Integrating Marzano and Bronfenbrenner: A Dual-Perspective Study of EFL Classroom Management in Central Sulawesi

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Article History	ABSTRACT
	Background: Classroom management in EFL setting is pivotal not only for maintaining order but also for fostering academic achievement and creating a positive learning environment. **Purpose:** This study employs qualitative a case study approach to examine classroom management practices within an English as a Foreign Language (EFL) setting, focusing specifically on eleventh grade at SMAN 2 Sigi. **Method:** This qualitative case study collected data through semi-structured interviews with one EFL teacher and ten students, supplemented by document review. Thematic analysis was used to identify key patterns in the data. **Results and Discussion:** The study reveals that both the EFL teacher and students demonstrate a shared positive understanding of classroom management. The EFL teacher implemented comprehensive the aspects of classroom management based on Marzano's theory (2005), including establishing rules and procedures, applying discipline and consequences, building positive EFL teacher-students relationships, and demonstrating awareness and flexibility in responding to classroom dynamics. This implementation enhanced students comfort, engagement, and motivation. However, barriers such as low basic skill in English, emotional instability, inadequate facilities and curriculum implementation, and disruptive behaviors persisted. These findings align with Bronfenbrenner's theory (1979) regarding external influences on learning outcomes. This study addresses a gap by exploring the local implementation of Marzano's theory and integrating Bronfenbrenner's theory within an Indonesian EFL context. **Conclusions and Implications:** The implementation of classroom management in EFL setting, specifically in eleventh grade at SMAN 2 Sigi reveals that the EFL teacher applies it in a structured, proactive, affective, and flexible, which enhances student engagement and positive classroom interactions. The findings emphasize the importance of the EFL teacher's dedication, flexibility, and awareness in responding

	to the frequently changing classroom dynamics. This study provides a comprehensive understanding of classroom management practices, the integration of two theoretical frameworks, and the influence of social, cultural, and institutional factors on EFL learning.
Keywords:	*Integrating Marzano; Bronfenbrenner; Perspective Study; EFL Classroom Management.*
	ABSTRAK
	Latar Belakang: Manajemen kelas dalam konteks EFL (Bahasa Inggris Sebagai Bahasa Asing) tidak hanya penting untuk menjaga ketertiban, tetapi juga penting untuk mendorong pencapaian akademik dan menciptakan lingkungan belajar yang positif. **Tujuan:** Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk mengkaji praktik manajemen kelas dalam konteks Bahasa Inggris Sebagai bahasa Asing, dengan fokus pada siswa kelas sebelas di SMAN 2 Sigi. **Metode:** Studi kasus kulatitatif ini mengumpulkan data melalui wawancara semi-struktur dengan satu guru Bahasa Inggris dan sepuluh siswa, dilengkapi dengan tinjauan dokumen. Analisis tematik digunakan unuk mengidentifikasi pola kunci dalam data. **Hasil dan Pembahasan:** Hasil penelitian mengungkapkan bahwa baik guru Bahasa Inggris dan siswa menunjukkan pemahaman positif yang sama tentang manajemen kelas. Guru tersebut menerapkan aspek-aspek manajemen kelas secara komprehensif berdasarkan teori Marzano (2005), meliputi: menetapkan aturan dan prosedur, menerapkan disiplin dan konsekuensi, membangun hubungan positif antara guru dan siswa, serta menunjukkan kesadaran dan fleksibilitas dalam merespon dinamika kelas. Penerapan ini meningkatkan kenyamanan, keterlibatan, dan motivasi siswa. Namun, hambatan seperti keterampilan dasar Bahasa Inggris yang rendah, ketidakstabilan emosional siswa, fasilitas dan implementasi kurikulum yang kurang memadai, serta perilaku mengganggu masih terjadi. Temuan ini sejalan dengan teori Bronfenbrenner (1979) mengenai pengaruh eksternal terhadap hasil pembelajaran. Penelitian ini menutup celah dengan mengekplorasi implementasi local teori Marzano dan mengintegrasikan teori Bronfenbrenner dalam konteks Bahasa Inggris sebagai Bahasa Asing di Indonesia. **Kesimpulan dan Implikasi:** Implementasi manajemen kelas dalam konteks pembelajaran Bahasa Inggris sebagai Bahasa Asing, khususnya di kelas sebelas SMAN 2 Sigi, menunjukkan bahwa guru menerapkan manajemen kelas secara terstruktur, proaktif, afektif, dan fleksibel, yang meningkatkan keterlibatan siswa serta interaksi kelas yang positif. Temuan ini memberikan pemahaman komprehensif tentang praktik manajemen kelas, integrasi dua kerangka teoritis, serta pengaruh faktor sosial, budaya, dan institusional terhadap pebelajaran Bahasa Inggris sebagai Bahasa Asing.
Kata Kunci	*Integrasi Marzano; Bronfenbrenner; Studi Perspektif; Manajemen Kelas Bahasa Inggris Sebagai Bahasa Asing;*

