TEACHERS' PEDAGOGICAL APPROACHES TO CLASSROOM MANAGEMENT: A STUDY OF DISCIPLINE MODEL USED BY TEACHER AT SMPN 22 MATARAM

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ABSTRACT

The present study aims to investigate the discipline model applied by English teachers in English classes and examine students' responses to the discipline. Data were collected by conducting an interview with an English teacher, administering a questionnaire to 20 first grade students, and through classroom observations. The data was analyzed by categorizing the types of discipline models applied by the teacher and then categorizing student responses according to the implementation of those discipline models in the classroom. The findings showed that the teacher applied several types of discipline models, including verbal and reward strategies. The responses from students to the discipline models applied in class fell into two categories: the compliance type and the engagement type.

Keywords: classroom management, discipline model, students' preference

ABSTRAK

Penelitian ini bertujuan untuk mengungkap model disiplin yang diterapkan oleh guru bahasa Inggris di kelas bahasa Inggris dan mengetahui berbagai tanggapan siswa terhadap penerapan tindakan disiplin tersebut. Data penelitian dikumpulkan melalui wawancara dengan seorang guru bahasa Inggris, memberikan kuesioner kepada 20 siswa kelas satu, dan observasi kelas. Data tersebut dianalisis dengan mengkategorikan jenis-jenis model disiplin yang diterapkan guru kemudian mengkategorikan respon siswa menurut penerapan model disiplin tersebut di kelas. Temuan penelitian menunjukkan bahwa guru menerapkan beberapa jenis model disiplin, antara lain strategi disiplin secara verbal dan teknik penghargaan. Tanggapan siswa terhadap model disiplin yang diterapkan di kelas terbagi dalam dua kategori: tipe kepatuhan dan tipe keterlibatan.

Keyword: Classroom management, discipline model, students' preference

A. INTRODUCTION

A good teacher must be able to manage the classroom environment in addition to having a solid grasp of the material he is teaching. The teacher's style of establishing a favorable, comfortable, and happy environment in the classroom is known as classroom management (Ulfa et al., 2019). Classroom management is a

crucial component of effective teaching and learning. It encompasses a wide range of strategies and techniques employed by teachers to create an optimal learning environment for students to feel, participate in, and achieve their academic goals. Classroom management involves establishing and maintaining a positive and respectful classroom climate, setting clear expectations for behavior, and addressing disruptive behavior when it occurs. The compliance model focuses on establishing rules and procedures that students are expected to follow, while the engagement model emphasizes creating an engaging and interactive learning environment that motivates students to actively participate in their own learning. Both models aim to promote a productive and orderly classroom where students can thrive academically.

Understanding student preferences regarding teachers' approaches to classroom management is essential. A positive and supportive classroom environment fosters intrinsic motivation in students, leading to improved learning outcomes and academic achievement. When students feel safe, respected, and engaged in the learning process, they are more likely to actively participate and take ownership of their learning. Moreover, teachers' approaches to classroom management can significantly impact students' attitudes toward learning and their perceptions of the teacher-student relationship. Effective behavior management entails understanding the causes of misbehavior and responding constructively through proactive strategies and explicit teaching of positive social skills (Simonsen & Myers, 2014). Wong, H.K (2018) mentioned that Skillful direction of student behavior and classroom procedures is crucial for productive learning. By consistently implementing effective classroom management strategies, teachers can create a positive and structured learning environment that fosters student engagement and motivation. Additionally, when teachers have a deep understanding of child development theories, they can tailor their instructional approaches to meet the unique needs and abilities of each student, further enhancing their learning experience.

