
THE RELATIONSHIPS AMONG CLASSROOM MANAGEMENT, WORK CULTURE, AND PEDAGOGICAL COMPETENCE AMONG ISLAMIC HIGH SCHOOL TEACHERS

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Abstract

This study was aimed to analyze the relationship between classroom management, teacher work culture, and pedagogical competence among Islamic high school teachers in Cikande District, Serang Regency. The research was conducted in four schools, with a total sample of sixty-nine teachers. Data were collected using closed questionnaires based on a Likert scale, which had been validated through a t-test. The collected data were analyzed using inferential statistics with a correlational approach, employing SPSS version 23 software. The results of this study indicated that classroom management had a significant relationship with pedagogical competence; specifically, classroom management was directly related to pedagogical competence. In contrast, teacher work culture exhibited a weaker relationship with pedagogical competence. The Pearson Correlation Value was 0.683 for classroom management and 0.774 for teacher work culture. The R value of 0.793 indicated a strong relationship between classroom management, teacher work culture and pedagogical competence. This finding proved that classroom management had a central role in improving pedagogical competence and creating a good work culture.

Keywords: classroom management, pedagogical competence, work culture

Introduction

The development of science, technology, and information is increasingly rapid. This requires effective and efficient education management tailored to the needs of scientific development while still paying attention to the development of students. In a broad sense, education is defined as a human effort to improve the welfare of life that has lifelong effect (Sadulloh, 2017). That way education is not only felt by certain circles, but everyone including children with special needs who also has the right to get education for their future development. This has been mandated by the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that education is organized in a democratic and equitable and non-discriminatory manner (Law of the Republic of Indonesia Number 20 of 2003).

The quality of learning is closely related to the role of a teacher managing the class well so that educational goals can be achieved. To achieve learning objective, classroom learning management in educational units needs to be interactively organized, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and students' independence in learning (Yamin & Maisah, 2015). In the learning process, students develop attitudes

shaped by their perceptions of teachers and their acceptance or rejection of the learning objectives, materials, activities, tasks, and rules established by the teachers. (Djaali, 2018). This statement is consistent with the research of Putri and Trihantoyo (2022), which highlighted that school learning activities encompass interactions and communication between teachers and students. Classroom management needs to be managed and communicated well between teachers and students by paying attention to students' attitudes in learning. Oci (2019) also supported that classroom management refers to the effort to effectively organize and apply management strategies within the context and content of learning activities to assess, understand, and address classroom dynamics, thereby improving the overall learning atmosphere. The educational goals achieved cannot be separated from classroom management as it is of the teacher's duties in maintaining the effectiveness of learning. Classroom management is the activity of organizing the classroom so that students can learn in a comfortable, pleasant, and conducive classroom atmosphere (Komariah & Andriantoni, 2023). Nugraha (2018) supported this stating that teachers not only carry out their main task of teaching but also of managing the class. Similarly, Jalaludin et al. (2021) described managing classes in learning activities as essentially organizing the classroom so that a conducive and comfortable classroom environment is realized in learning activities. Components in classroom management consist of knowledge of classroom learning management, learning methods, assessment, learning objectives, learning planning and evaluation.

The dynamic nature of students' behavior requires special attention in classroom management. Establishing a conducive learning climate is closely linked to the teacher's role as a classroom manager who can effectively control and organize the learning environment. According to Syahrani (2017) classroom management is a process in which teachers manage classroom resources to create, enhance, and maintain conditions that support an effective and efficient learning process. Therefore, skills considering that the teacher's job is to prepare optimal learning conditions in accordance with the learning objectives, teachers are expected to have classroom management (Mudjiono, 2012). Classroom management is a conscious effort to plan, implement, organize, actualize, and supervise the course of learning activities in the classroom in order for the learning to take place systematically, effectively and efficiently optimizing the potential of students (Karwati & Priansa, 2015). This statement aligns with the findings of Marlina et al. (2020), who describe classroom management as a series of activities involving the planning, organizing, implementing, and controlling of the learning process within the classroom.

