Educational Leadership and Management Journal (Element)
Volume 04 Number 01 (2026)
https://online-journal.unja.ac.id/element
DOI : 10.22437/element.v4i1.56744

e-ISSN 3031-4721

93-107

Factors Influencing Classroom Management Ability among Teachers in Islamic Integrated School

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Article Info

Article history:

Received 02, 02, 2026
Revised 20, 03, 2026
Accepted 31, 05, 2026

Keywords:

Classroom Management; Teacher Competence; Teaching Experience; Personality; Islamic School.

ABSTRACT

Classroom management ability is a fundamental competency that determines the effectiveness of teaching and learning processes in primary education. However, variations in teachers' classroom management skills remain a challenge, particularly in Islamic integrated elementary schools that emphasize both pedagogical competence and character development. This study examined the simultaneous and partial effects of teaching experience, educational background, and teacher personality on classroom management ability among teachers at SDIT Ash-Shiddiiqi Jambi City. Using a quantitative explanatory survey design, data were collected from a saturation sample of 99 teachers through structured Likert-scale questionnaires. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results showed that teaching experience, educational background, and teacher personality jointly explained 66.6% of the variance in classroom management ability (R2=0.666R^2 = 0.666R2=0.666). Teacher personality had the strongest and statistically significant effect (β = 0.630, p < 0.001; f2=0.649f^2 = 0.649f2=0.649), followed by educational background (β = 0.214, p < 0.001; f2=0.097f^2 = 0.097f2=0.097). In contrast, teaching experience did not significantly influence classroom management ability (β = 0.082, p = 0.268; f2=0.011f^2 = 0.011f2=0.011). These findings suggest that personality-related attributes contribute more substantially to effective classroom management than teaching experience within the context of this study. Therefore, teacher development programs in Islamic elementary schools should place greater emphasis on personality development, reflective professional learning, and holistic teacher recruitment practices to enhance educational quality.

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INTRODUCTION

Classroom management ability is widely recognized as one of the key determinants of successful learning implementation in elementary schools. Effective classroom management extends beyond maintaining discipline and order; it involves

creating a learning environment that encourages student participation, engagement, and academic growth. When classroom conditions are conducive, teachers can optimize instructional time and facilitate meaningful learning experiences. Consequently, classroom management has become an essential indicator of teacher effectiveness and educational quality (Rohman et al., 2025).

Teachers who possess strong classroom management skills are generally more capable of organizing learning activities, managing student behavior, and fostering positive interactions in the classroom. Through effective communication and appropriate instructional strategies, they can create a learning atmosphere that supports both academic and social development. Conversely, inadequate classroom management often results in disruptive behavior, reduced student engagement, and lower learning effectiveness. This finding is consistent with Adiyono et al. (2022), who reported that classroom management skills are among the essential competencies that teachers must master to ensure effective learning.

In Indonesia, classroom management remains a significant challenge, particularly as teachers are expected to adapt to changing educational demands and diverse student characteristics. The increasing integration of technology into learning has also expanded the scope of classroom management responsibilities beyond conventional classroom control. Haryanto et al. (2026) found that successful technology integration is influenced by teachers' professional competencies and adaptive capabilities, indicating that effective classroom management today requires the ability to manage both learning interactions and technology-enhanced environments. Therefore, teachers are expected to continuously develop competencies that support adaptive and responsive classroom practices.

Teaching experience is frequently associated with classroom management competence because it enables teachers to accumulate practical knowledge and develop effective strategies for handling classroom challenges. Teachers with longer teaching experience often demonstrate greater confidence in managing student behavior, organizing learning activities, and responding to instructional problems. However, experience alone may not guarantee effective classroom management if it is not accompanied by continuous professional learning. Muqit (2025) emphasized that sustained professional development is essential for teachers to maintain and improve their professional competence in increasingly dynamic educational settings.

Educational background is another factor that may contribute to classroom management ability. Teachers who have received formal preparation in education generally possess stronger foundations in learning theories, educational psychology, instructional planning, and classroom organization. Such knowledge can support teachers in designing learning experiences that are structured, meaningful, and responsive to students' needs. Nevertheless, Arsyad (2023) argued that professional competence in classroom management is not determined solely by educational qualifications but also by the ability to apply pedagogical knowledge effectively in real classroom situations.

