

CLASSROOM MANAGEMENT ACCORDING TO MARZANO'S COMPREHENSIVE APPROACH TO ARABIC LANGUAGE TEACHING

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ABSTRACT

Effective classroom management is a key component in ensuring the smooth running of the learning process and improving the quality of student learning. In achieving this, teachers are expected not only to act as conveyors of subject matter, but also as classroom managers who effectively oversee the learning process. This study aims to explore in depth classroom management in Arabic language learning using Marzano's perspective. This study was conducted at Ma'had Al-Izzah Leadership School in Batu, East Java. The research focused on the four main components of classroom management and their application in Arabic language learning. This study employed a qualitative case study approach. Data triangulation was carried out to ensure the validity and reliability of the data. Subsequently, the collected data were analyzed in three stages using the Miles and Huberman framework: data reduction, data presentation, and drawing conclusions. The results of this study indicate that Marzano's comprehensive approach is highly relevant and effective in Arabic language learning and significantly improves classroom management and learning outcomes.

Keywords: *classroom management, arabic language teaching.*

A. Introduction

The success of classroom learning is greatly influenced by how the class is managed. Good classroom management helps to create an orderly and comfortable learning environment, and encourages pupils to participate more actively in the learning process (Aziz, 2025). To achieve such conditions, teachers are required not only to act as conveyors of subject matter but also as classroom managers who

effectively regulate the course of learning activities. This is because, through the management of interactions, the organization of learning activities, and appropriate guidance, the learning process can be conducted more effectively and learning objectives achieved more easily (Mukarromah et al., 2021).

In the context of education at modern pesantren-based institutions, the learning process does not merely emphasize the mastery of religious

knowledge but also integrates the general curriculum, supported by a 24-hour boarding school system (Kabalamay et al., 2025). This situation demands effective classroom management to ensure learning activities proceed smoothly and with greater focus (Kabalmay et al., 2025). Suboptimal classroom management can lead to various challenges, such as the inappropriate selection of teaching methods or teachers' limitations in managing the dynamics and diverse personalities of students (Aslamiah et al., 2022). Consequently, effective classroom management is a crucial component in ensuring the smooth progression of the learning process and enhancing the quality of student learning in Islamic boarding schools.

In Islamic boarding schools, Arabic occupies a strategic position within the educational framework. This is because Arabic is the key to understanding religious literature such as the Qur'an and the hadith (Amrullah, 2017). Ma'had Al-Izzah Leadership School Batu is one of the institutions committed to developing Arabic language learning through a structured curriculum and teacher professional development programs

within the boarding school environment. This is reinforced by observations showing that Arabic use in the boarding school environment is quite active, both in teaching and learning activities and in everyday communication. This is because some textbooks use Arabic as the medium of instruction. Teachers are also always required to play an active role in developing Arabic, both for themselves and for their students.

Arabic language learning at Ma'had Al-Izzah occupies a highly strategic position, underpinned by classroom management with distinctive, targeted characteristics. The classroom management approach emphasizes optimizing the teacher's role and fostering harmonious relationships between teachers and students. Field observations indicate that teachers effectively manage the classroom through clear, collaborative rules and procedures, supported by educational disciplinary interventions. This consistent implementation has had a significant impact on increasing students' active participation in the learning process. Furthermore, the quality of learning and students' learning outcomes have improved, as

evidenced by students' consistent performance and achievements in various Arabic competitions and assessments.

This reinforces the view of Putra & Yanto, who state that the effectiveness of learning also depends on the design and implementation of appropriate classroom management (Putra & Yanto, 2025). In their research, they argue that effective classroom management is a key predictor of pupils' academic achievement. Teachers who respect individual differences, use positive communication, and plan lessons thoroughly tend to foster a classroom climate conducive to better academic achievement. Furthermore, research by Herman et al. (Herman et al., 2022) found that classroom management effectiveness improves student learning outcomes indirectly by increasing student engagement and focus during the learning process.

Recognizing the importance of classroom management in determining the effectiveness of the teaching and learning process, Marzano, in his work *'Classroom Management That Works'* (Marzano et al., 2003), emphasizes that effective classroom management is based on

four key, interrelated components. The first component is establishing class rules and procedures to guide pupils' behavior and clarify learning expectations. The second component encompasses disciplinary strategies and educational interventions, which aim not only to control the class but also to instill positive values and foster a sense of responsibility in pupils.

