

## Technology-Based Classroom Management Optimization for Learning Effectiveness in Madrasah

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### ABSTRACT

The paper in this study aims to analyze the implementation of classroom management to improve learning effectiveness at Madrasah Ibtidaiyah Terpadu (MIT) As Salam Ambon, and to examine the application of management functions in technology-based classroom management. This research uses a qualitative, descriptive approach. The research subjects were teachers directly involved in the learning process, selected through purposive sampling. Data collection is conducted through in-depth interviews, observations, and documentation, while data analysis uses an interactive model across the stages of data reduction, data presentation, and conclusion drawing. The results of the study show that classroom management is implemented systematically through four management functions: planning, organizing, implementing, and controlling. In the planning stage, Teachers develop learning tools that are integrated with technology and adapted to the needs of students, such as the use of smart TVs in presenting teaching materials, then using digital worksheets equipped with YouTube video inserts or audio explanations of the material in the worksheet, then also using applications such as Quizizz. In the organizing stage, teachers manage the classroom effectively by arranging the class structure, dividing groups, and using technology-based learning resources. In the implementation stage, learning takes place in an interactive, varied manner, with the support of digital media that encourages student involvement. Meanwhile, at the control stage, evaluation is carried out on an ongoing basis through formative and summative assessments followed by learning follow-up. Thus, the research findings show that integrating technology into classroom management significantly increases learning effectiveness, as reflected in increased student motivation, participation, and learning outcomes.

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### INTRODUCTION

Classroom management is one of the strategic approaches in increasing the effectiveness of learning in today's digital era (Aspandi & Muttaqin, 2025; Franklin & Harrington, 2019; Marquez & Oropa, 2025; Pangestika, 2025). The rapid development of technology has brought significant changes in educational practices, including how teachers manage classes (Levin & Wadmany,

2005), deliver materials (Dede, 1996), and evaluate learning (Condie & Livingston, 2007). In this context, the use of technology not only serves as a learning tool but also as an instrument in enabling teachers to manage classroom dynamics in a more systematic, interactive, and responsive manner to student needs.

Various studies show that classroom management is still a major challenge in improving learning effectiveness. The research study, as stated by Abidin (2024), found that although teachers have implemented various classroom management strategies, their effectiveness has not been optimal, especially in maintaining student engagement and concentration during learning. Other research also revealed that a lack of variety in learning methods and monotonous approaches led to low student interest and participation in the classroom. In addition, research conducted by Afriadi and Fitri (2025) revealed that implementing effective classroom management strategies, such as classroom setting, discipline enforcement, time management, and positive reinforcement, can create a conducive learning environment and improve the quality of student learning. However, its implementation still faces challenges in maintaining consistency in student involvement in the learning process. Another study was conducted by Alfiyani and Darmawan (2023), suggesting that the use of the classroom discussion model as part of the classroom management strategy can improve students' active participation, enthusiasm, and learning motivation, thereby creating a more collaborative and interactive learning atmosphere.

Furthermore, studies on classroom management also suggest that effective classroom management by teachers directly improves learning outcomes and active student involvement in the learning process (Christophersen et al., 2016). However, some of the obstacles faced, such as student background, family environment, and limited facilities and infrastructure, often hinder optimal classroom management. These findings indicate that classroom management is not only a technical problem but is also closely related to teachers' pedagogical competence and the conditions in the school itself.

The effectiveness of learning in the classroom and in school is not solely determined by the quality of teaching materials, but is also significantly influenced by the teacher's ability to manage the classroom strategically and contextually. It is also supported by adequate school infrastructure. This research will treat classroom management as the main variable, directly examining the learning process to foster a conducive learning environment, enhance learning comfort, and strengthen students' motivation and involvement in the learning process. In this perspective, classroom management is not only understood as a technical practice but also as a management system structured through functions that include planning, organizing, actuating, and controlling.