INTRODUCTION

In the context of teaching and learning in English as a Foreign Language (EFL) classroom, EFL teachers are required to have skills that can support them to carry out the role effectively. These skills are considered as one of the important aspects in teaching and learning because it can promote and help an EFL teacher to carry out the teaching and learning process effectively. Here, the skill intended is the EFL teacher's skill in managing the classroom.[1] As observed, classroom management is one of the needed EFL teacher's skills which is considered pivotal because it can support effective learning, in particular in EFL classrooms.[2] The statement

suggests that classroom management is a crucial aspect that must be considered by an EFL teacher. With good classroom management, an EFL teacher is confident to achieve the desired objectives as planned in the lesson plan.[3] Effective classroom management not only regulates student behavior but also fosters a positive learning environment that supports both academic achievement and socio-emotional development.[4], [5]

In Indonesia, English is categorized as a foreign language, resulting in students' limited exposure to it beyond the classroom.[6] Consequently, the classroom becomes the primary and often sole space for developing English proficiency. However, constraints such as low motivation and self-confidence, limited vocabulary, inadequate facilities, and pronounced student diversity collectively pose challenges to classroom management implementation.[7], [8] Previous research has also identified disruptive student behaviors, such as excessive use of the mother tongue, lack of motivation, and distractions caused by mobile phones, as common difficulties faced by EFL teachers. These challenges are often addressed through affective strategies to maintain classroom order. [9] On the other hand, classroom arrangement, the implementation of clear rules, and the selection of engaging topics have been shown to improve student participation, even though infrastructure limitations and low self-confidence remain ongoing obstacles.[10], [11]

Numerous studies have explored EFL classroom management. As previously highlighted the effectiveness of setting arrangements, the implementation of rules from the first meetings, active involvement of students through group discussion and presentation, selecting topics that were interesting and relevant to students' interest to increase learning motivation and participation.[10] Another study showed that classroom arrangement strategies were most dominantly used by EFL teachers, while handling student discipline was the least applied.[12] The study also emphasized that there is no universal approach, as strategies must be adapted to the specific needs, cultural backgrounds, and classroom conditions.[13]

Previous studies have established that effective classroom management strategies can reduce disruptive behavior while enhancing student engagement and academic performance.[4], [6], [13] However, few studies have applied Marzano's framework in its entirety, particularly the relational dimension, which focuses on teacher-student interaction quality, and the psychological dimension, which emphasizes shaping students' mindsets. Integration with Bronfenbrenner's ecological perspectives is also uncommon, leaving the role of environmental factors in classroom management underexplored. Moreover, limited studies addresses both EFL teacher and student perspectives simultaneously in EFL contexts, especially at the senior high school level in Indonesia, or examine their shared awareness of classroom management.

This study address these gaps by applying Marzano's structural, relational, and psychological dimensions alongside Bronfenbrenner's ecological theory to capture environmental influences. A dual perspective approach involving both EFL teacher and students is employed to provide a more comprehensive and contextually grounded understanding. The focus on eleventh grade at SMAN 2 Sigi, a school seldom featured in similar studies, has an "A" accreditation and diverse student population with varying abilities and learning needs, adds further value by offering unique, context-specific insights.

Preliminary observations at the school revealed that the EFL teacher was proved to have partially implemented positive forms of classroom management, such as active positive student engagement and building procedures. However, the overall implementation has not yet achieved the expectation of stakeholders. The results of pre-observation inspired the researcher to do a case study in this context. By using this design, the researcher has the opportunity to gain a deep understanding the phenomena and occurrences related to implementation of classroom management in its real conditions.

The significance of this study lies in its contribution to developing a holistic understanding of EFL classroom management, moving beyond mere behavior control to also include students' socio-emotional and motivational aspects. The findings are expected to serve as a reference for teachers, school principals, and educational stakeholders in designing classroom management that are relevant to local contexts, and potentially adaptable, for the development of context-based EFL teacher training programs.

Reflecting on this background, this study sought to better explore the EFL teacher's and students' understanding about classroom management, the EFL teacher implement classroom management, and the barriers that hinder effective implementation.