Furthermore, the third component emphasizes the importance of building positive teacher–student relationships to create a safe, supportive, and motivating learning environment. The fourth component relates to the teacher's mental set, reflected in sensitivity to classroom dynamics, the ability to vary learning activities, and an internal drive to achieve effective, sustainable learning (Marzano, 2007). These four components play a strategic role in creating a conducive classroom environment and achieving optimal learning outcomes (Zahro et al., 2025). These four components are highly relevant in various learning contexts, including Arabic language learning.

Based on the background above, this study aims to analyze and describe classroom management in

Arabic language instruction at Ma'had Al-Izzah Leadership School, Batu, using Marzano's perspective on classroom management. The focus of this study is on the four main components of classroom management and their application in Arabic language learning. The results of this study are expected to contribute to the development of a more effective learning management model in Islamic educational institutions. Previous research has not specifically examined classroom management in Arabic language learning from the perspective of Marzano's four components; therefore, this study is expected to fill this gap.

B. Method

This study employs a qualitative case study methodology (Creswell & Creswell, 2017). This approach was chosen to gain an in-depth understanding of the research subject, namely, classroom management in Arabic language teaching from Marzano's perspective. This is a descriptive-analytical study aimed at systematically and in detail describing how classroom management using the Marzano approach is implemented in Arabic language learning. The

research location for this study is Ma'had Al-Izzah Leadership School in Batu. Data collection was carried out using three main methods: observation, interviews, and documentation (Sugiyono, 2020). Observations were conducted during Arabic language lessons in the classroom; interviews were conducted with Arabic language teachers, students, and school decision-makers; whilst documentation was gathered from teaching materials and classroom situations.

The research procedure began with a pre-field phase, during which the research location and subjects were identified, followed by field data collection through interviews, observation, and documentation. The research employed data triangulation to ensure the validity and reliability of the data. Subsequently, the collected data is analyzed in three stages using the Miles and Huberman framework: data reduction, data presentation, and concluding (Sugiyono, 2020). Data reduction involves selecting relevant data; data presentation is in narrative form; and conclusions are drawn inductively from patterns found in the field.

C. Result and Discussion

Implementation of Rules and Procedures

The findings indicate that the teacher established classroom rules at the outset of instruction, encompassing aspects of discipline, learning readiness, and student behavior during the learning process. These rules were formulated in a simple, clear, and student-responsibility-oriented manner. In addition, instructional procedures were systematically structured, including opening activities, apperception, content delivery, and language skill practices such as *muhadatsah* (speaking), *istima'* (listening), and *qira'ah* (reading).

The implementation of rules and procedures was also supported by socialization to students, teacher modeling, and the continuous provision of reinforcement and feedback. Empirically, this condition contributed to establishing classroom order, reducing instructional disruptions, and increasing the effectiveness of learning time.

Student Behavior Management and Disciplinary Interventions

In terms of behavior management, the teacher applied disciplinary interventions in a gradual, proportional manner. These interventions included verbal warnings, advice, and educational assignments tailored to the severity of the student's misconduct. The findings also reveal institutional support through coordination among teachers, homeroom teachers, and school authorities in addressing student violations.

Furthermore, the teacher demonstrated clarity in behavioral expectations, consistency in enforcing rules, and the use of positive reinforcement through praise and rewards. This implementation resulted in improved classroom order, greater student compliance with rules, and a conducive, productive learning environment.

Teacher–Student Relationships

The findings show that teacher–student relationships were developed through a balance between assertiveness (dominance) and care (cooperation). The teacher demonstrated firm leadership in

managing the classroom while maintaining polite and supportive communication. Additionally, the teacher paid attention to students' academic needs and assisted those experiencing learning difficulties.

This positive interpersonal relationship contributed to increased security, greater student engagement in learning, and a respectful attitude towards the teacher. Moreover, institutional support through supervision and teacher collaboration further strengthened the quality of these relationships as part of a planned classroom management strategy.

Teacher Mental Set and Readiness

The findings indicate that the teacher demonstrated strong mental readiness to manage instruction. This was reflected in the ability to maintain emotional stability, demonstrate objectivity, and exhibit a high level of situational awareness (*withitness*) regarding classroom dynamics. The teacher also showed strong self-efficacy in managing learning processes and adaptive capacity in adjusting instructional strategies.

In addition, the teacher demonstrated a reflective attitude by

continuously evaluating the instructional process. This mental readiness contributed to the creation of a stable, conducive learning environment that supports active student engagement.