Personality characteristics likewise play a crucial role in determining how teachers manage classroom interactions and learning environments. Traits such as emotional

stability, responsibility, empathy, and self-discipline influence teachers' communication patterns, decision-making processes, and approaches to discipline. Wasni et al. (2024) demonstrated that emotional intelligence and self-efficacy significantly influence educational outcomes, while Mirahmadi et al. (2025) highlighted that qualities such as fairness, patience, wisdom, and compassion, rooted in Islamic teachings, contribute positively to effective classroom management. These findings suggest that personal characteristics are important determinants of teachers' success in creating positive classroom climates.

Within Islamic educational institutions, classroom management is not only concerned with instructional effectiveness but also with the cultivation of moral and religious values. Teachers are expected to create learning environments that foster discipline, respect, responsibility, and ethical behavior among students. Sumarni et al. (2025) found that classroom management based on Islamic values contributes significantly to learning effectiveness by strengthening positive classroom culture and student character development. Thus, classroom management in Islamic schools encompasses both pedagogical and value-oriented dimensions.

Although previous studies have examined teaching experience, educational background, personality, professionalism, and pedagogical competence in relation to classroom management, these variables are often investigated separately. In addition, research focusing on Islamic integrated elementary schools remains relatively limited despite their distinctive educational characteristics and learning environments. Recent evidence also indicates that innovative behavior, knowledge sharing, and engagement contribute positively to educational performance and learning effectiveness (Saputri et al., 2025). Therefore, this study aims to analyze the influence of teaching experience, educational background, and personality on teachers' classroom management ability at SDIT Ash-Shiddiiqi Kota Jambi, with the expectation of contributing both theoretically and practically to the improvement of educational management and teacher professionalism.

LITERATUR REVIEW

Teaching Experience

Teaching experience has long been considered an essential factor influencing teacher effectiveness and classroom management ability. Teachers who possess extensive teaching experience generally demonstrate stronger pedagogical competence, better emotional regulation, and more effective classroom control strategies. According to Kini and Podolsky (2016), teaching experience contributes significantly to teacher effectiveness because experienced teachers continuously improve their instructional practices through repeated classroom interaction and reflective learning processes. Over time, teachers develop practical classroom management strategies that enable them to handle student behavior, maintain discipline, and organize learning activities more effectively.

In addition, experienced teachers are usually more capable of adapting instructional methods according to classroom situations and student characteristics. Papay and Kraft (2017) explain that experienced teachers possess stronger adaptive expertise because they have encountered various classroom challenges throughout their professional

careers. These experiences help teachers become more flexible in managing disruptive behavior, maintaining classroom engagement, and creating positive learning environments. Teachers with longer teaching experience are also more skilled in balancing academic instruction with classroom discipline without creating excessive pressure on students.

Another important aspect of teaching experience relates to teachers' confidence and emotional stability in managing classrooms. Experienced teachers tend to experience lower levels of classroom stress because they have developed coping mechanisms and professional confidence through years of teaching practice (R. Richards et al., 2018). This emotional maturity enables teachers to respond calmly and constructively to classroom conflicts and student behavioral issues. Consequently, experienced teachers are generally more successful in establishing productive classroom interactions and maintaining supportive classroom climates.

Furthermore, teaching experience contributes to teachers' professional judgment and decision-making ability during instructional processes. Experienced teachers can identify classroom problems more quickly and implement appropriate interventions effectively (Chen & Cerbin, 2021; Celik et al., 2022). They are also more capable of recognizing students' learning needs and adjusting classroom management strategies accordingly (Almulla et al., 2025; Sampurna et al., 2025). Therefore, teaching experience not only improves technical instructional competence but also strengthens teachers' interpersonal communication and leadership abilities within the classroom environment.

Educational Background

Educational background is another important factor affecting classroom management ability and instructional effectiveness. Teachers with educational qualifications related to pedagogy and teaching generally possess stronger understanding of educational theories, classroom organization, learning psychology, and student behavior management. Darling-Hammond et al. (2017) emphasize that teacher education programs significantly contribute to pedagogical competence because they provide teachers with theoretical foundations and instructional preparation needed for effective teaching practices. Educational background equips teachers with professional knowledge that supports classroom planning, communication, and discipline management.