LITERATURE REVIEW

Classroom Management

The success of teaching in the EFL classroom greatly depended on effective classroom management, as it helped establish a positive and supportive learning environment.[14] Classroom management aims to create an orderly and supportive environment where students can concentrate on academic learning and develop social and moral values. The way teachers achieve order is considered just as important as the result itself. Therefore, classroom management is viewed as a comprehensive process involving behavior control, building relationship, effective instruction, student engagement, and the promotion of social skills.[15] Recent findings affirm that positive and proactive classroom management strategies have an impact on increasing engagement, reducing learning anxiety, and improving students' academic achievement in the EFL context.[16]

Another point of view places classroom management as an entity that discusses process by which various forms of EFL teachers' and students' activities and teaching process, learning materials are adapted with the learning needs of student.[17] This is conducted to achieve the goals of the teaching and learning which have been determined in the lesson plan.[18]

This study has two complementary theoretical foundations. The first is classroom management Theory proposed by Marzano et al., (2005), which emphasizes four essential components: first, the establishment of clear rules and procedures to regulate student behavior and ensure learning activities runs smoothly; second, consistent application of discipline and consequences to maintain order while fostering students' sense of responsibility; third, building positive EFL teacher-student relationships as the basis for a respectful and motivating classroom atmosphere; and finally, the EFL teacher's awareness (withitness) or readiness, to monitor, respond, and adjust management strategies according to the dynamics of the classroom.[19]

These four components do not operate in isolation but work synergistically to form a strategic framework for EFL teachers in creating an environment conducive to language learning. The second theoretical Theory is Bronfenbrenner's (1979) Ecological Systems Theory, which views individual development as the result of multilayered interactions between various environmental systems.[20] This framework comprises five levels: the microsystem, encompassing direct relationships between EFL teacher, students, and peers in the classroom; the mesosystem, describing interconnections between microsystems, such as communication between school and family; the exosystem, referring to external factors that indirectly affect the classroom, such as school policy or parents' work conditions; the macrosystem, representing cultural values, social norms, and educational policies; and the chronosystem, which reflects changes occurring over time, such as curriculum reforms or developments in educational technology. By incorporating these theories, classroom management can be analyzed not only as an internal practice within the classroom but also as a phenomenon shaped by broader social and cultural contexts.

Previous Research of Classroom Management in EFL Setting

Numerous previous studies have explored classroom management strategies in the context of English as a Foreign Language (EFL) classrooms. Study indicates that EFL teachers in higher Education tend to employ affective strategies, such as positive body language and encouraging approaches. However, consistency remains a challenge.[9] In contrast, study in inclusive schools found that teachers can adapt strategies to accommodate both students with and without special needs. However, the study primarily observed teachers' perspective without directly involving students.[11] Additionally, study has focus on classroom management in speaking classes, examining aspects such as seating arrangements and the selection of engaging topics. Despite these efforts, barriers such as limited facilities and low student confidence persisted. The study primarily concentrated on higher Education and relied exclusively on the views of lecturers.[10] Study also emphasized the importance of student involvement in achieving effective classroom management. However, the study are primarily document reviews not conducted directly in the classroom, leaving real classroom practices largely unexplored.[21]

Despite these contributions, most existing studies have examined either the EFL teacher's or the student's perspective in isolation, with few studies addressing both perspectives simultaneously, particularly in Indonesian senior high school EFL contexts. Furthermore, the relationship between classroom management and the broader environmental influences outlined in Bronfenbrenner's framework has been largely overlooked, especially in SMAN 2 Sigi.

Recognizing the need for a more comprehensive understanding of EFL classroom management, the present study uniquely integrates Marzano's four components of classroom management with Bronfenbrenner's ecological perspective. This approach, which goes beyond behavior control to encompass students' socio-emotional and motivational dimensions, is employed to examine both the EFL teacher and student perspectives concurrently. By focusing on the eleventh grade of SMAN 2 Sigi, a school rarely represented in similar studies, the study provides context-specific insights, further emphasizing its relevance.

Academically, this research contributes to a more holistic understanding of EFL classroom management, extending beyond behavior control to encompass students' socio-emotional and motivational dimensions. However, the real value of this findings lies in their practical implications. The researcher expect them to serve as a valuable reference for EFL teachers, school principals, and educational stakeholders in designing classroom management that is locally relevant and adaptable for developing context-based EFL teacher training programs. By reflecting on these gaps, this study sought to explore EFL teachers' and students' understandings of classroom management, examine how teachers implement it, and identify barriers hindering its effective application.

METHOD

This research employed qualitative approach. It is aimed to gain a deep understanding of the phenomena dealing with implementation of classroom management in EFL classroom through the collection, analysis, and interpretation of non-numerical data.[22] A case study design was selected to enable an in-depth exploration of the phenomena within its natural setting, specifically concerning the EFL teacher's and students' perspectives and the barriers encountered in implementing effective classroom management with EFL classroom [23].

This study investigated three key areas: the EFL teacher's and students' understanding about classroom management, the implementation of classroom management, and the barriers encountered during use. Through semi-structured interviews and document review, this research examined the practical implementation of classroom management in EFL classroom, focusing on four key components: rules and procedures, discipline and consequences, positive and

relationships between EFL teacher and students, and the awareness of both EFL teacher and students about classroom management. As explained, the aims of this study to present a comprehensive understanding of the implementation of classroom management employed by EFL teacher and to identify the facilitating and inhibiting factors that influence the creation of a conducive learning environment in the EFL classroom.