Discussion

Implementation Of The Marzano Approach In Classroom Management

Based on the study of the Arabic language learning process at SMP Al-Izzah Leadership School, Batu, the teacher gradually implemented classroom management practices aligned with the comprehensive approach proposed by Robert J. Marzano. However, not all components of the framework were fully implemented.

Implementation Of Rules And Procedures In Arabic Language Learning

Based on interviews, observations, and documentation conducted at SMP Al-Izzah Leadership School, Batu, it was found that the teacher systematically implemented classroom rules and procedures in Arabic language learning to create a conducive

learning environment. These rules and procedures function as instruments of classroom management to maintain order, enhance discipline, and support the effective achievement of learning objectives. This finding is consistent with Robert J. Marzano's perspective, which emphasizes that rules and procedures play a crucial role in establishing order, minimizing disruptions, and optimizing learning time.

Interview data indicate that the teacher established several basic rules at the beginning of the academic year, prior to the commencement of instruction. These rules include punctual attendance, bringing textbooks, paying attention to the teacher's explanations, and refraining from speaking without permission. In addition, the teacher encouraged the use of Arabic in certain interactions to facilitate habituation. Conceptually, the formulation of these rules reflects the principles proposed by Marzano, namely that rules should be clear, simple, not excessive, and oriented towards general behaviors such as discipline and learning responsibility (Marzano et al., 2003).

Observational findings reveal that instructional procedures were

organized in a structured manner, beginning with opening activities such as greetings, simple conversations, and attendance checking, followed by a review of previous material through questioning, and subsequently the delivery of new content. In several sessions, the teacher also implemented *muhadatsah* (conversation) activities in turns as part of speaking skill practice. The teacher further utilized audio materials to develop students' listening skills and employed Arabic text-based visual media to enhance reading skills. These procedures help students to understand the flow of instruction and the expectations of classroom activities, as highlighted by Marzano, who argues that well-organized procedures can reduce confusion and prevent disruptive behavior (Marzano & Marzano, 2003).

Furthermore, classroom rules and procedures were socialized to students at the beginning of instruction to ensure their understanding before implementation. Their application was reinforced through teacher modeling, such as consistent use of Arabic during instruction and punctual attendance. The teacher also actively provided reinforcement and feedback

to support the internalization of values and rules. This practice demonstrates strong alignment with Marzano's theoretical principles, particularly regarding the importance of explicitly and continuously teaching classroom rules and procedures (Marzano et al., 2003).

More deeply, the implementation of these rules and procedures reflects a systematic effort to establish effective classroom order and control. The emphasis on students' compliance with rules, such as maintaining orderly communication and following teacher instructions, can be understood as a foundational stage in creating a conducive learning environment. From Marzano's perspective, this condition represents an essential step towards fostering higher levels of learning awareness, which can subsequently be directed towards the development of student responsibility and autonomy (Marzano & Marzano, 2003).

The explicit involvement of students in formulating rules is a highly positive step toward building a disciplined classroom culture. Such involvement not only fosters appreciation but also encourages collective awareness and a sense of

ownership regarding the importance of adhering to agreed-upon rules. Students' compliance with these rules indicates a strong acceptance of classroom norms, reflecting the teacher's success in instilling disciplinary values constructively. This condition forms a solid foundation for developing students' sense of ownership, enabling them not only to comply but also to take independent responsibility for maintaining order and sustaining the learning process (Marzano & Pickering, 2010).

In terms of procedures, their systematic organization indicates careful instructional planning. Consistently implemented procedures contribute to a structured, efficient learning flow, enabling optimal use of instructional time. Within Marzano's theoretical framework, such procedural orderliness constitutes a key element in maintaining the smooth progression of the learning process and minimizing classroom disruptions (Zahro et al., 2025).

In enforcing rules, the teacher responded promptly to violations, demonstrating a commitment to maintaining classroom discipline. Immediate actions play an important role in clarifying behavioral

boundaries, thereby helping students understand acceptable expectations. The consequences applied were also not delivered publicly, thus avoiding negative psychological impacts on students. This approach aligns with Marzano's principles, which emphasize the importance of consistency and clarity in rule enforcement to establish a safe and orderly learning environment (Marzano et al., 2003).

Overall, the implementation of classroom rules and procedures in Arabic language learning at the research site demonstrates a strong foundation for creating order, stability, and instructional effectiveness. The clarity of the rules, teacher modeling, and consistency in implementation are key strengths in supporting a conducive learning environment. Although there is room for further development towards a more participatory and student-centered approach, the existing practices reflect an implementation aligned with Marzano's theory and contribute meaningfully to improving both the learning process and its outcomes.