Teachers who receive formal pedagogical training are usually more capable of implementing student-centered learning approaches and maintaining structured classroom interaction. Blömeke et al., (2015) found that pedagogical knowledge obtained through teacher education positively affects instructional quality and classroom effectiveness. Educational preparation also strengthens teachers' ability to apply appropriate teaching methods, classroom assessment strategies, and instructional adaptation techniques. Consequently, teachers with strong educational backgrounds tend to organize classroom learning more systematically and efficiently.

Moreover, educational background contributes to teachers' understanding of classroom diversity and inclusive learning environments. Teachers with adequate pedagogical preparation are more likely to recognize students' individual learning needs

and apply differentiated instructional strategies (Goyibova et al., 2025). They also demonstrate stronger competence in developing classroom rules, maintaining classroom discipline, and encouraging active student participation. In modern educational settings, teachers are expected not only to transfer knowledge but also to facilitate collaborative and interactive learning experiences. Educational background provides important conceptual support for achieving these instructional goals.

However, previous studies indicate that educational background alone cannot fully guarantee effective classroom management ability. Practical teaching experience and continuous professional development remain necessary for strengthening instructional competence. Teachers who possess strong educational qualifications but limited classroom exposure may still encounter difficulties in managing real classroom situations. Therefore, educational background should be integrated with practical teaching experience and ongoing professional learning to maximize classroom management effectiveness and teacher professionalism.

Teacher Personality

Teacher personality is widely recognized as a crucial factor influencing classroom management effectiveness and student learning experiences. Personality affects teachers' communication styles, emotional control, leadership behavior, and interpersonal interaction with students. The Big Five Personality Theory explains that dimensions such as conscientiousness, agreeableness, emotional stability, openness, and extraversion significantly influence professional behavior and instructional quality. Teachers with positive personality characteristics are generally more capable of maintaining productive classroom environments and establishing positive relationships with students.

Aldrup et al. (2017) found that teachers with high levels of emotional stability and conscientiousness tend to demonstrate more effective classroom management practices and experience lower levels of emotional exhaustion. Emotionally stable teachers are more capable of handling classroom conflicts calmly and constructively. They avoid excessive emotional reactions and instead prioritize communication, guidance, and problem-solving approaches in managing student behavior. Emotional control is particularly important in maintaining classroom discipline and preventing negative classroom climates.

In addition, teacher personality significantly affects student motivation and classroom engagement. Kim et al., (2019) explain that teachers with positive personality traits such as empathy, patience, responsibility, and friendliness are generally more successful in creating supportive learning environments. Students tend to feel more comfortable, respected, and motivated when teachers demonstrate positive interpersonal attitudes. Personality also influences how teachers encourage classroom participation, respond to student difficulties, and establish trust within the learning environment.

Teacher personality is especially important within Islamic educational settings because teachers are expected to serve as both educators and moral role models for students. Islamic schools emphasize character development alongside academic achievement, requiring teachers to demonstrate ethical behavior, discipline, honesty, and empathy during classroom interaction. Therefore, personality contributes not only to

classroom management effectiveness but also to students' moral and social development. Teachers with strong personality competence are more capable of integrating academic instruction with character education and creating positive classroom cultures.

Classroom Management Ability

Classroom management ability refers to teachers' competence in creating, maintaining, and controlling effective learning environments that support instructional goals and student engagement. Effective classroom management involves organizing classroom activities, maintaining discipline, managing time efficiently, and establishing positive communication with students. Classroom management as systematic teacher efforts to create optimal learning conditions that facilitate effective and efficient instructional processes (Bonna, 2023; Burden, 2025). Classroom management is considered one of the core competencies that determine teaching success and student learning outcomes.

Effective classroom management positively influences students' academic performance, learning motivation, and classroom participation. Supportive classroom management practices contribute significantly to student engagement and emotional well-being (Wang et al., 2019). Teachers who can manage classrooms effectively are generally more successful in maintaining student attention, reducing disruptive behavior, and encouraging collaborative learning activities. As a result, classroom management becomes a key component in creating productive and conducive educational environments.

In addition, classroom management ability requires teachers to balance discipline enforcement with supportive interaction. Effective teachers do not merely control student behavior but also create learning environments that encourage respect, communication, and active participation. Classroom management effectiveness is strongly influenced by teacher-student relationships, classroom procedures, and teachers' consistency in implementing classroom rules (Mazarno et al, 2003). Teachers who establish positive relationships with students are more likely to maintain classroom discipline successfully.