This study was conducted in the eleventh grade at SMAN 2 Sigi, that is resided in Kotarindau, Sigi, Central Sulawesi. The selection of the research setting was based on the premises. First, the accreditation level of the school is "A" which means that all the national standardized qualities were fully fulfilled by the school. However, the implementation of classroom management has not yet achieved the expectations of stakeholders. This research used purposive sampling to select 1 EFL teacher and 10 students from the eleventh grade at SMAN 2 Sigi to ensure data relevant and richness based on specific criteria. [24]

Table 1. Profiles of EFL teacher as a Research Participant

Initials	Sex	Age
T	Female	45

Table 2. Profiles of Students as Research Participants

Initials	Sex	Age	Participation in an EFL Classroom
S1	Male	18	Passive
S2	Female	17	Active
S3	Female	17	Passive
S4	Female	16	Active
S5	Female	16	Active
S6	Female	16	Active
S7	Female	16	Active
S8	Female	17	Active
S9	Female	17	Active
S10	Female	18	Active

As shown in Table 1, the participant is a graduate of English education with extensive teaching experience, enabling her to offer valuable insights into the implementation of classroom management in EFL settings. Meanwhile, in Table 2, all participants are eleventh grade students who hold diverse perspectives regarding the implementation of classroom management used by EFL teacher in EFL setting. Therefore, the selection of these participants was based on the premises: they possess a deep understanding of the research topic, have the most pertinent and credible experience and knowledge, and demonstrated a willingness to contribute to rich and in-depth data collection relevant to the research questions [25].

This study employed two data collection techniques: semi-structured interviews and document review. The type of interview was chosen because it enables the researcher to obtain in-depth information from the participants, as well as provide flexibility to adjust the direction of the questions based on the participants' responses, without deviating from the research focus.[26] As explained, the researcher prepared the interview guide consisted of 15 questions for the EFL teacher and 14 questions for students that categorized into three main sections. Before the interviews, research permission was obtained from the stakeholders in the research setting, and informed consent was secured from the participants, allowing the researcher to take notes and record their responses. Participants were informed about the purpose of the study and their voluntary participant, and all personal data were anonymized and stored securely. The interview

data were then transcribed and analyzed to support the research objectives. Each interview, lasting approximately 15-30 minutes, was conducted with a focus on the depth and clarity of the participants' responses, respecting their time and commitments. All interview questions were translated into Indonesian, the participants' primary language, to ensure clear communication. The subsequent translation of the interview transcripts into English for analysis was a meticulous process, involving careful review by the researcher and validation by a bilingual expert in the field of English language education. This respectful approach minimized the potential for meaning loss or distortion between the original responses and the translated versions, demonstrating consideration for the participants' needs.

Furthermore, document review was employed to obtain authentic data relevant to the research questions, support and clarify interview findings, thereby enhancing research validity.[26] Another point of view places this technique is particularly useful, especially when researcher do not have the opportunity or resources to compete a study using other qualitative techniques.[27]

Table 3. Document Review sources and Reference Codes

No	Document Type	Reference Code
1	Merdeka Curriculum	D1/MC
2	Sequence of Learning Objective	D2/SLO
3	Teaching Module	D3/TM
4	Student Grade Report	D4/SGR
5	Student Attendance Report	D5/SAR

In this qualitative research, data were collected through in-depth interviews with EFL teacher and students, supplemented by document review. The data were analyzed to obtain a comprehensive understanding of classroom management perspectives and practices, encompassing implementation, encountered barriers, and students' responses. This information was subsequently categorized into distinct themes.

This research employed thematic analysis, a widely recognized and flexible method that allows the researcher to identify, analyze, and interpret patterns of meaning (themes) within qualitative data. The analysis was conducted interactively through six steps: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Data validity was enhanced through source triangulation. This involved comparing interview findings with visual documentation, including all relevant instructional materials, as illustrated in Table 3, to support the findings.

After analyzing the data, it is imperative for the researcher to reflect on their role and influence during the research. Reflexivity requires the researcher to consciously recognize that their position, personal experiences, and assumptions may affect data collection and interpretation of findings. [28] In this context, the researcher acknowledges that their background and subjective perspectives may potentially influence how field data are perceived and understood. For instance, the researcher background as an undergraduate English education study may introduce potential bias, particularly due to limited teaching experience. To minimize this, the researcher engaged in discussions with the supervisors, kept reflective notes, and applied data triangulation sources to ensure that interpretations remained grounded in participants' perspectives rather than personal assumptions.

