

Classroom Management Strategies Used by English Teachers in Implementing Deep Learning at Smp Negeri 13 OKU

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Abstract

This study aimed to describe the classroom management strategies used by English teachers in implementing Deep Learning at SMP Negeri 13 OKU. This study employed a descriptive qualitative method involving three English teachers of eighth grade. The data were collected through observations, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing. The findings indicated that the teachers implemented classroom management strategies through Get Them In, Get On With It, Get On With Them, and Get Them Out. Greeting was implemented through five activities, seating through three practices, starting through nine activities, content through five learning resources and media, manner through seven communication strategies, classroom rules through four rules, who is who through five activities, what is going on through six monitoring activities, concluding through five activities, and dismissing through six activities. In conclusion, the English teachers successfully implemented classroom management strategies throughout the teaching and learning process. In conclusion, the teachers successfully implemented classroom management strategies that created a positive, organized, and engaging learning environment and supported the implementation of Deep Learning in English classrooms.

Keywords: Classroom Management Strategies, Deep Learning, Descriptive Qualitative.

INTRODUCTION

School is a place where students learn knowledge, develop skills, and build their character. In the classroom, there are two main participants, namely teachers and students. The teacher plays an important role in guiding students through the learning process and creating a learning environment that supports both academic and social development. In order to achieve effective learning, teachers are not only required to deliver the material but also to manage the classroom appropriately. Classroom management success relies on a teacher's deliberate planning and preparation. Without proper guidance from the teacher, a productive learning environment cannot be achieved. (K. Wong et al, 2018).

In current educational practice, teachers are also encouraged to apply innovative approaches such as deep learning, in which students are expected to participate actively through discussion, collaboration, and problem-solving. While this approach can enrich the learning experience, it can also create more dynamic and less predictable classroom situations. If the classroom is not managed properly, students may lose focus, become less disciplined, or engage in off-task behavior. This indicates that even when an active learning approach such as deep learning is implemented, classroom management strategies remain essential to ensure that learning activities proceed in a structured and conducive manner.

This issue was reflected in preliminary observations conducted by the researcher during a three-month PPLK program at SMP Negeri 13 OKU. English teachers had begun

implementing activities that reflect the characteristics of deep learning, such as group discussions and student-centered tasks. However, several classroom problems were still observed: some students talked with their friends while the teacher was explaining the material, some did not pay attention or engage actively in the task, and a few showed low participation during group activities. In addition, when the teacher gave instructions, not all students followed them promptly, causing delays at the start of the lesson. These conditions suggest that classroom management strategies may not yet be optimally implemented at every stage of the lesson—from opening the class, sustaining interaction and monitoring students during activities, to closing the lesson in a way that consolidates students' understanding of the material.

Investigating this issue is important both theoretically and practically. Theoretically, it contributes to the limited body of research on how classroom management strategies are enacted in real classroom contexts where active, student-centered approaches such as deep learning are being introduced, particularly in the context of SMP N 13 OKU. Practically, the findings are expected to provide useful insights for English teachers in refining their classroom management practices to better support active learning approaches, and to inform teacher training or professional development programs.

Building on this rationale, this study was conducted to investigate the classroom management strategies used by the English teacher at SMP Negeri 13 OKU in implementing deep learning. Specifically, the study aims to examine how the teacher applies classroom management strategies commonly categorized as "get them in," "get on with it," "get on with them," and "get them out". To address this problem, the study employs a descriptive qualitative approach, using classroom observation and interviews with the English teacher as the primary means of exploring how these strategies are enacted in practice, which are then analyzed and described in relation to the stages proposed by (Evertson et al, 2019) and the classroom management. This approach is considered appropriate for capturing the naturally occurring, context-specific ways teachers manage their classrooms, rather than measuring predetermined variables.

Previous studies have similarly emphasized the centrality of classroom management to instructional effectiveness. (Kounin et al, 1970) classic work on "with-it-ness" highlighted teachers' awareness of classroom events as a key factor in preventing disruptive behavior, while (Wong, 2009) stressed that well-managed classrooms are characterized by clear routines and procedures established from the outset. More recent studies on active and student-centered learning approaches, including deep learning, have also noted that such approaches demand more deliberate management strategies to prevent the loss of focus and off-task behavior that may arise from increased student autonomy. These studies collectively support the relevance of examining classroom management strategies within the specific context of deep learning implementation, as undertaken in this study.

METHODOLOGY

1. Research Design

This study employed a descriptive qualitative research design. According to Creswell and Creswell (2022), qualitative research is an approach used to explore and understand the meanings that individuals or groups ascribe to a social phenomenon. The descriptive approach was chosen because it enables the researcher to provide a detailed description of a phenomenon without manipulating the research setting. Therefore, this study focused on describing how English teachers implemented classroom management strategies during the teaching and learning in implementing

Deep Learning process at SMP Negeri 13 OKU.