Furthermore, classroom management has become increasingly important in contemporary education due to changing student characteristics and learning environments. Teachers are now expected to integrate technology, collaborative learning, and student-centered approaches while maintaining classroom order and instructional effectiveness. This complexity requires teachers to possess strong pedagogical competence, emotional intelligence, and adaptive leadership skills. Therefore, classroom management ability represents a multidimensional competence influenced by experience, educational background, personality, and continuous professional development.

METHODS

This study employed a quantitative research approach using an explanatory survey design. The quantitative approach was selected because the study aimed to examine the influence of teaching experience, educational background, and teacher personality on classroom management ability through statistical analysis (Creswell & Creswell, 2017). The explanatory design was considered appropriate because it allows researchers to

investigate the relationships among variables and determine the extent to which the independent variables contribute to the dependent variable. The research was conducted at SDIT Ash-Shiddiiqi Kota Jambi during the 2025/2026 academic year.

Research Population and Sample

The population of this study consisted of all teachers at Ash-Shiddiiqi Islamic Elementary School in Jambi City. The sample size was 99 teachers, obtained through a non-probability sampling technique. In this non-probability sampling technique, the researcher used a saturated sampling technique. Saturated sampling is a sampling technique where all members of the population are used as samples (Sugiyono, 2021).

Research Variables

This study involved three independent variables and one dependent variable. The independent variables consisted of teaching experience (X_1), educational background (X_2), and teacher personality (X_3), while classroom management ability (Y) served as the dependent variable. Teaching experience refers to the accumulated duration and quality of teachers' professional teaching practice. Educational background refers to teachers' formal educational qualifications and pedagogical preparation. Teacher personality refers to individual characteristics such as responsibility, emotional stability, empathy, discipline, and self-control that influence professional behavior. Classroom management ability refers to teachers' competence in organizing classroom activities, managing student behavior, maintaining discipline, and creating a positive learning environment that supports effective instruction.

Data Collection Technique

Data were collected using a structured questionnaire developed based on relevant theories and previous studies concerning classroom management, teacher professionalism, and personality. The questionnaire consisted of 40 statement items distributed across the four research variables (DeVellis & Thorpe, 2021). Each item was designed to measure specific indicators representing the corresponding construct. A five-point Likert scale was used to measure respondents' perceptions and self-assessments, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Prior to data collection, the instrument underwent content validation through expert review to ensure the relevance, clarity, and appropriateness of the questionnaire items.

The validity and reliability of the measurement model were evaluated using Partial Least Squares Structural Equation Modeling (PLS-SEM). Convergent validity was assessed through outer loading values and Average Variance Extracted (AVE), while discriminant validity was examined using the Fornell-Larcker criterion and cross-loadings. Reliability was evaluated using Cronbach's Alpha and Composite Reliability (Hair et al., 2022). Constructs were considered reliable when Cronbach's Alpha and Composite Reliability values exceeded 0.70. Data collection was conducted after obtaining approval from the school administration. Respondents were informed about the purpose of the study and assured that their responses would remain confidential and used solely for academic

purposes. The questionnaires were distributed directly to all teachers and collected upon completion.

Data Analysis Technique

Data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique with the support of SmartPLS software. This analytical approach was selected because it enables the simultaneous examination of relationships among latent constructs, including both direct and indirect effects. Furthermore, PLS-SEM is suitable for data that do not necessarily satisfy the assumption of normality and can provide robust results even when applied to relatively small sample sizes.

FINDINGS AND DISCUSSION

Findings

To determine the relationship between research variables, a structural model analysis was conducted using PLS-SEM, as presented in Figure 1.