Student Behavior Management and Teacher Intervention Strategies

Within Robert J. Marzano's theoretical framework in *Classroom Management That Works*, disciplinary intervention is conceptualized as a strategic component in establishing effective and meaningful classroom management. Discipline is not merely a mechanism for controlling behavior, but also a pedagogical approach that emphasizes the development of students' character through the systematic, consistent, and educative application of rules, consequences, and reinforcement (Marzano et al., 2003). Core principles such as clarity of expectations, a hierarchy of consequences, consistency, positive reinforcement, and teacher-student relationships constitute the foundation for creating an optimal learning environment.

Based on the findings of this study conducted at SMP Al-Izzah Leadership, Batu, the implementation of disciplinary interventions in Arabic language learning demonstrates a strong alignment with Marzano's theoretical framework. Discipline has been effectively utilized as an instrument to maintain classroom order, foster students' sense of

responsibility, and support the creation of a conducive learning environment. This reflects the principle that discipline is an integral component in establishing a safe, orderly, and productive classroom context.

From an institutional perspective, a structured system of classroom management encompassing student affairs, curriculum management, and the teaching staff represents a significant strength in supporting the consistent, integrated implementation of discipline. The availability of clear guidelines for handling violations, along with established reporting mechanisms, indicates that disciplinary management is conducted collectively and systematically rather than individually. This condition aligns with Marzano's view on the importance of institutional support in enhancing classroom management effectiveness (Zahro et al., 2025).

In instructional practice, the teacher has gradually and proportionally implemented a hierarchy of consequences, ranging from verbal warnings and advice to educational tasks such as memorizing *mufradat* (vocabulary) and completing

writing exercises. This approach reflects the application of differentiated consequences tailored to the level of student misconduct. Furthermore, the involvement of homeroom teachers and parents in specific cases demonstrates a comprehensive, collaborative approach to disciplinary management.

In addition, clarity of expectations has been established through the explicit communication of rules and consequences at the beginning of instruction, supported by continuous monitoring of students' behavior. The teacher demonstrates *withitness*, or a high level of awareness of classroom dynamics, which constitutes a key indicator of effective classroom management according to Marzano. The use of positive reinforcement, including praise, rewards, and dialogic interaction, further strengthens students' internalization of disciplinary values. Moreover, the teacher's role as a model (*uswah hasanah*) reinforces positive interpersonal relationships, which, in Marzano's perspective, are essential to successful classroom management (Marzano et al., 2003).

Overall, the implementation of disciplinary interventions has significantly contributed to establishing classroom order and enhancing the effectiveness of Arabic language learning. A structured and orderly learning environment supports student participation and sustains instructional focus. The foundational elements established, namely, clarity of rules, a structured system of consequences, consistency in implementation, and institutional support, provide a strong basis for further development.

With further strengthening in consistency, the adoption of preventive approaches, and the optimization of positive reinforcement and logical consequences, the existing practices have the potential to align more closely with the ideal framework proposed by Marzano. Therefore, disciplinary intervention functions not only as a mechanism of behavioral control but also as an effective pedagogical strategy for fostering character development, responsibility, and sustained learner autonomy.

Teacher–Student Relationships in the Learning Process

From Marzano's perspective, the relationship between teachers and students is a fundamental element that significantly determines the success of classroom management and the effectiveness of learning. This relationship is not merely affective; rather, it is a social construct that shapes students' perceptions of teacher authority, their sense of emotional security, and their readiness to engage actively in the learning process. Grounded in social psychology and motivational theory, Marzano emphasizes that the quality of teacher–student relationships is closely associated with levels of discipline, intrinsic motivation, and student engagement (Marzano et al., 2003).

Within this framework, the two primary dimensions proposed by Marzano, *dominance* and *cooperation*, appear to have been implemented in Arabic language learning at Ma'had Al-Izzah Leadership School, Batu. The teacher demonstrates appropriate dominance through firmness, leadership, and clear expectations in managing the classroom, thereby establishing an

orderly, well-directed learning environment. At the same time, the dimension of cooperation is reflected in a personal approach, respectful communication, and attention to students' academic and emotional needs. The teacher's efforts to understand students' characteristics, provide assistance to those experiencing difficulties with Arabic learning, and offer positive reinforcement indicate a level of care that underpins supportive interpersonal relationships.