Several researchers, such as Vongvilay et al. (2021) and Srirezky et al. (2023), have reported that disruptive behaviors occur among high school students during the English learning process. According to these researchers, disruptive behavior by students interfered with the teacher's attempts to engage the class. Disruptive behavior consequently disturbs the learning process and negatively affects the classroom atmosphere. The researcher found this common phenomenon during his teaching practice in SMPN 22 Mataram. He found out that in English classes, students are so used to making noises when teachers explain the learning materials. Oftentimes, they do not follow instructions and behave disrespectfully toward the teacher. The researcher also observed problems with the implementation of classroom management, which appears dull because it does not grab students' attention in class. In short, the disruptive behavior of students in the English classes at SMPN 22 Mataram hinders effective teaching and learning. The lack of discipline and respect not only disrupts the learning process but also creates a negative classroom atmosphere, making it difficult for both teachers and students to focus and engage in the lesson. Additionally, the researcher noticed that the ineffective implementation of classroom management strategies further contributes to the problem, as it fails to captivate students' interest and fails to establish clear expectations for behavior.

In short, effective classroom management needs to be used to respond to factors that influence student behavior in the classroom. When planning to manage a class that specifically addresses issues or behaviors that can easily create a bad classroom atmosphere, teachers need to find the right classroom management model. Classroom management models are basic rules that teachers need to know and plan every time they teach, so the classroom will be more comprehensive and effective. These models provide teachers with strategies and techniques to create a positive and engaging learning environment. By implementing a suitable classroom management model, teachers can establish consistent routines, set clear

expectations, and promote active student participation. This ultimately fosters a conducive atmosphere for learning and helps to capture students' interest in the subject matter.

The difference in implementation in every classroom management model is based on what kind of students the teacher manages; that is, every grade of students has a specific type of classroom management to manage them. According to Malmgrem et al. (2005), they describe three well-established classroom management models: (1) the model; (2) logical consequences; and (3) teacher effectiveness training. Each of these models focuses on different strategies and techniques to create a positive and productive learning environment. The model approach emphasizes structure and organization, while logical consequences encourage students to take responsibility for their actions. Teacher effectiveness training, on the other hand, emphasizes building positive relationships with students and using effective communication techniques. By understanding and implementing these various models, teachers can tailor their classroom management strategies to meet the specific needs of their students. These tend to take a behavioral approach focused on reinforcing positive behaviors, a relational approach centered on building teacher-student relationships, or an ecological approach analyzing environmental influences on behaviors in the classroom (Korpershoek et al., 2016).

This study was conducted in SMPN 22 Mataram. This school was chosen as the research target in this study based on several considerations. SMPN 22 Mataram is located in an economically poor area where prosperity is not evenly distributed. This makes it an ideal setting to examine the impact of different classroom management models on student behavior and academic performance. Additionally, SMPN 22 Mataram has a diverse student population, including students from different cultural backgrounds and with varying levels of academic abilities. This provides a rich and varied context for studying the effectiveness of different classroom management approaches in meeting the needs of a diverse group of students. The researcher believes that this factor can influence student behavior in class. Furthermore, this

school has an English teacher who has taught for more than 10 years. Based on the teacher's experience, the author believes that the English teacher at SMPN 22 Mataram can choose appropriate classroom management for their students. By observing and analyzing the interactions between students from diverse economic backgrounds and with varying academic abilities, the researcher can gain valuable insights into how different classroom management approaches can be tailored to meet the specific needs of this unique group. Additionally, the English teacher's extensive experience in teaching suggests that they possess a deep understanding of their students' needs and can effectively implement appropriate classroom management strategies.

The focus of this research is the implementation of a discipline model in the classroom in the form of rules governing behavior, regulations, order, control, and authority. This can also be referred to as a punishment. According to Martin and Loomis (2013), discipline refers to the methods, strategies, and techniques used by teachers to manage and regulate student behavior in the classroom. Effective classroom management is crucial for creating a positive and conducive learning environment. It involves establishing clear expectations, providing consistent consequences, and fostering a sense of mutual respect between the teacher and students. By implementing discipline models, teachers can effectively address behavioral issues and promote a productive learning atmosphere. Research has shown that when teachers effectively manage their classrooms, students are more engaged, motivated, and successful academically. Therefore, understanding and implementing discipline strategies is an essential skill for English teachers to ensure the overall success of their students. According to Curwin, et al (2018) classroom discipline encompasses the procedures, routines, norms, and rules teachers establish to guide student behavior in class. This includes cultivating mutual respect, modeling appropriate conduct, reinforcing positive behaviors, and respond to misbehavior through equitable means that understand each student's unique needs and backgrounds. The discipline of

teaching involves controlling behavior by providing support, direction, and advice while teaching appropriate behaviors and unlearning maladaptive behaviors.