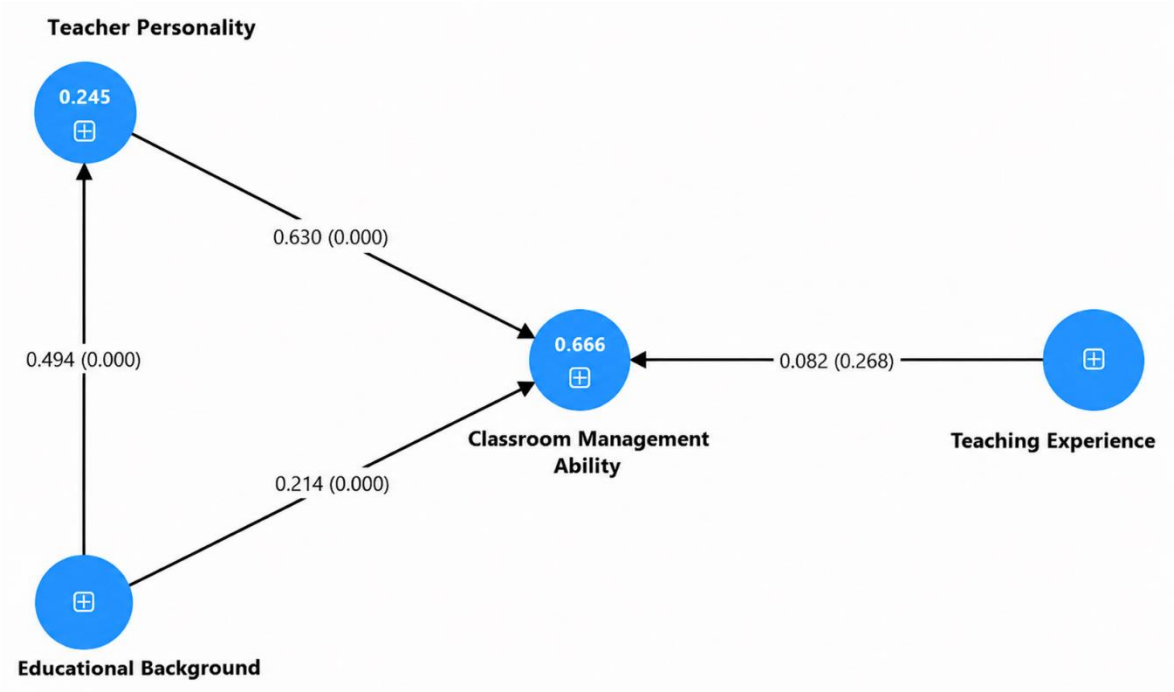

Figure 1. Structural Model

Based on Figure 1, it can be seen that the R^2 value for the Classroom Management Ability variable is 0.666. This indicates that 66.6% of the change or variance in the classroom management ability of teachers in Integrated Islamic Schools is determined jointly by Educational Background, Teaching Experience, and Teacher Personality. Meanwhile, the remaining 33.4% is influenced by other factors outside this research model. On the other hand, the R^2 value for the Teacher Personality variable is recorded at 0.245. This figure shows that Educational Background contributes 24.5% in shaping teacher personality, while the remaining part is influenced by other external aspects.

In addition to examining the significance of the path coefficient values in the structural diagram, this study also measured the practical impact or actual contribution of each predictor variable through effect size analysis *(f^2)* This measurement is crucial for understanding which variables have the most crucial real-world impact. The results of the calculation are presented in Table 1.

Table 1. Result of Effect Size

Relationship between variables	f^2	Category
Teaching Experience --- Classroom Management Skills	0.011	Very Low
Educational Background --- Teacher Personality	0.324	Moderate
Educational Background --- Classroom Management Skills	0.097	Low
Teacher Personality --- Classroom Management Skills	0.649	High

Based on the test results in Table 1, the effect of Teaching Experience on Classroom Management Ability obtained an f^2 value of 0.011, which is categorized as very small. This indicates that the contribution of teaching experience to changes in classroom management ability is relatively low in the research model. Furthermore, the effect of Educational Background on Teacher Personality obtained an f^2 value of 0.324, which is categorized as medium. This result indicates that educational background has a significant contribution in explaining variations in teacher personality.

The effect of Educational Background on Classroom Management Ability obtained an f^2 value of 0.097, which is categorized as small. This indicates that educational background does influence classroom management ability, but its contribution is relatively limited. Meanwhile, the effect of Teacher Personality on Classroom Management Ability obtained an f^2 value of 0.649, which is categorized as large. These findings indicate that teacher personality has a strong contribution to classroom management ability and is one of the variables with the largest substantive influence in the research model. Overall, the results of the effect size test indicate that the strength of the influence between variables in the research model varies, ranging from very small to large. Thus, each variable has a different level of contribution in explaining the endogenous variables in the research structural model.

