases of behavioural violations, and strengthen relational dynamics in schools have gone well. The programs implemented by the school have a positive impact on student development, creating a harmonious and productive learning environment. This success must be connected to the commitment and cooperation between teachers, students and parents in supporting these programs.

Aspects of Systematic Behavior Management Strategy

Aspects of systematic behaviour management strategies include a variety of structured approaches to increasing the effectiveness of the learning environment(Darim, 2020). This involves optimizing the classroom management structure through physical arrangement and allocation of resources that support the learning process, as well as consistency in the application of procedures and rules that maintain classroom order. This strategy also includes optimizing the use of learning time by reducing behavioural disturbances and improving the quality of relationships between students and teachers through positive interactions(Isnanto et al., 2020).

Implementation of positive reinforcement techniques, such as providing rewards and incentives, contributes to increasing students' intrinsic motivation and adaptive behaviour, thereby creating a more conducive and productive classroom atmosphere.(Zaidatul Fadilla, 2021).

The following is data from interviews related to aspects of systematic behaviour management strategies:

Table 2. Interview Data on Aspects of Systematic Behavior Management Strategy

Interview result	Coding	Resources
"I have rearranged the layout of tables and chairs in the classroom to ensure a more efficient flow, ease interaction between students and minimize distractions. We also added special areas for group activities and necessary props. This organization helps students to focus more and reduce wasted time."	Optimizing Class Management Structure	Teacher
"We have a clear procedures guide that is distributed to all students at the beginning of the school year. I also regularly remind students of these procedures during lessons and provide concrete examples when necessary. Additionally, I involve students in creating class rules, which helps them feel more be responsible and obey these rules."	Consistency of Procedure Implementation	Teacher
"Optimizing learning time is very important to ensure that each material is delivered well without making students feel burdened. Appropriate distribution of time between delivering material, discussions and practical activities can help students understand the lesson better. Apart from that, providing sufficient rest time is also important so that students don't feel bored and stay focused."	Optimizing Learning Time	Teacher
"Building good relationships with students starts with open and respectful communication. I always try to listen to them, understand their needs and feelings, and provide constructive feedback. Apart from that, I try to create a fun and supportive classroom atmosphere, so that students feel comfortable to ask questions and participate."	Improving the Quality of Student-Teacher Relations	Teacher
"Positive reinforcement techniques are very effective in increasing student motivation and behavior. I often give verbal praise or small rewards when students show good behavior or achieve learning goals. As a result, students become more motivated and enthusiastic in participating in lessons. They also feel appreciated and more self-confident."	Implementation of Positive Reinforcement Techniques	Teacher

The findings above show that the teacher has rearranged the layout of tables and chairs in the classroom to create a more efficient flow, facilitate interaction between students, and minimize distractions by adding special areas for group activities and necessary props. This organization helps students to focus more and reduces wasted time so that the learning process becomes more effective. The school has a clear procedures manual distributed to all students at the start of the school year, and teachers regularly remind students of these procedures during lessons and provide concrete examples where necessary. In addition, teachers involve students in making class rules, increasing students' sense of responsibility and compliance with these rules. Teachers also emphasize the importance of optimizing learning time to ensure that each material is delivered well without burdening students. Appropriate division of time between delivering material, discussions and practical activities helps students understand the lesson better, with sufficient rest time so that students do not feel bored and remain focused. Building good relationships with students starts with open and respectful communication, where teachers try to listen, understand

students' needs and feelings, and provide constructive feedback(Sudrajat, 2023). A pleasant and supportive classroom atmosphere is also created so that students feel comfortable asking questions and actively participating.

Table 2 shows that there are Aspects of Systematic Behavior Management Strategy in the Systematic Optimization of the Learning Environment. Thus, as the data above explains, the findings are as follows:

First, Optimizing the Class Management Structure. The findings above show that optimizing the classroom management structure includes the physical arrangement of the classroom, which is designed to maximize student interaction and involvement. This includes table and chair arrangements that allow flexibility in group and individual learning, dedicated areas for collaborative activities, and the use of teaching aids that support the learning process. This efficient organization aims to create a conducive environment for students to focus and reduce distractions during learning(Hartadiyati et al., 2023).

Second, Consistency of Procedure Implementation. The findings above show that consistent implementation of procedures is the application of clear and routine class rules and guidelines. This involves providing detailed instructions to students at the start of the school year, repetition and reminders during lessons, and concrete examples to aid student understanding. Consistency in implementing procedures also includes students' involvement in creating classroom rules, which increases their sense of responsibility and obedience(Kurniawati et al., 2024).

Third, Optimizing Learning Time. The findings above show that optimizing learning time focuses on dividing time efficiently and effectively between various learning activities. This involves careful planning to ensure each material is delivered without overwhelming students, as well as providing sufficient time for discussions, practical activities and breaks. The main goal is to improve students' understanding of the subject matter and maintain their focus and interest during the learning process.