These findings align closely with Marzano's principles, which hold that positive interactions contribute to the creation of a safe and conducive learning environment. The relationships established support classroom order and foster students' respect towards the teacher. In many situations, these practices have had a positive impact on student engagement and the smooth progression of learning.

From an institutional perspective, the presence of instructional planning, regular training, supervision, and collaborative forums among teachers indicates that teacher–student relationships are not left to develop naturally, but are

deliberately designed as part of a systematic classroom management strategy. This represents a significant strength that aligns with Marzano's view that effective interpersonal relationships must be developed through planned and sustained efforts (Marzano et al., 2003).

Nevertheless, there remains scope for strengthening, particularly in terms of consistency and the balance between dominance and cooperation. In certain situations, the teacher's firmness an aspect of dominance could be further optimized through more dialogic and respectful communication, thereby maintaining emotional closeness with students. Enhancing the dimension of cooperation, such as through increased two-way interaction, student involvement in decision-making, and a warmer classroom climate at the beginning of lessons, can further strengthen the quality of interpersonal relationships.

In addition, consistency in responding to student behavior, the sustained use of constructive feedback, and the expansion of positive interactions beyond the academic context represent strategic opportunities to enhance student trust

and connectedness. From Marzano's perspective, these efforts are essential for fostering a sense of ownership, responsibility, and learner autonomy (Marzano et al., 2003).

Overall, teacher–student relationships in Arabic language learning at the research site demonstrate a strong foundation and alignment with Marzano's principles. These relationships not only contribute to the creation of order and mutual respect but also serve as a critical basis for developing a more humanistic, participatory, and student-centered learning environment. With further strengthening in terms of balance, consistency, and the quality of interpersonal communication, these relationships have the potential to function more optimally as a central pillar in achieving effective classroom management and meaningful learning.

Teacher Mental Set and Readiness

The implementation of rules, procedures, and disciplinary strategies does not solely determine the effectiveness of classroom management in Arabic language learning. Still, it is also strongly influenced by the teacher's mental set.

In Marzano's perspective, the *teacher's* mental set is a fundamental foundation that shapes how teachers respond to classroom dynamics in a professional, calm, and reflective manner. Teachers with a positive mental set perceive disruptions not as obstacles but as integral components of the learning process that require pedagogical responses (Robert J. Marzano & Jana S. Marzano, 2023). This becomes essential in creating a stable, safe, and conducive learning environment.

Based on the findings from interviews, observations, and documentation at Ma'had Al-Izzah Leadership School, Batu, it is evident that the teacher's mental set in Arabic language learning has been well developed and aligns strongly with Marzano's theory. The teacher exhibits a high level of psychological readiness, including the ability to maintain composure, demonstrate firmness in a controlled manner, and effectively manage classroom dynamics. This condition contributes significantly to creating a disciplined, well-directed, and meaningful learning environment, thereby supporting optimal instructional effectiveness.

The implementation of this mental set is clearly reflected in the teacher's *witness*, defined as a high level of situational awareness of all classroom activities (Marzano & Marzano, 2003). The teacher does not focus solely on specific groups; instead, they monitor all students comprehensively and detect potential disruptions at an early stage. Preventive responses, such as eye contact, physical proximity, and non-verbal cues, demonstrate the teacher's professionalism in addressing issues before they escalate. This reflects a proactive and effective approach to classroom management.

In addition, the aspect of *emotional objectivity* is prominently evident in instructional practice. The teacher consistently uses neutral language, maintains a professional attitude, and distinguishes between students' behavior and their personal identity. This approach strengthens positive teacher–student relationships and contributes to a harmonious, conducive classroom climate. In line with Marzano's perspective, effective emotional regulation is a key factor in maintaining classroom stability and

enhancing student engagement (Marzano et al., 2003).

Furthermore, the teacher's high level of *self-efficacy* reinforces the effectiveness of classroom management. The teacher demonstrates strong confidence in each student's potential and remains consistent in delivering instruction despite various challenges. The ability to adapt instructional strategies to classroom conditions reflects a proactive, adaptive disposition that characterizes effective teaching within Marzano's framework (Marzano, 2007).

The teacher's reflective attitude also adds significant value. The teacher continuously evaluates the instructional process and adjusts methods to sustain student engagement. This approach indicates that the teacher does not rely on rigid procedures but instead develops flexible, responsive strategies tailored to students' needs.