According to Weinstein & Novodvorsky (2014), Classroom discipline refers to the methods and strategies teachers use to manage student behavior, create an orderly environment conducive to learning, and handle any behavior problems that may arise. Effective classroom discipline involves establishing clear expectations, modeling desired behaviors, using positive reinforcement, and employing appropriate consequences for misbehavior. Some people mistakenly believe that model discipline involves punishing pupils, but its true purpose is to reduce disruptive classroom behavior. According to Bear and Minke (2019), they provide discipline as Classroom discipline is a complex process by which teachers promote intrinsic self-regulation in students through clarity of expectations, nurturance of positive teacher-student relationships, reliance on non-coercive methods, and development of mutual respect between teacher and students.

According to Aliakbari et al., (2015) discipline model, it is divided into (1) oranization strategies, (2) Teaching strategies, (3) teacher-students strategies, (4) punish strategies, and (5) reward strategies.. French and Raven (1960) mentioned that every teacher has a different discipline model that is used to manage the class based on their comfort, and they always use one model more often than the other because they feel the model fits their teaching style.

The fundamental nature of the learning process involves dynamic interactions among the teacher-student, student-teacher, and student-student within the educational framework" (Said et al., 2018). Another focus of this research is students' responses according to discipline model implementation in the classroom. When students feel that their autonomy is respected, they have a sense of control over their behavior within the disciplinary framework. Additionally, when students perceived themselves to be competent in meeting the expectations set by the discipline model, they were more likely to respond positively. Furthermore,

positive relationships with teachers, characterized by a sense of relatedness, can foster greater student engagement with disciplinary measures (Wang & Eccles, 2012). There are various types of student responses, according to Zhou and Brown (2015), students' responses in classroom are divided into several types (1) compliance type, (2) resistance type, (3) engagement type, (4) withdrawal type, (5) reflection and improvement types, and (6) seeking support type. These various student responses to disciplinary measures can depend on a number of variables, including their perception of their own competence and the quality of their relationships with teachers. For example, students who feel competent and have positive relationships with teachers are more likely to engage with disciplinary measures in a positive manner, while those who lack competence or have strained relationships may respond with resistance or withdrawal. Understanding these different response types can help educators tailor their disciplinary approaches to better support student engagement and behavior.

B. Research Method

This study used a qualitative research approach. Aspers et al., (2019) qualitative research is characterized as a cyclical journey where advancing comprehension within the scientific community is accomplished through the emergence of novel and noteworthy nuances gained by delving deeper into the studied phenomenon. This is based on the belief that knowledge is derived from social settings and that understanding social knowledge is a legitimate scientific process. Qualitative research allows for a deeper exploration of the experiences and perspectives of individuals involved in strained relationships. By using methods such as interviews and observations, researchers can gain valuable insights into the underlying reasons for resistance or withdrawal. This knowledge can then inform educators on how to create a supportive and inclusive learning environment that fosters positive student engagement and behavior. According to Suryana (2010:4), descriptive research aims to provide a systematic and precise account of events and situations that occur in real-world contexts. Meanwhile the aim of quantitative research is to

produce insights and foster comprehension regarding the societal realm (Ahmad et al. 2019). Descriptive research methods allow researchers to gather rich and detailed information about the experiences and perspectives of individuals involved in strained relationships. This can help educators understand the specific factors that contribute to resistance or withdrawal and tailor their interventions accordingly. Additionally, quantitative studies provide valuable statistical data that can help identify patterns and trends in student engagement and behavior, further informing educators' efforts to create a supportive learning environment.