Classroom management is one of the fundamental aspects in determining the effectiveness of the learning process in educational institutions (Dobrescu & Grosu, 2014). From the perspective of the management function, classroom management is not only an effort to maintain order but also a systematic process that includes planning, organizing, implementing, and controlling learning in an integrated manner (Brophy, 1983). Through the planning function, teachers design learning strategies that are adaptive to students' characteristics and can be implemented continuously. The organizing function leads to the optimal arrangement of classroom resources and learning environments to blend them. The implementation function emphasizes interactive and responsive learning and can attract students' interest in the learning process. Meanwhile, the control function plays a role in ensuring the continuity and quality of the learning process through continuous evaluation (Hogg & Hogg, 1995).

The fundamental problems often faced in classroom management at MIT Assalam Ambon, based on observations (2026), include the fact that classroom control often does not run optimally. It is observed that students who are difficult to direct exhibit behavior that interferes with the course of learning. These conditions not only affect the classroom atmosphere but also contribute to low student involvement and ineffective student learning. On the other hand, the control exercised by teachers tends to be reactive, such as issuing reprimands. This approach has the potential to create a dependence on external control, so that students are less able to develop self-control independently. In addition, differences in student characteristics pose a challenge for teachers in implementing the right control strategy. But in principle, teachers with a wealth of experience can overcome these problems with student control through classroom management practices. Among them is through digital optimization, so that students' attention can be directed to make the classroom atmosphere more effective.

In the context of MIT Assalam, such classroom management practices not only create a conducive, comfortable learning environment but also encourage increased student motivation and active involvement in the learning process. Therefore, strengthening classroom management through management functions is one of the strategic keys to increasing learning effectiveness while realizing the goals of holistic Islamic education.

Thus, based on this description, the focus of this research will be directed with the aim of finding: 1) analyzing the implementation of technology-based classroom management at MIT As Salam Ambon, 2) analyzing the application of management functions in technology-based classroom management.

### **METHOD**

This study uses qualitative research, prioritizing in-depth understanding within a descriptive research context. This research was carried out at MIT As Salam Ambon from March 31 to April 26, 2026. This type of descriptive research is used because it can explore contextually, based on real field conditions, by presenting data descriptively. The selection of the research location is based on the consideration that this institution has implemented classroom management practices integrated with technology in the learning process, which is considered relevant to the research location. The research subjects in this study are classroom teachers directly involved in the learning process. In addition, the informant determination technique is carried out using the purposive sampling technique, which involves selecting informants based on certain criteria that are considered to be able to provide in-depth information related to the focus of the research, such as teaching experience, involvement in the use of learning technology, and role in classroom management at MIT As Salam Ambon.

The data collection was carried out through three main methods: in-depth interviews with classroom teachers to explore their experiences, understandings, and perspectives regarding the implementation of technology-based classroom management. The main focus of the interview guidelines included the process of planning technology-based learning, organizing classes and learning resources, implementing learning using digital media, controlling or evaluating learning, and the impact of technology on the effectiveness of student learning. Observation to observe firsthand learning practices and classroom management. The aspects observed include the use of media and technological devices in learning, seating arrangements and classroom conditions, teacher-student interaction during learning, student involvement in the use of digital media, management of learning time, and the process of evaluation and follow-up of learning. Then, documentation to complete the data, in the form of learning tools such as teaching modules/lesson plans, digital worksheets, learning media used on smart TVs, and archives of other technology-based learning activities.

In this study, the data analysis process was conducted using an interactive analysis model, comprising the stages of data reduction, data presentation, and drawing conclusions. At the data reduction stage, the researcher selects and sorts the data, then focuses on interviews, observations, and documentation in line with the research focus. Then the data was analyzed based on the purpose of the research, namely to find out the implementation of technology-based classroom management at MIT As Salam Ambon through the application of technology in learning such as the use of smart TVs, digital worksheets, learning videos, audio material explanations, and Quizizz applications, in order to find out the application of management functions in technology-based classroom management by grouping data into four management functions (POAC), Among them are planning, organizing, actuating, and controlling. In the planning function, data is analyzed based on the preparation of learning tools, goal determination, methods, media, and technology-based assessments. The organizing function is analyzed based on class arrangements, group divisions, time management, and readiness of technological facilities. The implementation function is analyzed in terms of interactive learning and student involvement through digital media. Meanwhile, the control function is analyzed through evaluation processes, formative and summative assessments, feedback, and follow-up in the form of remediation and enrichment. Furthermore, the reduced data is presented in a descriptive narrative to facilitate understanding of the patterns and relationships; at the final stage,, conclusions are drawn continuously throughout the verification process to obtain valid research findings.