In qualitative research, the researcher serves as the primary instrument in observing, collecting, analyzing, and interpreting data. [29] Therefore, reflexivity serves as a critical practice to ensure the research process is conducted with honesty, transparency, and critical awareness toward potential subjectivity. The application of reflexivity in this research is guided by three premises: contextual knowledge is considered more valuable that the broad application of

generalized theory, case study design facilities a more in-depth understanding of both EFL teacher' and students' perspectives, and reflexivity assists the researcher in maintaining openness to diverse findings and mitigating bias stemming from initial assumptions.

RESULT AND DISCUSSION

The Understanding of EFL Teacher and Students about Classroom Management

The interview findings revealed that classroom management is understood as a set of EFL teacher actions aimed not only at maintaining a controlled classroom environment but also at facilitating students' comprehension of the subject matter. This dual function reflects a broader perspective on classroom management that extends beyond discipline to encompass academic support. This understanding was explicitly conveyed by the EFL teacher, who emphasized the importance of aligning the lesson content with students' level of comprehension in order to achieve learning mastery. As EFL teacher (T) reported:

> "Concerning English learning, classroom management pertains to how students adapt to instructional materials to achieve learning mastery. If the material is difficult to comprehend, I will simplify it." (T-Interview)

The findings show that effective classroom management encompasses the simplification of complex materials to align with student needs. This reflects a conceptualization of classroom management integrating behavior regulation with the provision of academic support.

This EFL teacher centered perspective is reinforced by student responses, which demonstrate a shared understanding of classroom management as both structured and supportive. Students explicitly expressed an appreciation for the EFL teacher's material clarity and instructional adaptations. As Students S5 and S7 reported:

> "I think the way the EFL teacher managed the classroom is enjoyable. The explanation of key points is exceptionally clear and thorough. Challenging material is simplified and tailored to student learning needs, enabling me to comprehend the content with easy." (S7-Interview)

> "Usually for students focused on learning, the EFL teacher applied icebreaking, the explanation of the material was easy for us to understand, and the teacher applied quizzes and games." (S5-Interview)

The findings show that the participants S5 confirmed the implementation of engaging approaches such as icebreaking activities, quizzes, and games. These were reported to contribute to a more focused and enjoyable learning atmosphere. This indicates student recognition and appreciation of the teacher's efforts to adapt instructional delivery and employ interactive methods to enhance comprehension and classroom engagement.

The findings of the interview revealed that both the EFL teacher and students shared a similar understanding of classroom management. The view is not just about maintaining order, but a dynamic process that enhances academic achievement. The EFL teacher's role in creating a positive learning environment through interactive teaching, simplified materials, and meaningful interactions is crucial. This shared understanding underscores the importance of pedagogical sensitivity and proactive leadership, empowering all involved to take responsibility for effective classroom management.

The Implementation of Classroom Management in an EFL Classroom

The second research question theme examined the implementation of classroom management practices employed by an EFL teacher in the eleventh grade EFL classroom. Analysis of interview data and document review revealed that classroom management practices

encompassed four primary aspects: the implementation of rules and procedures, the development of discipline system with consequences, the cultivation of positive EFL teacher-student relationships, and awareness and flexibility in responding to classroom dynamics.

First, based on interview findings revealed that establishing rules and procedures from the beginning is a fundamental step taken by the EFL teacher to create a conducive and well-organized learning environment. Both the EFL teacher and students collaboratively agree on the behavioral guidelines in the classroom, along with the consequences for any violations. As T reported:

> "From the outset, we established mutual agreements, such as reminding students to avoid disruptive noise and applying prescribed consequences for infractions, including failure to complete assignments or tardiness. Classroom routines were consistently followed, commencing with a customary prayer, providing motivation, communicating learning objectives, and related activities." (T-Interview)

This findings show that Participant T explicitly implemented rules from the beginning of instruction by involving students in the process of establishing mutual agreements. Regarding procedural aspects, learning routines were executed consistent, starting with greetings and prayer, followed by the communication of learning objectives, and motivational strategies.

The implementation of procedures through consistent routines provided a predictable learning structure fostering a sense of security, established student expectations for desired behaviors, and reinforced student accountability for their conduct. This perspective is corroborated by the following student viewpoint:

> "The teacher consistently initiates lessons with greetings and prayer, thus explains what will be learned. Consequently, I understand where to direct my attention from the beginning." (S10-Interview)

> "Another respondent revealed that before learning begins, students greet and prayer together, the EFL teacher also conveyed the material and learning goals, and reminds students of the rules that must be followed." (S9-Interview)

Second, in disciplinary aspect was developed through the implementation of consequences and incentives. The EFL teacher utilized grading as a mechanism for both positive and corrective reinforcement. This approach not only regulated student behavior and accountability but also fostered active participation in the learning process. As T and S3 reported:

> "Students typically respond immediately when grades are used as a consequence. For instance, an inability to answer questions indicates a lack of focus, which consequently affects their grade. Similarly, non-compliance with uniform regulations can impact academic standing. Conversely, correct responses are rewarded with full marks as a motivational incentive." (T-Interview)

> "Active participation in answering questions results in additional credit. However, lack of focus or disruptive noise may lead to verbal reprimands, which can also affect grading outcomes." (S3-Interview)

The interview data revealed that a mutual recognition by both the EFL teacher and students that the application of grades, serving as incentives for engagement and reprimands for corrective purposes, fulfilled a dual function: regulating classroom behaviour while simultaneously motivating active involvement in the learning process.

Another finding revealed that the implementation of EFL teacher classroom management emphasized the significance of interpersonal relationships. The EFL teacher actively cultivated positive EFL teacher-student relationships through multiple ways. Crucially, the teacher

prioritized establishing rapport with students during initial instructional periods, recognizing this foundation as instrumental to the effectiveness of subsequent classroom management practices. Positive relationships were additionally fostered through emotional attunement and personal interactions to cultivate a supportive classroom climate. As T and S4 reported:

> "Multiple ways exist for building positive relationships with students, such as establishing chemistry from the outset, developing emotional and personal connections, and making learning enjoyable." (T-Interview)

> "This perspective was reinforced by student's experience: I feel comfortable because the EFL teacher is approachable and often engages in light humor. Occasionally, icebreakers or games are implemented to prevent monotony." (S4-Interview)

The findings show that Participant S4's response corroborates T's findings, demonstrating that emotional comfort contributes significantly to effective classroom management. The EFL teacher employed several ways including humor, game-based activities, and informal interactions to nurture supportive relationships and facilitate student engagement.
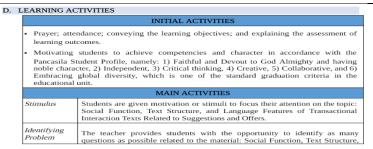
The findings of interview also revealed that an equally critical aspect pertains to the EFL teacher' situational awareness and instructional flexibility in responding to students' emotional states and shifting classroom dynamics. The EFL teacher demonstrated adaptive capacity by modifying instructional plans and behavioural expectations according to emergent contextual factors. As T, S6, and S1 reported:

> "Although we strive to implement optimal classroom management, students arrive with diverse backgrounds and emotional challenges. Teachers must acknowledge these conditions and adjust lesson plans accordingly. Even with prepared plans, classroom realities may necessitate change. Thus, flexibility remains essential." (T-Interview)

> This adaptability manifested in strategic interventions, such as purposefully grouping behaviourally divergent students: "The teacher combines disruptive and focused students strategically to leverage peer influence toward attentiveness and task engagement." (S6-Interview)

> "When classroom fatigue or diminished focus occurs, the teacher shifts methodologies, implementing games or collaborative group work to restore productive engagement." (S1-Interview)

The findings of interview revealed that participants (S1, S6) confirmed the EFL teacher consistent adaptation of seating arrangements and pedagogical approaches in alignment with classroom atmosphere. For instance, integrating active and passive learners served to moderate peer influence dynamics and maintaining academic focus. Collectively, these findings demonstrate that the EFL teacher contextual awareness and adaptive practices reflect socio-emotionally responsive pedagogy, which significantly enhances overall classroom management effectively. To reinforce this interpretation, data from the document review provides direct visual evidence that complements and strengthens the interviews findings.

D. LEARNING ACTIVITIES

INITIAL ACTIVITIES
• Prayer; attendance; conveying the learning objectives; and explaining the assessment of learning outcomes.
• Motivating students to achieve competencies and character in accordance with the Pancasila Student Profile, namely: 1) Faithful and Devout to God Almighty and having noble character, 2) Independent, 3) Critical thinking, 4) Creative, 5) Collaborative, and 6) Embracing global diversity, which is one of the standard graduation criteria in the educational unit.

MAIN ACTIVITIES	
Stimulus	Students are given motivation or stimuli to focus their attention on the topic: Social Function, Text Structure, and Language Features of Transactional Interaction Texts Related to Suggestions and Offers.
Identifying Problem	The teacher provides students with the opportunity to identify as many questions as possible related to the material: Social Function, Text Structure,

Picture 1. D3/TM

Picture 1 (D3/TM) show direct visual evidences that complemented, reinforced, and validated the interview findings. This document revealed a systematic instructional framework, particularly in lesson commencement procedures. This structure consistently incorporated opening greetings, prayer, attendance recording, communication of learning objectives, and explanation of assessment criteria, practices directly corroborating Participant T's, S9'S, and S10's emphasis on routine establishment as integral to effective classroom management.