Discussion

Discussion

The present study demonstrates that Educational Background, Teaching Experience, and Teacher Personality jointly explain 66.6% of the variance in Classroom Management Ability among teachers in Integrated Islamic Schools. This relatively high coefficient of determination indicates that classroom management is shaped by a combination of professional qualifications, practical experience, and personal characteristics. Nevertheless, the findings also reveal that these factors do not contribute equally. Teacher Personality emerged as the most influential predictor, whereas Teaching Experience contributed only marginally to classroom management ability.

One of the most interesting findings concerns the weak contribution of Teaching Experience to Classroom Management Ability (f^2 = 0.011). Traditionally, teaching

experience has been viewed as a major source of professional expertise, leading to the assumption that teachers become more effective classroom managers as they spend more years in the profession. However, the results of this study challenge that assumption. Although experienced teachers may have encountered a wider range of classroom situations, experience alone appears insufficient to explain differences in classroom management competence.

A possible explanation is that professional growth does not occur automatically through years of service. Teachers may accumulate experience without necessarily engaging in reflective practice, professional development, or innovation in instructional strategies. As a result, some experienced teachers may continue using routines that are no longer effective in addressing contemporary classroom challenges. This interpretation is supported by Stahnke and Blömeke (2021), who found that expert classroom management is not determined merely by years of experience but by teachers' ability to perceive, interpret, and respond appropriately to classroom situations. Their study suggests that the quality of professional learning matters more than the duration of professional practice.

The limited influence of teaching experience may also reflect the increasingly complex nature of modern classrooms. Students today are exposed to diverse sources of information, digital technologies, and rapidly changing social environments. Consequently, classroom management requires adaptive skills that go beyond traditional disciplinary techniques. Teachers must be capable of building engagement, maintaining positive relationships, and responding flexibly to student needs. In this context, continuous professional learning may be more important than teaching tenure itself. Therefore, educational institutions should avoid assuming that experienced teachers automatically possess superior classroom management skills and instead provide ongoing opportunities for professional growth regardless of career stage.

Another noteworthy finding is the moderate effect of Educational Background on Teacher Personality ($f^2 = 0.324$). Although personality is often considered a relatively stable characteristic, the results indicate that educational experiences contribute meaningfully to the development of professional dispositions. Teacher education programs expose future educators to pedagogical theories, ethical principles, reflective practices, and collaborative learning experiences that may shape professional attitudes and behaviors. Through these processes, teachers may develop qualities such as responsibility, patience, empathy, and self-confidence, which are essential for effective teaching.

This finding is particularly relevant in the context of Islamic education. Unlike many professional fields that focus primarily on technical competence, Islamic educational institutions emphasize the integration of knowledge, character, and moral responsibility. Consequently, educational background may influence not only what teachers know but also how they view their professional role. Muqit (2025) argues that teacher development in Islamic educational institutions extends beyond academic mastery and includes the cultivation of professional ethics and character. The present findings support this

perspective by demonstrating that educational preparation contributes to the formation of personality traits that are relevant to teaching effectiveness.

The analysis further revealed that Educational Background has a positive but relatively small effect on Classroom Management Ability ($f^2 = 0.097$). This finding suggests that formal qualifications and academic preparation provide an important foundation for classroom management but do not guarantee success in practice. Teacher education programs generally equip prospective teachers with theoretical knowledge regarding instructional planning, assessment, classroom organization, and learner development. However, translating this knowledge into effective classroom practice requires additional competencies that extend beyond academic achievement.

This result aligns with previous studies emphasizing the distinction between knowing and doing. Teachers may possess strong theoretical understanding yet experience difficulties when applying that knowledge in dynamic classroom environments. Arsyad (2023) found that professional competence contributes positively to classroom management among teachers in Islamic schools, but effective implementation depends on practical teaching skills and professional judgment. Similarly, Adiyono et al. (2022) highlighted that successful classroom management involves communication skills, leadership abilities, and interpersonal competence. Therefore, educational background should be viewed as a necessary but insufficient condition for effective classroom management.

The most substantial finding of this study is undoubtedly the dominant influence of Teacher Personality on Classroom Management Ability ($f^2 = 0.649$). Among all predictor variables examined, personality demonstrated the strongest practical contribution. This result indicates that personal characteristics play a central role in shaping how teachers establish learning environments, interact with students, maintain discipline, and respond to classroom challenges.