Qualitative research refers to a methodological strategy centered on gathering, examining, and making sense of non-numeric information to grasp social occurrences. It places a strong focus on unraveling the intricacies of human encounters and behaviors within their genuine surroundings. (Creswell and Poth, 2016). Qualitative research allows educators to gain a deeper understanding of the underlying reasons behind student resistance or withdrawal as it explores the

perspectives and experiences of the individuals involved. This type of research can provide valuable insights into the unique challenges and barriers that students may face, allowing educators to develop targeted strategies to address these issues effectively. Additionally, qualitative research can help educators uncover unexpected or nuanced factors that quantitative studies may not capture, providing a more comprehensive understanding of student engagement and behavior. By conducting qualitative research, educators can gain a deeper understanding of the social and emotional factors that contribute to student resistance or withdrawal. This can include exploring the impact of peer relationships, family dynamics, or personal experiences on student engagement. Such insights can inform the development of holistic support systems that address these underlying issues and foster a more inclusive and supportive learning environment for all students.

A case study was used in the research design. It is an intensive analysis of an individual unit, such as a person or community, stressing developmental factors in relation to

the environment. By using a case study approach, researchers can gain a deep understanding of how specific social and emotional factors interact with a student's environment to influence their resistance or withdrawal. This method allows for a comprehensive examination of the unique circumstances and experiences that may contribute to these behaviors, ultimately leading to more targeted interventions and support strategies. Additionally, the use of case studies can help identify patterns and trends that may be present across different individuals or communities, providing valuable insights for broader educational practices and policies. According to Yin (2018), a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident. By delving deep into a specific student's situation, case studies can uncover underlying causes and motivations for resistance or withdrawal that may not be immediately apparent in quantitative data or general observations. This in-depth understanding can inform

educators and administrators on how to effectively address these behaviors and create a more supportive and inclusive learning environment for all students. The researcher uses a case study because this research is focused on the implementation of the discipline model and the responses from discipline model implementation in the classroom. The effectiveness of the English teacher's discipline model implementation in the classroom and the students' responses are of particular interest in this study.

In this study, a purposive sampling technique was used to select the research subject by choosing the subject based on the focus of the study. Purposive sampling is a non-probability sampling method that occurs when "elements selected for the sample are chosen based on the judgment of the researcher. The researcher found that this technique is the most suitable for application in this research. Purposive sampling is based on a specific decision that the researcher makes in light of previously known population characteristics. Therefore, this study's participants are twenty students from SMPN 22 Mataram and an English teacher from 7A. The researcher chose purposive

sampling as the sampling method because it allows for a targeted selection of participants who possess specific characteristics relevant to the study. This approach ensures that the sample represents the population of interest accurately and provides valuable insights into the research topic.

Ary (2010) mentioned that the most common research instruments used in qualitative descriptive research are observations, interviews, and document analysis. In this study, the researcher employed a combination of observations and interviews to gather data from the participants. Observations were conducted in the classroom setting to observe the students' behavior and interactions during English lessons. Additionally, individual interviews were conducted with each participant to gain a deeper understanding of their perspectives and experiences with English language learning. These research instruments were chosen because they allowed for rich and detailed data collection, enabling a comprehensive analysis of the research topic. In this study, the researchers used interviews, questionnaires, and observations as

methods for collecting data. The instruments used were interview guides and student questionnaires, which were used as primary data in this study. The researcher also used observation sheets as instruments in the form of confirmation data to corroborate the data obtained through interviews and questionnaires. All of these research instruments were selected because they provided a well-rounded approach to gathering information on the research topic. The interviews allowed for in-depth insights from participants, while the questionnaires provided a broader perspective with a larger sample size. Additionally, the observations helped to validate and strengthen the findings by providing real-time evidence of language learning behaviors and patterns. Together, these instruments ensured a comprehensive analysis of the research topic and enhanced the reliability of the study's findings.