E. ASSESSMENT / LEARNING OUTCOMES EVALUATION

a) Assessment of Attitudes/ Pancasila Student Profile

During the teaching process, the teacher observes the Pancasila student profile in students' learning, which includes being Faithful and Devout to God Almighty, Embracing Global Diversity, Being Independent, Thinking Critically, Collaborating, and Being Creative.

b) Assessment of Knowledge

The knowledge assessment conducted for this Learning Outcome is in accordance with the intended learning objectives and is carried out through written tests

c) Assessment of Skills

The skills assessment conducted for this Learning Outcome is in accordance with the intended learning objectives and is carried out through performance/practical tests

Picture 2. D3/TM

Picture 2 (D3/TM) shows an assessment rubric evaluating not only cognitive domains but also affective behavioural indicators including discipline, participation, and collaboration. This evidentially supports the EFL teacher implementation on use of assessment as a behavioural shaping mechanism, a practice explicitly aligned with statements from Participants T and S3 regarding grading's dual function.

G. LEARNING MODEL

Blended learning through a learning model using Project-Based Learning (PBL) integrated with differentiated instruction based on Social Emotional Learning (SEL).

Picture 3. D3/TM

Picture 3 (D3/TM) displays instructional design extended beyond academic achievement to explicitly integrate approaches fostering positive socio-emotional relationships between EFL teacher and students. This finding substantiates perspectives from Participant T and S4 regarding the critical role of emotional connection in establishing a conducive learning climate.

5. **Merdeka Belajar (Freedom to Learn).** One of the main principles in designing the Learning Flow and Objectives is understanding the concept of *Merdeka Belajar*, which includes: 1) Liberating students in thinking and acting within the academic domain while being morally responsible; 2) Facilitating and inspiring students' creativity by considering their individual uniqueness (learning pace, style, and interests); 3) Optimizing the role and competence of teachers in formulating the planning and implementation of learning. These three aspects are, in turn, actualized in the preparation of teaching modules or lesson plans (RPP – Rencana Pelaksanaan Pembelajaran) for each unit. The formulation of topics related to natural and social phenomena in several Learning Objectives aims to provide teachers with broad flexibility to determine or choose contextual subtopics that suit the students' conditions and the educational unit. Likewise, the formulation of operational verbs (KKO) representing the levels of thinking for each Learning Objective facilitates teachers in determining preliminary activities as prerequisites to achieve the established Learning Objectives.

Picture 4. D1/MC

7. **Adaptive and Flexible.** In accordance with the characteristics of the subject, the students, and the educational unit, while taking into account time allocation and the relevance between subjects as well as the scope of learning, **which includes** intra-curricular, co-curricular, and extracurricular activities.

Picture 5. D2/SL

Picture 4 (D1/MC) and Picture 5 (D2/SLO) shows that the EFL teacher' flexible and adaptive methodologies aligned with core tenets of the Merdeka Curriculum, particularly its emphasis on contextual responsiveness to learner diversity. This pedagogical alignment resonates with viewpoints expressed by Participants T, S1, and S6, who underscored the necessity of instructional adaptation to student needs and characteristics as a fundamental component of effective classroom management.

In the findings of the second theme, the EFL teacher fully implemented four aspects of classroom management adapted from Marzano (2005). This implementation of consistent with the theory and that effective classroom management not only focuses on maintaining order but also establishing rules and procedures, consistently enforcing discipline and consequences, building positive teacher-student relationships, and demonstrating awareness of classroom dynamics via withitness, emotional objectivity, and flexibility. The integration of these four aspects strengthens the quality of the teaching and learning process and supports the optimal achievement of learning objectives.

The Barriers of effective Classroom Management in an EFL Classroom

The third research question theme examined barriers encountered by EFL teacher in implementing classroom management. Data derived from interviews revealed several primary constraints hindering effective classroom management in EFL setting. The most prominent barrier is students' foundational English basic skills limitations. The EFL teacher indicated these linguistic constraints originate from students' prior educational experiences, particularly at elementary and junior high school levels. As T reported:

"The most significant barrier is students' low basic skills in vocabulary, grammar, speaking, listening, reading, and writing. For instance, some students require extended time merely to read a single paragraph. This stems from their prior learning experiences in elementary and junior high school." (T-Interview)

These language related barriers impede instructional pacing and create challenges in sustaining consistent student engagement, ultimately complicating teachers' classroom management efforts. A second barrier concerns students' diverse personal and emotional backgrounds, which influence classroom behavior and participation. Despite established classroom management (e.g., rules and procedures) the EFL teacher acknowledged individual student circumstances affect learning readiness. As T reported:

"Although classroom agreements and disciplinary systems are implemented, student heterogeneity persists. When students face personal issues or emotional instability, academic demands must be tempered by situational understanding." (T-Interview)