The strong relationship between personality and classroom management is understandable because classroom management is fundamentally an interpersonal process. Teachers are required to communicate expectations clearly, manage student behavior consistently, resolve conflicts constructively, and create a positive classroom climate. These responsibilities depend heavily on characteristics such as emotional stability, patience, empathy, self-control, and fairness. Teachers who possess these qualities are more likely to build trusting relationships with students and maintain productive learning environments.

The present findings are consistent with the meta-analysis conducted by Kim et al. (2019), which concluded that teacher personality significantly influences teacher effectiveness and professional performance. Their study demonstrated that personality traits contribute to instructional quality, classroom interactions, and teacher well-being. The current research extends this evidence by showing that personality is also a powerful predictor of classroom management ability within Integrated Islamic Schools.

One possible reason for this strong influence is that students often respond more positively to teachers whose personal characteristics foster respect and psychological safety. Classroom management is not solely about enforcing rules; it is also about creating conditions in which students are willing to participate, cooperate, and engage in

learning activities. According to Aldrup et al. (2022), empathy plays a critical role in effective teaching because it enables teachers to understand students' perspectives and respond appropriately to their needs. Teachers who demonstrate empathy and emotional understanding are therefore more likely to prevent behavioral problems before they escalate into disciplinary issues.

Furthermore, effective classroom management contributes not only to student outcomes but also to teacher well-being. Aldrup et al. (2017) found that strong classroom management skills reduce emotional exhaustion and improve teachers' professional experiences. Teachers with positive personality traits may be better equipped to cope with classroom challenges, maintain emotional balance, and sustain constructive relationships with students. This may explain why personality emerged as the strongest predictor in the present study.

The importance of teacher personality becomes even more evident when considered within the context of Integrated Islamic Schools. In such institutions, teachers are expected to function not only as instructors but also as role models who embody Islamic values and ethical conduct. Students often observe teachers' attitudes, behaviors, and interpersonal interactions as examples to emulate. Consequently, personality characteristics such as honesty, patience, compassion, and fairness become highly relevant to classroom management effectiveness.

This interpretation is supported by Mirahmadi et al. (2025), who identified personal qualities derived from Islamic teachings as fundamental dimensions of classroom management. Similarly, Sumarni et al. (2025) argued that classroom management grounded in Islamic values promotes discipline, mutual respect, and learning effectiveness. Therefore, the strong influence of personality found in this study may reflect the unique expectations placed upon teachers in Islamic educational environments, where character and conduct are inseparable from professional competence.

Overall, the findings indicate that while Educational Background and Teaching Experience contribute to classroom management, Teacher Personality represents the most influential factor. Effective classroom management appears to depend not only on what teachers know or how long they have taught but also on how they interact with students and regulate their own behavior. These results suggest that teacher development programs should place greater emphasis on personality-related competencies, including empathy, emotional intelligence, self-regulation, and professional ethics. Such an approach may be particularly important for Integrated Islamic Schools, where educational quality is closely linked to the integration of pedagogical competence and character development.

CONCLUSION

This study concludes that Educational Background, Teaching Experience, and Teacher Personality jointly contribute significantly to teachers' Classroom Management Ability in Integrated Islamic Schools, explaining 66.6% of its variance. Among these factors, Teacher Personality emerged as the strongest predictor, indicating that personal characteristics such as empathy, self-regulation, patience, and professionalism play a

more substantial role in effective classroom management than teaching experience or educational qualifications alone. While Educational Background contributes to both Teacher Personality and Classroom Management Ability, its effect remains relatively limited, and Teaching Experience shows only a minimal practical contribution. These findings highlight the importance of developing teachers' personality-related competencies alongside academic qualifications and professional experience to enhance classroom management effectiveness in Islamic educational settings.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the Headmaster of SDIT Ash-Shiddiiqi Kota Jambi for granting permission and support to conduct this research. The authors also extend appreciation to all teachers who willingly participated in this study and provided valuable information throughout the data collection process. Special thanks are addressed to colleagues, academic supervisors, and all parties who contributed directly or indirectly to the completion of this research.

AUTHOR CONTRIBUTIONS

The first author was responsible for conceptualizing the study, conducting data collection, analyzing the data, and drafting the manuscript. The second author contributed to research supervision, methodological guidance, manuscript review, and academic validation. All authors have read and approved the final version of the manuscript.

CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this article. This research was conducted independently without any financial, institutional, or commercial influence that could affect the objectivity of the study.

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