**RESULTS AND DISCUSSION****Results**

Based on the study's findings, the implementation of technology-based classroom management at MIT As Salam Ambon has been carried out gradually and adaptively, in accordance with the institution's conditions and students' characteristics. The use of technology in learning is not limited to digital media; it also includes overall classroom management, such as material delivery, learning interactions, and evaluation of learning outcomes. The description of the results of this study presents the source of informant data by mentioning the initials.

**Learning Planning**

Based on the interview with Informant 1, learning planning is carried out by preparing teaching tools, such as teaching modules or lesson plans, aligned with the curriculum. The teacher sets learning objectives, determines the materials, methods, and teaching media displayed on the smart TV, as well as assessment instruments, and adjusts them to the characteristics of the students. This aims to make learning effective and meaningful. In line with that, Informant 2 explained that planning also includes determining various learning methods, allocating time, and preparing media and learning resources, such as teaching materials and learning videos, displayed directly on the smart TV. Then, digital worksheets, which include YouTube video inserts or audio explanations of the material, as well as printed worksheets shared for students to work on, are also available, as are applications such as Quizizz. Meanwhile, Informant 3 emphasized that planning is the foundation of learning, including analyzing student needs, preparing teaching materials, and designing assessments from the beginning. This is strengthened by Informant 4, who stated that planning includes setting goals, selecting materials, methods, and learning resources. These findings show that careful planning has a direct impact on learning effectiveness, especially in improving students' learning readiness, clarity of learning direction, and optimal achievement of learning goals.

**Learning Organisation (Organizing)**

According to Informant 1, the organization of learning carried out at MIT As Salam Ambon is by arranging learning activities so that they run in an orderly and directed manner, such as regulating student seating patterns, setting time, and preparing technological learning tools and materials such as the use of smart TVs and the readiness of loudspeakers. Then digital worksheets, equipped with YouTube video inserts or audio explanations of the material in the worksheet, as well as those printed and shared for students to work on. Then there are also applications such as Quizizz. This statement was reinforced by informant 2, who explained that the organization included arranging student seating, heterogeneous division of study groups, establishing class rules, and dividing roles within groups, such as chairs, members, and others. Informant 3 also added that the organization includes classroom management, time management, and the readiness of learning resources before learning begins. This aligns with informant 4's opinion, who emphasized the importance of preparing class structures, setting rules, and coordinating students' roles and responsibilities. Thus, these findings show that good organization contributes to the effectiveness of learning by creating a conducive learning environment, increasing student interaction and cooperation, and improving the efficiency of learning implementation.

**Learning Implementation (Actuating)**

Based on the interview with Informant 1, the learning implementation followed the prepared plan, which included introductory, core, and closing activities. Teachers use engaging methods and media so that students are active and understand the material, such as displaying learning materials and videos on a smart TV. Then, digital worksheets equipped with YouTube video inserts or audio explanations of the material were used, as well as printed worksheets shared for students to work on; there are also applications such as Quizizz. Informant 2 explained in more detail that in the preliminary activity, the teacher made an appraisal and conveyed the learning objectives; in the core activities, students were involved in discussions and question-and-answer sessions; and in the closing activities, reflection and feedback were provided. Meanwhile, Informant 3 emphasized that in the implementation of learning, teachers serve as facilitators who encourage student activity through activities such as exploration, discussion, and experimentation. This aligns with Informant 4's view that learning implementation consists of three main stages: introduction, core, and conclusion. Thus, the study's results show that the implementation of interactive, varied learning has

a significant impact on learning effectiveness, especially by increasing student involvement, motivation, and understanding of the material taught.