Fourth, Improving The Quality Of Student-Teacher Relationships. The findings above show that improving the quality of student-teacher relationships refers to efforts to build positive and supportive relationships between students and teachers. This can be achieved through open communication, empathy, and respect for students' needs and feelings(Sajid, 2024). Teachers who listen, provide constructive feedback, and create a fun and supportive classroom atmosphere will help students feel comfortable participating and asking questions, thereby increasing their engagement and motivation.

Fifth, Implement Positive Reinforcement Techniques. The findings above indicate that the implementation of positive reinforcement techniques involves the use of verbal praise and small rewards to recognize and encourage good behaviour and student learning achievements. This technique aims to increase students' motivation and self-confidence by making them feel appreciated and recognized for their efforts and achievements. Positive reinforcement also helps in shaping desired behaviour and increases student enthusiasm and participation in the learning process(B. Gunawan, 2023).

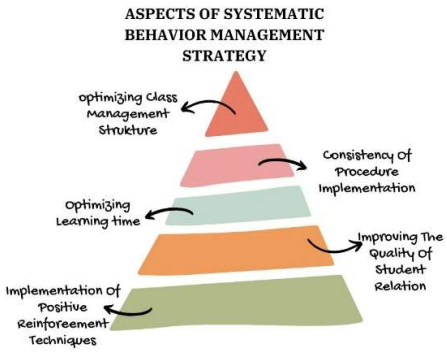

Figure 2. Aspects of Systematic Behavior Management Strategy

Observation results from the findings above show that the layout of tables and chairs in the classroom is arranged in such a way as to facilitate interaction between students and between students and teachers, with tables arranged in group formations and special areas for group activities and well-organized props. Teachers provide clear and detailed instructions at the beginning of each lesson, remind students of class procedures regularly, and involve students in creating and enforcing class rules, which increases students' sense of responsibility and obedience. Learning time is well organized, with a balanced distribution between theory, discussion, and practical activities and sufficient rest time to maintain student concentration. Observations show that teachers build positive relationships with students through open communication and empathy, creating a pleasant and conducive classroom atmosphere and showing sensitivity to students' emotional needs. Observations also show that positive reinforcement techniques are applied consistently with verbal praise and small rewards, which are effective in increasing students' motivation and behaviour, making them more enthusiastic and motivated and feel appreciated for their efforts and achievements. These observations show that the implementation of these indicators contributes positively to a more effective learning environment and supports student development.

Discussion

Research findings show that integrating moral values in behaviour management is crucial in creating a positive and productive classroom environment. Behavioural management theories, such as the operant conditioning theory of B.F. Skinner and the self-determination theory from Ryan et al. (2019) underscore the importance of intrinsic motivation and positive reinforcement in managing behaviour. This research found that applying moral values, such as honesty, responsibility, and mutual respect, significantly influences student motivation and increases compliance with class rules. Moral values integrated into behaviour management practices help students understand the purpose of the rules and the consequences of their actions and support good character development (Aspar, 2024).

The implications of these findings indicate that behaviour management that integrates moral values not only improves discipline but also supports student character development (Gunawan, 2023). By prioritizing moral values in behaviour management, teachers can create a more harmonious and supportive classroom atmosphere (Waruwu, 2024). This is important because a positive and respectful classroom environment can improve academic outcomes and student

engagement. Therefore, applying moral values in behaviour management is an effective strategy for improving the overall quality of education.

Applying moral values in behaviour management is important because it helps students understand and appreciate rules as an obligation and as part of their personal development (Hakim, 2020). According to motivation theory, students who feel appreciated and understand the values underlying the rules will be more motivated to comply with these rules consistently (Febriyanti et al., 2024). Integrating moral values increases compliance with regulations, strengthens interpersonal relationships, and improves students' self-confidence (Apriyanti et al., 2024). Schools can help students develop the strong character and social skills necessary for success outside the school environment by creating a supportive environment and instilling moral values.

CONCLUSION

This research can be concluded that the integration of moral values in behavior management in schools has a positive impact on the development of student behavior. Strengthening interpersonal relationships through collaborative activities, such as group projects and class discussions, has been proven to improve the quality of interactions between students and teachers. In addition, transformation of pro-social behavior can be achieved with character education programs that emphasize values such as empathy, caring and solidarity, as well as social activities that encourage students to contribute to society. The significant reduction in cases of behavioral violations shows that an educational approach and a nurturing guidance system are more effective than punishment alone. The school has also succeeded in building positive relational dynamics through student involvement in decision making, mentorship programs, and creating an inclusive and supportive learning environment. Aspects of systematic behavior management strategies, including optimization of classroom structure, consistency in implementation of procedures, and use of positive reinforcement techniques, contribute to the creation of a conducive and productive classroom atmosphere. This implementation not only increases student motivation and participation but also promotes positive relationships between students and teachers. These findings emphasize the importance of integrating moral values and structured behavior management strategies in creating an effective and harmonious learning environment in schools.

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