2. Population and Sample

The population of this study consisted of seven English teachers at SMP Negeri 13 OKU. The sample was selected using purposive sampling, which, according to Sidiq and Choiri (2019), is a sampling technique in which participants are selected based on specific characteristics relevant to the research objectives. Three English teachers who taught Grade VIII classes (VIII.1, VIII.3, and VIII.4) were selected as the research participants. Grade VIII was chosen because Grade IX students were taking school examinations during the data collection period, making Grade VIII classes the most appropriate setting for classroom observation.

3. Technique For Collecting Data

The data were collected through observation, semi-structured interviews, and documentation. Creswell and Creswell (2022) state that qualitative research commonly employs multiple data collection techniques to obtain rich and comprehensive information. Classroom observations were conducted using a non-participant observation technique, in which the researcher observed the teaching and learning process without participating in classroom activities. An observation checklist adapted from Smith and Laslett (2002) was used to identify classroom management strategies. Semi-structured interviews were conducted with the three English teachers to obtain detailed information about their classroom management practices. Documentation, including lesson plans, teaching materials, photographs, classroom recordings, and field notes, was also collected to support and strengthen the findings obtained from the observations and interviews.

4. Technique for Analyzing Data

The data were analyzed using the qualitative data analysis model proposed by Miles and Huberman (2014), which includes data reduction, data display, and conclusion drawing. First, the researcher selected and classified the data obtained from observations, interviews, and documentation based on the four classroom management strategies proposed by Smith and Laslett (2002): *Get Them In*, *Get On With It*, *Get On With Them*, and *Get Them Out*. Next, the data were organized and presented in descriptive form and tables to identify patterns of classroom management practices. Finally, the researcher drew conclusions by comparing and verifying the findings from the three data sources. To ensure the credibility of the findings, triangulation was applied by comparing data from observation, interviews, and documentation (Sinega, 2023).

Table 1
Specification of Observation

No	Indicator	Aspect	Item Number
1.	Get them in	Greetings, seating, Strating	1,2,3,4,5,6,7,8,9
2.	Get on with it	Content, Manner, Classroom Rules	10,11,12,13,14,15,16
3.	Get on with them	Who is who, What is going on	17,18,19

4.	Get them out	Concluding, Dismissing	20,21,22,23,24,25
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FINDINGS AND DISCUSSION

This section presents the findings obtained from classroom observations, interviews, and document analysis regarding the classroom management strategies used by English teachers in implementing Deep Learning at SMP Negeri 13 OKU. Data were collected from three teachers (AJ, YS, and EM) teaching Grade VIII classes, and the findings are organized according to the four dimensions of classroom management proposed by Smith and Laslett (2002): Get Them In, Get On With It, Get On With Them, and Get Them Out.

1. Observation and Interview Analysis

- Get Them In

All three teachers implemented greeting, seating, and starting activities at the beginning of each lesson. Greeting activities included verbal greetings such as “Assalamualaikum” and “Good morning/afternoon,” inquiries about students’ condition (e.g., “How are you today?”), smiling, and maintaining eye contact, followed by a class prayer led by the class leader. Seating arrangements were adjusted according to the instructional activity: two teachers (AJ and EM) organized students into small groups of four to five members for discussion tasks, while one teacher (YS) maintained students’ regular seating positions when the lesson activities were conducted individually. Starting activities consisted of reviewing previous material through short questions, checking attendance by calling students’ names, explaining learning objectives, displaying or writing the lesson topic, asking students to prepare their books and stationery, and providing brief motivational talk or small talk to build a relaxed classroom atmosphere before instruction began.

- Get On With It

During instruction, all teachers used a combination of PowerPoint slides, textbooks, and worksheets, with two teachers (AJ and EM) also incorporating supplementary media such as pictures, cards, or songs to support students’ understanding of the lesson content. Classroom manner was characterized by the consistent use of eye contact, hand gestures, facial expressions, and variation in voice intonation, along with questioning activities to maintain students’ attention. Positive verbal feedback, such as “Excellent,” “Very good,” and “Good try,” was regularly provided to encourage participation, and all teachers moved around the classroom rather than remaining at the front during instruction. In addition, classroom rules concerning respect for others, attentiveness during explanation, minimizing noise, and responsible completion of assignments were communicated and reinforced by all three teachers, with one teacher (YS) reporting that the rules had been established collaboratively with students at the beginning of the school year.

- Get On With Them

Teachers demonstrated individual recognition of students by calling them by name when asking questions, giving instructions, inviting students to read texts or share ideas, and approaching students individually during group work. Two teachers (AJ and EM) reported using seating charts or name tags as an aid to remember students’ names, while one teacher (YS) stated that she used students’ names naturally and frequently during classroom interaction. Continuous monitoring of students’ learning progress was carried out by walking around the classroom, checking individual and group work, asking about students’

understanding (e.g., “Do you understand?”, “Any difficulties?”), and providing additional explanation or guidance to students who experienced difficulties.