To analyze the data, the researcher used thematic analysis. Thematic analysis refers to a qualitative data analysis technique that seeks to identify patterns of meaning (themes) within a data set. It goes beyond quantifying particular words and phrases, focusing instead

on summarizing both surface and underlying concepts communicated through the data (Terry et al., 2021, p. 3). This approach allowed the researcher to systematically analyze and interpret the interview transcripts, questionnaire responses, and observational notes to uncover meaningful insights related to the research topic. Furthermore, by employing thematic analysis, the researcher was able to identify commonalities and differences across participants' experiences, contributing to a more nuanced understanding of the phenomenon under investigation. First of all, the researcher transcribed the interview data. Then, the researcher carefully reviewed the transcriptions to identify recurring patterns and themes. According to Levitt (2020), qualitative data analysis is the range of processes and procedures that enable nuanced, contextualized interpretation of datasets common to human science research. This process involved coding the data, categorizing similar responses, and organizing them into meaningful clusters. By doing so, the researcher was able to gain a comprehensive overview of the participants' perspectives and

experiences, ultimately leading to a deeper understanding of the research topic. Through a number of data reduction, data display, and drawing/verification and conclusions, the researcher was able to make sense of the collected data and draw meaningful insights. This rigorous analysis process allowed for the identification of key findings and helped in developing a theoretical framework to explain the phenomenon under investigation.

C. FINDINGS AND DISCUSSION

FINDINGS

The results of the interview show that Mrs. Febri (pseudonym), the English teacher, applied several discipline models, to deal with disruptive classrooms. She said, "Most students talk during the class. They make occasional disruptions like tapping on desks or getting out of their seats without permission." To address these disruptions, Mrs. Febri implemented a combination of disciplinary strategies, including verbal warnings, time-outs, and assigning extra work as consequences for misbehavior. She further stated that it was important to discipline her students when they

misbehaved. When students changed their attitudes and complied with the disciplinary rules in the classroom, the teacher developed positive relationships with her students to create a supportive and respectful classroom environment. "Through these approaches, I could maintain order and promote active engagement in the learning process," said Mrs. Febri. This finding means that the teacher's disciplinary strategies were effective in managing student behavior and fostering a positive learning environment. By addressing misbehavior and promoting compliance, Mrs. Febri was able to create a classroom atmosphere where students felt supported and respected, leading to increased participation and engagement in their learning. All these factors contributed to a more productive and successful learning experience for Mrs. Febri's students. Additionally, the positive classroom environment fostered a sense of belonging and encouraged students to take risks and express their ideas freely, ultimately enhancing their overall academic growth and development.

Further, Mrs. Febri added that when students changed their

behaviors and were actively involved in the learning process, she changed her approach. She adapted her teaching methods to cater to different learning styles and provided individualized support to students who needed it. This personalized approach helped students feel valued and motivated, leading to even greater improvements in their academic performance. Also, she praised them and rewarded them with little gifts, such as sweets or candies, for well-behaved students . The results of the observations supported this interview data. During the observation, the researcher noted that the teacher punished some students who did not pay attention to her when she explained. This punishment was in the form of asking them to repeat what she said. When they could not answer the question, they were asked to ask their classmates to repeat what the teacher said. The observations also revealed that the teacher used such verbal punishment to discourage students from making disruptions. The teacher's use of rewards and punishments aligned with the principles of behaviorism, which suggest that positive reinforcement can increase desired behaviors while

negative consequences can deter unwanted behaviors. By rewarding well-behaved students and punishing those who were not paying attention or causing disruptions, the teacher was effectively shaping classroom behavior towards a more attentive and disciplined environment. The interview and observation data complement the information gathered from the questionnaire. The results of the data analysis indicated that the teacher's use of rewards and punishments had a significant impact on the overall behavior of the students. Students who received rewards for their good behavior were more motivated to continue behaving well, while those who faced negative consequences were less likely to repeat their disruptive actions. This suggests that the principles of behaviorism can be an effective tool for classroom management and creating a positive learning environment.