Work culture is one aspect of a teacher's success in improving the quality of education. Teacher work culture resulted from the attitudes and habits of teachers in learning activities inside and outside the classroom (Darodjat, 2015). Miyono and Makhsun (2017) shared the belief stating that work culture is a habit that is repeatedly carried out by employees in the context of carrying out work which become a cultured trait in organizational or group life. Culture will shape human personality and one's identity. Work culture is the quality of school life that grows and develops based on the values embedded in the school. Teachers require enhanced and diversified professional development in both formal and informal settings to effectively adapt to the significant educational transitions that have occurred since the 2019 pandemic. Oddone (2022) in his research also stated that the relationship between teachers and digital technology forms a work culture that needs to be designed to make them professional teachers at work. Teachers' work culture can have an impact on themselves and others. The better the work culture, the better the competence the teacher has.

Teacher work culture reflects the behavior of teachers as workers in providing learning services to students (Triguno, 2009). A positive work culture unearths the best talents and fosters a sense of

loyalty among employees who enjoy their work and perform it happily (Windiarti & Purnomo, 2023). As Amalia and Bani (2021) mentioned, culture is formed from human encouragement in carrying out the arrangement of a formulation, definition limit or theory of an activity that will form culture. Herawati and Sunarto (2022) further argued that the work environment in schools is very important to be considered as it will give a pleasant impression, provide security, and tranquility. Teacher work culture reflects how a teacher carries out work (Sopiah & Herman, 2018).

Teacher competence is a set of knowledge, abilities, and skills of a teacher in educating. The teaching profession as a special field of work is expected to have competence to achieve optimal learning outcomes (Rofa'ah, 2016). This is in line with Ismail (2015) who argued that teachers who have good pedagogical competence will be able to manage the learning process well. Akbar (2021) stated in his research that in essence, competence is a description of a person's skills in carrying out their duties and responsibilities in a real and measurable manner. It is also supported by Joko et al. (2015) stating that one of the important efforts that can be made to improve competence is through education and training activities.

A teacher is expected to have the ability to design and implement strategy to manage learning (Sanjaya, 2020). Rafsanjani (2020) conducted research that showed, in the pedagogical aspect, educators are expected to be able to guide students optimally by conducting classroom management. Setiawan et al. (2023) argued that a teacher is also expected to have competence in accordance with their field. Classroom management and teacher work culture are two things that may affect teacher pedagogical competence. By exploring managerial skills and having a good work culture, it is possible that teachers' pedagogical competence will also improve.

Based on the results of observations made by researchers, the Islamic schools observed still faced various problems such as inadequate classroom facilities such as narrow classrooms, outdated tables and chairs, uncomfortable room temperature for learning. Some classes have no enforced class rules reducing the classroom conclusiveness. In addition, teachers' habit like tardiness showed poor work culture. Many teachers' educational backgrounds do not align with the subjects they teach. For example, teachers with a background in Islamic education teach Geography, graduates in animal husbandry teach Mathematics, Arabic language education graduates teach Islamic education, and Islamic education graduates teach Indonesian language subjects. Additionally, there are many other cases where teachers are assigned subjects outside their area of expertise. Differences in educational levels also contribute to the mismatch between teacher qualifications and the subjects taught in schools.

The above conditions expect an increase in teachers' pedagogical competence by involving various school resources. This study aims to examine the relationship between classroom management, teacher work culture, and pedagogical competence in making a positive contribution to pedagogical practices, effective learning process, and the creation of a good work culture in achieving the learning objective. Classroom management includes technical aspects of learning management. Teacher work culture includes values, attitudes and work environment. Pedagogical competence includes mastery of the basic science of education, understanding of students, and organizing the learning process. Researchers hope that this research give constructive solutions in improving the competence of teachers to manage their classes well and have a work culture that brings positive changes.

Literature Review***Classroom management***

The learning design in the classroom needs to be well managed to get good learning outcomes. Classroom management is not only managing the classroom, but also includes strategies for managing the people in it to create a pleasant learning atmosphere. Classroom management includes physical, social, and emotional aspects that can occur in the classroom between teachers and students.

The word "management" originates from the English verb "to manage," which is understood as the process of organizing, controlling, or administering (Saefullah, 2019). Management can be regarded as both a science and an art in the process of achieving predetermined goals (Siswanto, 2016). Management is considered a science because it involves the accumulation of systematic and structured knowledge as an organized body of knowledge. Meanwhile, management as an art refers to an individual's skill in applying management principles, methods, and techniques to utilize existing resources effectively and efficiently. This statement is in line with research conducted by Rodin et al. (2025) that management is closely related to human resource management, administrative and academic management, and creating an environment that supports the achievement of the institution's vision and mission goals.