- **Get Them Out**

At the end of each lesson, all teachers concluded instruction by reviewing the material that had been discussed, inviting students to recall important points, and summarizing the lesson collaboratively with students rather than simply presenting the summary themselves. Positive feedback and motivation, such as “Good job today” and “Thank you for your active participation,” were given before the lesson ended, and one teacher (EM) additionally conducted a brief ice-breaking activity as part of the closing session. Dismissal activities were implemented systematically across all three classes, comprising organizing learning materials, ensuring classroom cleanliness, closing with a prayer led by the class leader, a farewell greeting (“Wassalamualaikum warahmatullahi wabarakatuh”), shaking hands with the teacher, and dismissing students in an orderly manner, either row by row or group by group.

2. Documentation Analysis

Analysis of the teaching module used by all three teachers showed that the four classroom management dimensions were embedded in the module’s preliminary, core, and closing activity sections. The preliminary section incorporated greeting, prayer, attendance checking, and activation of students’ prior knowledge; the core section incorporated discussion, questioning, and the use of learning media; and the closing section incorporated lesson summarization, reflection, classroom organization, and prayer. This indicates a general consistency between the classroom management procedures planned in the teaching module and the strategies observed in actual classroom practice.

The findings show that the English teachers at SMP Negeri 13 OKU implemented classroom management strategies consistently across the four dimensions proposed. The systematic implementation of greeting, seating, starting, instructional, monitoring, and closing activities from the beginning until the end of each lesson supports (Smith et al, 20002) argument that effective classroom management involves preparing students for learning, sustaining learning activities, building positive relationships, and concluding lessons effectively. This finding is also in line with (Burden, 2020), who states that effective classroom management helps teachers organize classroom activities, manage student behavior, and encourage active participation throughout the learning process.(Khulayfiah, 2013)

The findings further suggest that the classroom management strategies observed supported the implementation of Deep Learning in the English classroom.(Isro’iyah et al, 2025) Greeting activities and positive teacher–student interaction at the beginning of the lesson reflect the principle of Joyful Learning, as they helped create a welcoming and psychologically safe classroom atmosphere that encouraged students to engage in learning activities.(Martin et al, 2019) Seating arrangements, starting activities, classroom discussions, and lesson reviews reflect the principle of Meaningful Learning, as they encouraged students to connect prior knowledge with new material and construct understanding collaboratively, particularly through group seating and summarization activities at the end of the lesson.(Munawarah et al, 2022) Meanwhile, questioning activities, classroom rules, continuous monitoring, and feedback reflect the principle of Mindful Learning, as they encouraged students to remain focused, self-aware, and actively engaged throughout the instructional process. (Santrok, 2007) cited in Khulaifayah. (2013).

These findings are consistent with previous studies conducted by Huziah, 2021), which similarly found that effective classroom management contributes significantly to

student engagement and the success of classroom learning. The present findings extend this line of research by describing how the four classroom management dimensions are specifically enacted within the context of Deep Learning implementation, an area in which empirical descriptions remain limited. (Wahyuni et al., 2023) At the same time, variation was observed among the three teachers, particularly in seating flexibility and the use of supplementary instructional media, suggesting that while the overall framework of classroom management strategies was similarly applied, individual teachers adapted specific techniques according to the nature of the lesson and their own teaching style. (Suswanto, 2020)

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Table 2
Summary Activities Implemented by English Teachers

No	Indicator	Aspect	Activites Found
1.	Get them in	Greetings	5 Activites
		seating	3 Activites
		Strarting	9 Activites
2.	Get on with it	Conten	5 Activites
		Manner	7 Activites
		Classroom Rules	4 Activites
3.	Get on with them	Who is who	5 Activites
		What is going on	6 Activites
4.	Get them out	Concluding	5 Activites
		Dismissing	6 Activites

CONCLUSION

Based on the findings and discussion presented above, three conclusions can be drawn. First, the English teachers at SMP Negeri 13 OKU implemented classroom management strategies consistently across all four dimensions proposed by Smith and Laslett (2002) Get Them In, Get On With It, Get On With Them, and Get Them Out at every stage of the lesson, from opening the class to dismissing students. Second, these strategies were reflected not only in classroom practice but also in the teaching module used by the teachers, indicating alignment between lesson planning and actual implementation. Third, the classroom management strategies observed were found to support the implementation of Deep Learning by fostering a joyful, meaningful, and mindful learning environment, thereby confirming that classroom management plays an important role in supporting the effectiveness of active, student-centered learning approaches such as Deep Learning in the English classroom.

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