### **Learning Control and Follow-up (Controlling)**

According to informant 1, control is carried out through assessments such as assignments and quizzes, as well as formative and summative assessments at the end of each bowel movement, and through observation of students' attitudes and skills. The results of the evaluation are used to determine the level of student understanding and to provide follow-up in the form of remedial and enrichment activities. This is reinforced by Informant 2, who explained that control includes assessing learning processes and outcomes, analyzing student learning outcomes, identifying KKM achievements, and providing feedback and documenting assessment results. Informant 3 added that control was exercised through formative and summative assessments, which aimed to provide feedback and determine follow-up steps for learning. This aligns with Informant 4's view that control includes evaluating learning outcomes, analyzing results, and providing additional guidance to students who experience difficulties.

### **Discussion**

#### ***Implementation of Technology-Based Classroom Management at MIT As Salam Ambon***

The implementation of technology-based classroom management at MIT As Salam Ambon results in a systematic process between management functions with the use of technology in the learning process. Thus, classroom management carried out by teachers is not only understood narrowly as an effort to maintain class order, but also develops into a comprehensive, adaptive, and student-centered learning management system.

In the planning stage, mature and needs-based learning can increase learning readiness in the classroom, clarify the direction of learning, and ensure optimal goal achievement. The Organizing Stages, when done well, can create a conducive learning environment and encourage interaction and collaborative learning. Furthermore, the implementation of interactive, varied, and supported learning is supported by technology that increases student involvement, motivation, and understanding of the learning materials delivered via smart TV. Meanwhile, systematically controlling various forms of assessment, such as remedial and enrichment, can improve learning outcomes when carried out consistently and continuously. Thus, the effectiveness of learning at MIT As Salam Ambon is not determined solely by technology, but by how it is optimally integrated across all aspects of classroom management. This shows that technology-based classroom management, when implemented comprehensively, can create effective, meaningful, and sustainable learning.

Descriptively, the results of the study show that the implementation of classroom management through the four management functions, namely planning, organizing, implementing, and controlling, has been carried out in a structured and integrated manner (Meilanie et al., 2024). In its implementation, teachers have not only compiled learning tools administratively but have also integrated technology, such as smart TVs, to display learning materials and videos. Then, there are the digital worksheets, which are equipped with YouTube video inserts or audio explanations of the material in the worksheet, as well as those that are printed and shared for students to work on; there is also the use of applications such as Quizizz as part of the learning strategy.

#### ***Application of Management Functions (POAC) in Technology-Based Class Management***

##### ***Planning***

In the planning stages, teachers at MIT As Salam Ambon prepared various devices, including technological learning tools and materials, such as smart TVs and loudspeakers. They also prepared digital worksheets with YouTube video inserts or audio explanations of the material, as well as printed worksheets for students to work on. They also use the Quizizz application. This process shows a paradigm shift from conventional planning to more flexible digital-based planning. Analytically, this condition indicates that teachers' readiness in designing technology-based learning is a key factor in determining the success of classroom management implementation. These findings are in line with the theory that careful planning provides clear direction in learning and increases the effectiveness of achieving learning goals (Moore et al., 2009).

### Organizing

In terms of organization, this study shows that teachers are able to manage classes effectively through the arrangement of class structure, division of study groups, and management of learning resources, including technology such as the use of smart TVs, digital worksheets equipped with YouTube video inserts or audio explanations of the material in worksheets, and also using the Quizizz application. Analytically, good organization reflects the teacher's managerial ability to foster a conducive, collaborative learning environment. In line with this alignment, it reinforces the view that organizing not only serves as a technical arrangement, but also as a strategy in building social interaction and student learning dynamics. However, in the classroom management stage, the effectiveness of organization is highly dependent on the availability of technological facilities and teachers' competence in using them. In other words, without adequate infrastructure support, technology-based organizing may not run optimally.

### Implementation

Furthermore, at the implementation stage (actuating), the research findings show that learning has been carried out interactively, variably, and actively, involving students through the use of school-owned technology. Teachers at MIT Asslam Ambon act as facilitators, encouraging student participation through activities such as discussions, exploration, and the use of digital media. If analyzed, this process reflects the implementation of student-centered learning, where technology serves as a tool to increase engagement and motivation to learn.