This mental readiness is further supported by careful instructional planning and the teacher's awareness of managing emotional conditions before entering the classroom. The teacher perceives Arabic language learning not merely as the

transmission of knowledge, but also as a means of character development. This perspective further strengthens the alignment between instructional practice and Marzano's principles.

In general, students express positive perceptions of the teacher's ability to regulate emotions, demonstrate fairness, and create a comfortable learning atmosphere. Providing motivation, appreciation, and appropriate humor further enhances student engagement. Moreover, the teacher's openness in acknowledging mistakes helps build trust and foster healthy teacher–student relationships.

Although in certain situations there are occasional indications of emotional responses that are not fully stable, this does not diminish the overall finding that the teacher's mental set has been effectively implemented and has made a meaningful contribution to instructional effectiveness. Overall, the implementation of the teacher's mental set demonstrates strong alignment with Marzano's theory, particularly in the areas of *withitness* and *self-efficacy*, which are key strengths in creating an orderly and conducive classroom environment.

Therefore, the success of classroom management in Arabic language learning at the institution is largely attributable to the implementation of a teacher's mental set that is aligned with Marzano's principles. This practice not only supports classroom stability but also significantly enhances the effectiveness and quality of the learning process. Consequently, the continuous strengthening of the teacher's mental set will further optimize the teacher's role in fostering effective, humanistic, and student-centered learning.

The Impact of Classroom Management on the Arabic Language Learning Process

The findings of this study indicate that classroom management in Arabic language learning at SMP Al-Izzah Leadership School aligns with the theoretical framework proposed by Robert Marzano. Classroom management that reflects Marzano's comprehensive approach plays a strategic role in enhancing the quality of Arabic language instruction. Empirical findings demonstrate that the application of clear classroom rules and procedures contributes to

the creation of an orderly, well-directed learning environment that supports active student engagement. This condition is consistent with Marzano's view that clarity of rules and procedures constitutes a fundamental basis for establishing a conducive and sustainable learning environment.

In managing student behavior, the teacher tends to adopt preventive and persuasive approaches rather than repressive measures. This strategy aims to maintain students' focus on learning without disrupting the flow of Arabic language instruction. These findings align with Marzano's theory, which asserts that appropriate behavioral interventions not only help control the classroom but also sustain a positive, productive learning climate.

Furthermore, positive teacher–student relationships are a critical factor in effective classroom management. The teacher's openness, the provision of positive reinforcement, and the appreciation of students' learning processes contribute to increased comfort and confidence in using Arabic. This aligns with Marzano's perspective that the quality of interpersonal relationships between teachers and students

directly influences motivation and learning engagement.

In addition, the teacher's mental and professional readiness significantly affects the smoothness of the learning process. Teachers who can regulate their emotions, demonstrate flexibility, and adapt instructional strategies to classroom dynamics exhibit more effective classroom management. These findings align with Marzano's concept of the *teacher's mental set*, which emphasizes the importance of positive expectations and teacher preparedness in addressing various classroom situations. Within the context of Arabic language learning in a modern Islamic boarding school, Marzano's comprehensive approach is both relevant and applicable, as it supports classroom order while simultaneously enhancing the overall quality of the learning process.

D. Conclusion

Based on the findings of this study on the implementation of Marzano's approach to classroom management in Arabic language learning at Ma'had Al-Izzah Leadership School, Batu, it can be concluded that classroom

management has been implemented relatively effectively and demonstrates a strong alignment with Marzano's theoretical framework. This implementation is reflected in four main components: the application of rules and procedures, disciplinary intervention, teacher–student relationships, and the teacher's mental set. First, the implementation of rules and procedures has been carried out systematically, clearly, and consistently, thereby creating classroom order and supporting the smooth progression of the learning process. Second, the management of student behavior through disciplinary intervention reflects an educative, gradual, and proportional approach, supported by an integrated institutional system. Third, teacher–student relationships are positively established through a balance between assertiveness and care, contributing to a safe, conducive, and participatory learning environment. Fourth, the teacher's mental set, encompassing psychological readiness, emotional regulation, situational awareness, and strong self-efficacy, plays a key role in maintaining the stability and effectiveness of the learning process.

There that Marzano's approach is highly relevant and effective in Arabic language learning and contributes significantly to improving classroom management and learning outcomes. Continuous strengthening of its implementation is essential to ensure that classroom management practices become more optimal, adaptive, and oriented towards the development of student autonomy and responsibility in learning.

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