From classroom observations, it was evident that the teacher consistently employed a technique aimed at enhancing student discipline. This method was frequently utilized in almost all observation sessions. This contributed to a heightened awareness of discipline among students. Teachers' use of praise as a form of reward played a significant role in boosting students' interest in participating during lessons, thereby reducing the likelihood of disciplinary issues in the class. In this study, it was found that students displayed various responses when their teachers implemented a discipline model in the classroom. Although these responses varied, the researcher's observations showed the English teacher used certain dominant disciplinary acts consistently. These acts were mostly in the form of verbal . The consistent use of these disciplinary acts helped the teacher establish clear expectations and boundaries for the students, The study also revealed that the English teacher's consistent implementation of discipline fostered a sense of fairness among the students, as they understood that consequences were applied consistently to all students regardless of their behavior. This kind of response frequently complies with the guidelines set forth by the teacher in the classroom, according to their English teacher, during the observation process.

Related to students' responses to the teacher's disciplinary action,

Mrs. Febri said, "most of them rarely respond negatively to my punishment when they make disruption,. When they are reprimanded, they realize their mistake". She found that students' responses to verbal disciplinary acts were varied. Some students responded with positive attitudes when reprimanded verbally by their English teacher. They recognized the importance of maintaining a respectful classroom environment and understood that the teacher's intention is to foster learning and growth. These students took the teacher's disciplinary act as an opportunity for self-reflection and behavioral change. They show high appreciation to the teacher's guidance and accept it positively. On the other hand, there were also students who responded with negative attitudes when reprimanded verbally by their English teacher. These students may have felt embarrassed or defensive, and may not have fully understood the purpose behind the disciplinary act. Mrs. Febri said, " It is important for me to address these students' concerns and help them see the value in verbal correction". Mrs. Febri added, " As a teacher, it is important for me to create a safe and supportive environment where students feel comfortable expressing their concerns and emotions. By understanding their viewpoint, I can explain the intention behind my disciplinary actions." She further said that she wanted to help these students develop a better understanding of the importance of disciplinary action for their personal growth and academic success.

Interviews with students revealed that they appreciated Mrs. Febri's efforts to listen to their concerns and explain the reasoning behind her disciplinary actions. They felt that this approach helped them feel more respected and understood, leading to a positive learning environment where they could thrive. Additionally, students mentioned that they were able to see the connection between disciplinary action and their own personal development, as it taught them valuable life skills such as responsibility and accountability. Overall, Mrs. Febri's approach to discipline not only fostered a positive learning environment but also equipped students with important life skills. Students felt empowered to take ownership of their actions and understand the consequences, contributing to their personal growth

and academic success. This approach undoubtedly played a significant role in shaping well-rounded individuals who were prepared for future challenges beyond the classroom.

As mentioned earlier, not all students exhibited this particular response. This behavior is more commonly observed among female students; when given a warning, they promptly comply without any additional response. On the other hand, male students generally demonstrate less consistent obedience when given instructions and are inclined to resist following rules set by the teacher in class. This difference in behavior between male and female students may be attributed to various factors, such as societal expectations and gender norms. It is important for teachers to address these differences and provide appropriate support and guidance to all students, regardless of their gender, in order to foster a positive learning environment for everyone. By recognizing and addressing these differences, teachers can create a classroom atmosphere that encourages both male and female students to thrive academically and socially. Additionally, promoting open dialogue about gender stereotypes and challenging traditional gender roles can help students develop a more inclusive mindset and promote equality in the classroom.

In conclusion, the study reveals that classroom discipline is important and needed by teachers to make the learning process run as planned. By implementing fair and consistent disciplinary measures, teachers can ensure that all students feel respected and valued in the classroom. This not only fosters a positive learning environment, but also teaches students important life skills such as empathy, conflict resolution, and self-discipline. Ultimately, by prioritizing classroom discipline, teachers can create an inclusive space where all students have the opportunity to succeed academically and personally. In maintaining students' discipline, teachers' roles are very crucial. By actively addressing and promoting equality and fairness, teachers can empower their students to embrace their unique identities and contribute to a more equitable society. It is through these efforts that teachers can truly make a lasting impact on the lives of their students and foster a sense of belonging for all.

