

ABSTRACT

EXPLORING FACTORS AFFECTING CLASSROOM MANAGEMENT: TEACHERS' PERSPECTIVES AND PRACTICES

By

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This research delves into the intricate relationship between a teacher's knowledge and professional background and their approach to classroom management. Through a comparative analysis of two experienced educators, Teacher G and Teacher A, the study explores the nuanced ways in which their knowledge, training, and years of experience influence their classroom management styles. Teacher G, with a master's degree in language teaching and over a decade of experience, employs dynamic and organic engagement strategies. In contrast, Teacher A, a graduate of a Teaching English program with five years of experience, focuses on structured approaches and preventive measures. The findings highlight the importance of aligning teacher background with classroom management strategies and offer implications for teacher training programs, school administrators, and individual educators. This research contributes to the ongoing discourse on effective teaching practices and provides a foundation for future investigations into the intersection of teacher background and pedagogical techniques.

Keywords: classroom management, teachers' perspective, professional development, teaching practices