These findings also reinforce previous research showing that the use of technology in learning can increase student interest and participation. However, critically, it should be noted that the success of implementing technology-based learning is not determined solely by the use of digital media, but also by teachers' ability to manage learning interactions effectively (Gómez-Pablos et al., 2017). Thus, without proper pedagogic strategies, the use of technology becomes ineffective for students.

### Controlling

In the aspect of control, this study shows that learning evaluation has been carried out systematically through various forms of assessment, both formative and summative, followed by follow-up in the form of remedial and enrichment. Descriptively, this shows that there is a continuous evaluation cycle in learning.

**Table 1.** Technology-Based Classroom Management Flow

Number	Management Stages	Activity Description	Expected Output
1	Planning	a. Analysis of student needs b. Preparation of lesson plans/teaching modules c. Determination of technology-based learning media d. Design of assessment instruments	Readiness for directed, systematic, and student-centered learning
2	Organizing	a. Student grouping (heterogeneous) b. Seating pattern and time settings c. Preparation of technological tools/media d. Divisions of roles in groups	Conducive, structured, and collaborative learning environment
3	Actuating	a. Preliminary activities (perception, objectives) b. Interactive learning (discussions, videos, digital worksheets) c. Closing activities (reflection and feedback)	Increased student engagement, motivation, and understanding
4	Controlling	a. Assessment (assignments, quizzes, observations) b. Analysis of learning outcomes c. Giving feedback d. Follow-up (remedial and enrichment)	Continuous improvement and achievement of student competencies
5	Final Results	Integration of all technology-based management functions in learning	Learning effectiveness increases: a. High motivation to learn b. Active participation c. Optimal material understanding d. Improved learning outcomes

These findings align with the concept of learning evaluation, which emphasizes the importance of feedback in improving the quality of learning. However, critically, the effectiveness of technology-based control also depends on teachers' ability to process and use learning outcome data appropriately (Akir et al., 2012; Chien et al., 2014). If it is not optimized, the evaluation data will be merely a formality, with little impact on improving learning quality. Furthermore, when analyzed as a whole, this study shows that the effectiveness of learning at MIT As Salam Ambon is not only influenced by the use of technology, but also by how it is integrated into all classroom management functions. This reinforces the argument that technology is not the main goal but rather a strategic instrument for effective learning management. Thus, the technology-based classroom management approach applied at MIT As Salam Ambon can be categorized as holistic and systemic.

This study also revealed that the success of implementing technology-based classroom management is greatly influenced by several factors, including teachers' pedagogical competence, student readiness, and support for facilities and infrastructure. The findings of this study are important because they show that innovations in classroom management can be implemented adaptively to keep pace with the rapidly evolving education system. The effort that needs to be made and improved by teachers is to continue to innovate in improving teachers' digital literacy, such as attending training, and the provision of adequate technology facilities by schools so that teachers can implement optimal classroom management.

Thus, this discussion emphasizes that technology-based classroom management has a strategic role in increasing learning effectiveness. Synergistic integration between management functions and technology can create more interactive, adaptive, and student-oriented learning. Therefore, strengthening teacher capacity and institutional support is an important aspect in ensuring the sustainability and success of the implementation of technology-based classroom management in educational institutions.

## CONCLUSION

The conclusion is that technology-based classroom management at MIT As Salam Ambon is carried out systematically, adaptively, and integratively through the application of four management functions: planning, organizing, implementing, and controlling. The management function is developed into a comprehensive learning management system designed to meet students' needs. The use of technology in classroom management has been proven to significantly enhance learning effectiveness, as evidenced by increased student involvement, motivation, and understanding in the learning process. At the planning stage, technology helps teachers design more targeted, context-specific learning. At the organizing stage, technology supports the creation of a conducive and collaborative learning environment. At the implementation stage, the use of digital media encourages more active and varied learning interactions. Meanwhile, at the control stage, technology facilitates the process of evaluation and continuous follow-up of learning. Then, suggestions that can be put forward from this research include: for Madrasahs, the importance of supporting technological infrastructure for learning. For teachers, it is important to follow the improvement of digital literacy through training. Then, for the next researcher, it is important to conduct quantitative experimental research to test the effectiveness of POAC management statistically.

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