The classroom is a place where teachers and students interact during learning process through conscious and planned efforts to achieve learning objectives (Mutmainah, 2022). Ruhulessin et al. (2019) mentioned how conventional classes are generally conducted by teachers and students using media such as books, blackboards, and other teaching aids. Meanwhile, Devita (2020) stated that conventional classes are typically one-way, allowing students to understand the material being taught. In addition to conventional classrooms, learning can also be done through digital classrooms. Digital class is a learning platform with the help of learning technology that is designed in various ways to increase the effectiveness and efficiency of learning (Ariani & Helsa, 2019). According to Al Yakin (2019) digital classes are conducted using the internet and technology, enabling teachers and students to participate in learning without meeting physically. Furthermore, Pertiwi & Utama (2020) emphasized that digital classes offer accessibility, connectivity, and flexibility in learning.

Management in relation to the classroom refers to the administration of the class as one of the roles carried out by teachers during the learning process. Classroom management is the process of managing the classroom with an approach to modify student behavior, create interpersonal relationships, create a good socio-emotional climate, and maintain a productive classroom organization (Parhusip et al., 2021). In addition, Sunhaji (2023) found that classroom management primarily involves the application of classroom control approaches. Similarly, Mulyadi (2009) states that classroom management is a skill that teachers can possess, which involves understanding, diagnosing, and deciding on actions aimed at improving the dynamic classroom atmosphere.

Work culture

The results of attitude and knowledge tests and learning achievements at school are not a benchmark for one's success at work. However, what can be used to improve one's performance are innovative ideas, management skills, the ability to build relationships, motivation and analytical thinking. As someone who is educated and works in the field of education, teachers have a work culture that can reflect the success of their work.

Work culture is a philosophy based on life perspectives and embodying values that manifest as traits or habits driving the life of a group. It is reflected in attitudes that become behaviors, beliefs, aspirations, opinions, and actions, all expressed through work or working activities (Triguno, 2009). The work culture of teachers aims to improve the performance of individual teachers and is carried out continuously to achieve work outcomes that meet expectations. It is expected that a strong work culture can have a positive effect on employees' productivity or performance (Suwanto, 2019). In addition, Saragih and Suhendro (2020) found that the work culture of teachers serves as a foundational aspect studied addressing both internal and external issues.

The stages in work culture consist of three phases: Awareness, Improvement, and Maintenance, commonly abbreviated as "AIM" (Sudadio, 2021). First, the Awareness stage is when an employee strives to make all related components realized the importance of implementing a productive work culture. Second, after awareness of a productive work culture emerges, the desire (Improvement) will arise. This stage indicates that an individual has the desire to master skills and analyze work productivity in order to achieve the maximum results. Third, the Maintenance stage is where an employee who has achieved a certain level of productivity and established a good work culture needs to maintain their achievements to prevent performance decline. This stage is not only about maintenance but also about thinking how to develop or improve those achievements to be better than before. Similarly, Miyono and Makhsun (2017) argues that work culture is founded on five main principles: integrity, professionalism, innovation, responsibility, and exemplarity.

Pedagogical competence

A teacher is expected to be able to master several competencies to support learning activities. One of the competencies of a teacher is pedagogical competence, where teachers need special expertise in teaching. If a teacher does not have a good pedagogical competence, then there can be a gap between teachers and students in the classroom. Teacher competence tends to refer to the teacher's ability to understand students, design and implement learning, as well as develop and evaluate learning (Sinar, 2021).

The term pedagogics comes from ancient Greek, namely the word 'paedos' which means child, and the word 'agagos' which means inviting or guiding, therefore, pedagogical can be defined as the process of developing and utilizing education which aims to foster maturity in multiple aspects (Herlambang, 2018). Pedagogy is defined as guiding children in terms of both knowledge and morals (Suprihatiningrum, 2014). This is the reason why a teacher, whose main task is to guide students, is closely associated with their pedagogical skills. Research by Ismail (2015) indicated that a teacher who possesses strong pedagogical competence can manage the learning process effectively. Akbar (2021) supported that in essence, competence is an overview of an individual's skills in carrying out their duties and responsibilities practically and measurably. Then, Joko et al (2015) in his research stated that one important effort that can be made to improve competence is through education and training activities. In addition, Setiyawan et al. (2023) also stated that teachers are also expected to possess competencies aligned with their respective fields.