DISCUSSION

The results of the data analysis showed that the teacher participating in the study applied various discipline models in the classroom. She used a more authoritative approach, focusing on positive reinforcement and rewards. This approach involved praising and rewarding students who changed their disruptive behaviors, while reprimanding and punishing verbally those who misbehaved or did not comply with the teacher's requests. The teacher believed that this approach would help create a more disciplined and focused learning environment for the students. All 20 students who participated in the study admitted this practice. They appreciated the teacher's efforts to maintain discipline and felt motivated to behave well in order to receive praise and rewards. Some students mentioned that the reward-and-punishment approach helped them stay on track and stay focused on their studies. However, a few students also expressed that they found the approach to be too strict and felt pressured to constantly meet the teacher's expectations. Overall, the majority of students agreed that this approach had a positive impact on their learning experience.

The results of observations are consistent with the results of the other two sources of data, i.e., interviews and questionnaires. The observations revealed that students who were consistently praised and rewarded for their good behavior showed improved academic performance and a higher level of engagement in the classroom. Additionally, these students displayed a greater sense of responsibility and accountability for their actions. However, it is important to note that a small number of students felt that the reward-and-punishment approach made them stressful and anxious. These students expressed that they felt pressured to constantly meet expectations and feared the consequences of not receiving praise or rewards. During the observations, the researcher found that some students complied with the reward-and-punishment environment and responded positively to the structure it provided. These students seemed motivated by the prospect of earning rewards and worked diligently to avoid punishment. However, it is worth noting that a few students seemed unaffected by the reward-and-

punishment system. They show little change in their behavior, regardless of the incentives or consequences. This suggests that alternative approaches may be necessary for these particular students to foster their engagement and motivation in the classroom. It is therefore crucial for teachers to consider individual differences and tailor their approach to meet the needs of all students.

Data from classroom observations also showed that it was evident that the teacher consistently employed a disciplinary technique to enhance student discipline. This approach helped her create a structured and orderly environment, which ultimately contributed to the students' engagement and motivation. Additionally, the teacher regularly provided positive reinforcement and recognition for students who exhibited good behavior, further reinforcing their engagement and motivation in the classroom. This approach was aimed at creating a structured and orderly learning environment. . . This consistent approach to discipline helped the teacher to foster a sense of responsibility and accountability among the students. Overall, these strategies created a positive and

focused learning environment where students were motivated to actively participate and succeed. The present study is in line with Deci and Ryan's (1985) theoretical views that teachers' use of disciplinary act influence students' responses. When students feel respected, they learn how to control their self-discipline.The findings show that students' various responses, such as compliance and engagement, supported the theoretical concepts of Skinner's behaviorism theory (1953). The theory suggests that students' responses are influenced by the consequences of their behavior. In this study, when teachers used disciplinary acts that respected students' autonomy and provided a positive learning environment, students were more likely to comply with rules and actively engage in their learning. This highlights the importance of creating a supportive and respectful classroom environment in promoting student success.

E. Conclusion

In conclusion, the findings of this study provide evidence for the effectiveness of Zhou and Brown is theory in educational settings. By understanding the impact of

consequences on student behavior, teachers can implement strategies that promote compliance and engagement, ultimately leading to improved student outcomes. Additionally, these findings emphasize the need for educators to prioritize creating a positive and respectful classroom environment to foster student success. By fostering a positive and respectful classroom environment, teachers can create a sense of belonging and motivation among students, which in turn enhances their overall academic performance. Furthermore, this study highlights the importance of consistently reinforcing desired behaviors and providing clear expectations to help students understand the consequences of their actions. This approach can help students develop self-discipline and make informed choices, leading to improved behavior and academic achievement. Moreover, educators should also consider implementing social-emotional learning programs that teach students essential skills such as empathy, self-awareness, and conflict resolution, as these skills are crucial for creating a positive classroom environment and promoting student success. Overall, creating a positive classroom environment requires a combination of proactive strategies and supportive interventions. Teachers should strive to build strong relationships with their students, fostering trust and open communication. Additionally, incorporating student input and involving them in decision-making processes can empower them and increase their sense of ownership in the classroom community. By implementing these approaches, educators can create an inclusive and engaging learning environment that supports student growth and achievement..

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