As a manager in the classroom, teachers are expected to have cognitive abilities in seeing learning problems, thinking creatively and motivating to create, taste and dexterity in the learning process (Supriatna & Maulidah, 2020). Furthermore, Rafsanjani (2020) emphasizes that in the pedagogical aspect, educators are expected to be able to guide students optimally by managing the classroom effectively as the classroom manager. Rudyati et al. (2021) suggested that efforts that can be

undertaken by a teacher to strengthen their pedagogical competence are understanding student characteristics, mastering the material, employing appropriate methods and strategies of learning, and utilizing suitable approaches in the learning process.

Methodology

Research design and approach of the study

The research method used was a quantitative research method with a correlational design. Correlational design is a research design using correlational statistics to measure the degree of relationship or association between two or more variables (Creswell & Creswell, 2017). This research started from research observation, research design, data collection and research data processing. In quantitative research, many use numbers as an alternative to data collection (Sugiyono, 2019). This statement is in line with research conducted by Rosyidah and Masykuroh (2024) that quantitative research is a systematic research approach to collect and analyze numerical data explaining certain phenomena and test hypotheses. The numbers obtained from the results of data collection have been processed using SPSS version 23 software so that accurate research results are obtained.

Research site and participants

This study was conducted in Islamic high schools in Cikande Subdistrict, Serang Regency, Banten Province. A total of sixty-nine out of a population of eighty-three *Madrasah Aliyah* teachers were declared valid and data analysis were carried out. Sampling that was carried out by researchers using simple random sampling so that each member of the population has the same opportunity and no influence of subjectivity in the sample selection process. This approach was carried out without distinguishing gender, educational background, subjects taught or positions at school by using the Slovin formula. Sampling was done to reduce errors, increase accuracy and increase validity. Research instruments related to classroom management; work culture and pedagogical competence were tested and reviewed before being distributed to respondents. Each statement item in the questionnaire was measured using a Likert scale ranging from strongly disagree to strongly agree. The questionnaire used was a closed questionnaire designed to find out how strongly respondents agreed with the statements set using google form.

Data collection and analysis

The data collection was conducted by distributing questionnaires online via Google Forms. Each variable had twenty-five statements validated to measure the relationship between classroom management, teacher work culture, and pedagogical competence. A closed Likert scale questionnaire was employed to collect research data based on the participants' experience and honesty involving 69 respondents.

After the prerequisite test, the collected data were analyzed using the Method of Successive Intervals (MSI) with the help of SPSS software version 23. Inferential statistical methods were used in this study to measure the strength of the relationship between the independent and the dependent variables. The data analysis procedure was carried out through a series of statistically rigorous steps.

A paired sample t-test was conducted to determine the statistical significance of the obtained scores. Multiple correlation analysis and simultaneous F-test were conducted to determine the correlation coefficient of the relationship between classroom management variables, teacher work culture and pedagogic competence. This methodological framework allows for comprehensive data analysis.

Results

Findings on the relationship between classroom management and work culture with teachers' pedagogical competence

This study aimed to analyze the relationship between classroom management, teacher culture, and pedagogical competence. The three variables were put into five categories, namely very good, good, quite good, not good, and very bad. The result of the multiple correlation test output between classroom management and teacher work culture with pedagogical competence is shown in the following table:

Table 1. *Multiple Correlation Analysis of X1 and X2 with Y*

| Model Summary | | | | | | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .454 ^a | .206 | .182 | 4.005 | .206 | 8.583 | 2 | 66 | .000 |

a. Predictors: (Constant), X2, X1

Based on the output above, the analysis between classroom management and teacher work culture with pedagogical competence obtained a sig F Change value of $0.000 < 0.05$, which means the F Change value is lower than 0.05. It can be concluded that there was a significant relationship between variables X1 and X2 with variable Y simultaneously or together. When compared with the r-table value with df $(n-2)$; $69 - 2 = 67$, it is known that the r-table value is 0.236. Thus, the value of $r\text{-count} > r\text{-table}$ ($0.454 > 0.236$) and sig value $< \alpha$ ($0.000 < 0.05$). Based on these results, it can be seen that the r-count is bigger than the r-table which means that H_0 is rejected and H_a is accepted. There was a simultaneous relationship between classroom management and pedagogical competence in Islamic high schools in Cikande District. The level of relationship between variables X1 and Y based on the results of the r-count value against the Pearson correlation table in table 5, falls in the 0.400 - 0.599 range which means it had a moderate and positive relationship. It can be inferred that classroom management and teacher work culture had a direct relationship with pedagogical competence. So, the higher the ability of the classroom management and teacher work culture, the higher the pedagogical competence. The opposite applied that the lower the ability of classroom management and teacher work culture, the lower the pedagogical competence.

Simultaneous F test

Furthermore, to determine the significance of the relationship, the F test was used. The results of the F test obtained is showed in the following:

Table 2. *Simultaneous F Test*

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 275.419 | 2 | 137.709 | 8.583 | .000 ^b |
| | Residual | 1058.871 | 66 | 16.044 | | |
| | Total | 1334.290 | 68 | | | |

The correlation significance test using the F test presented in the table indicated that the calculated F-value (F-count) is 8.583. When compared to the critical F-value (F-table) at degrees of freedom (2, 67), which is 3.134 and at a 5% significance level (0.05), it is evident that F-count is bigger than the F-table ($8.583 > 3.134$). Based on the results of the F test above, it can be stated that classroom management and teacher work culture simultaneously with pedagogical competence have a positive and significant relationship.

Discussion

The results of this study provided strong evidence of the positive contribution of classroom management and teacher work culture to the pedagogical competence of Islamic high school teachers. This is shown by the results of the F test, 85.8% of classroom management and teacher work culture have a significant relationship with pedagogical competence. This is in line with research conducted by (Mulyadi, 2022) stating that there is a positive relationship between work culture and teaching creativity with teacher professional competence with a significance level of 85.9%. In the didactic component, pedagogical practices based on learning strategies show an acceptable level.

Although the direction of the relationship is positive based on the result, the value of classroom management has a greater contribution to pedagogical competence. This is because classroom management technically involves direct interaction with students, learning management, deepening of students' understanding and attitudes. That is why classroom management contributes more to improving pedagogical competence. The findings of this study are in accordance with research conducted by Gangal et al., (2023) that teachers who received training to improve pedagogical competence showed positive implementation in their classrooms in various aspects of classroom management including planning, implementation, time management, behavior management and relationships in the classroom. Furthermore, Fitrianova (2020) in her research revealed that there is a significant correlation between pedagogical competence and professional competence of teachers with classroom management.

This study has similarities in work culture variables, teaching creativity which includes learning management and teacher competence. However, the differences in this study's focus is on classroom management variables, teacher work culture, and pedagogical competence. Classroom management and teacher work culture together contribute to the pedagogical competence of Islamic high schools in Cikande District by 45.4% and the remaining 54.6% of the pedagogical competence of Islamic high

school teachers in Cikande District is the result of contributions from other factors outside classroom management and teacher work culture. The recommended factors for testing the pedagogical competence variable include academic supervision, learning management, educational technology, school principal leadership, and other relevant factors. This study has obstacles in the data collection process involving populations with different objective conditions. For this reason, it is suggested that future research should conduct research on populations with the same objective conditions to facilitate data collection.

Conclusion and Recommendations/Implications

This study successfully revealed that classroom management, teacher work culture and pedagogical competence have a positive and significant relationship. This means that the better the classroom management and teacher work culture, the higher the teacher's pedagogical competence will be. Conversely, the lower the classroom management and teacher work culture, the lower the pedagogical competence. All school members need to increase awareness of the problems faced by schools, conduct evaluations and assessments, and improve good management and work culture in the school environment. This research is not only limited to the current conceptual field of education, but a thought to adjust the development of education in the future. Teacher competencies need to be continuously improved in the long term to achieve educational goals. Classroom management, work culture and teacher pedagogical competence contribute 45.4% of the relationship and the remaining 54.6% is the result of the contribution of other factors outside the relationship that needed further research such as supervision, leadership, school administration, human resource management and others that are more relevant.

Disclosure statement

This research is entirely original, the result of my own scientific writing. The writings and opinions of others contained in this thesis have been clearly cited in accordance with the applicable guidelines for writing scientific papers.

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