This findings show that socio-psychological factors constitute implicit yet significant barriers to classroom climate, necessitating EFL teacher balance between academic rigor and psychological support. Additionally, infrastructural limitations and curriculum implementation challenges were identified as systemic barriers. Despite available educational technology, technical constraints restricted its utilization. As T reported:

"Projector availability doesn't guarantee regular use due to transitional time constraints. Furthermore, curriculum targets often remain partially unmet (approximately 80%) due to student proficiency limitations." (T-Interview)
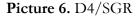
These structural constraints limit opportunities for varied, interactive instruction that could enhance motivation and focus during English lessons. Student behavioral dynamics further impeded classroom management. While not extreme, disruptive behaviors consistently reported by both teachers and students, stemmed from disengagement or comprehension difficulties. As S2 and S8 reported:
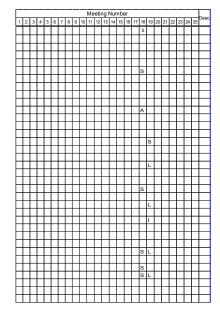
"Disruptive behaviours often originate from student attitudes, occurring across subjects, not exclusively English. (S2)

Male students frequently exhibit restlessness, walking around, disturbing peers, and talking primarily due to perceived difficulty and resulting boredom." (S8-Interview)

Though not severe, such behaviors undermine learning environments and impede conducive classroom climates. These finding was further reinforced by documentary evidence (D4/SGR and D5/SAR), which supported the results of the interviews.

Picture 6. D4/SGR   **Picture 7.** D5/SAR

Picture 6 (D4/SGR) reveal significant variation in student achievement, ranging from scores that barely meet the minimum passing criteria to incomplete or unsubmitted assignments. Blank score columns in Picture 6 indicate that students had not yet met the expected standards competency, therefore, they had not received any grades.

Meanwhile, Picture 7 (D5/SAR) displays a range of students attendance report, including S (ill), I (Excused), A (absent without notice), and L (late). Columns left blank in the attendance report indicate that students were present, as no specific code was assigned.

These variation in academic performance and attendance report data reflect deeper barriers in EFL classroom are not solely due to EFL teacher related factors, but are significantly influenced by students' prior knowledge levels, emotional and personal backgrounds, students behavior, and technical issues, particularly inadequate the used of learning facilities and the implementation of curriculum. These interrelated factors shape students' ability to consistently engage with and success in the EFL classroom.

These issues demonstrates that the implementation of Ecological Systems Theory (1979), which emphasizes how social, cultural, and institutional environments influence learning dynamics, provides a broad conceptual framework for understanding classroom management practices within the context of secondary level EFL learning in Indonesia. This framework enables a cross level analysis, from the individual to the macro-policy level, of the various factors affecting the successful implementation of classroom management.

In practice, the EFL teacher faced various barriers inherently linked to the interactions between systems within Bronfenbrenner's theory. At the microsystem level, barriers such as students' low basics English skills, emotional instability, and disruptive behavior reflect internal student condition influenced by home environments and prior learning experiences. At the mesosystem and exosystem levels, limitation in utilizing learning facilities worsen learning conditions. Meanwhile, at the macrosystem level, pressure to complete the curriculum shapes the barriers EFL teacher encounter in the classroom.

These findings also align with previous studies highlighting similar the implementation of EFL classroom management, such as limited facilities, low student motivation and self-confidence, and diverse student backgrounds.[9], [10], [11], [30] Therefore, utilizing Bronfenbrenner's framework enriches the analysis of classroom management complexity while emphasizing the importance of a holistic approach in formulating implementation adaptive to the local EFL learning context.

CONCLUSION AND IMPLICATIONS

This study demonstrates that classroom management in EFL learning for eleventh grade at SMAN 2 Sigi is understood by both teachers and students not solely as maintaining order, but as a vital instrument for creating a conducive learning atmosphere that supports academic achievement. The EFL teacher implements classroom management comprehensively through: establishing rules and procedures, consistently enforcing discipline and consequences, building positive teacher-student relationships, and demonstrating awareness of classroom dynamics via withitness, emotional objectivity, and flexibility. Based on these results, the study objectives to describe the EFL teacher and student understanding, classroom management implementation, and encountered barriers have been fully achieved.

The novelty of this study lies in its explicit exploration of the role of EFL teacher flexibility and situational awareness within an understudied local context and its integration of both EFL teacher and student perspectives to analyze classroom management practices. By applying Bronfenbrenner's (1979) Ecological Systems Theory, the study broadens the analysis to incorporate the Influence of social, cultural, and institutional environments.

Despite effective implementation, the EFL teacher still faced various barriers, including students' low basic English Skills, diverse emotional instability, disruptive behavior, limited use of facilities, and curriculum pressures. This underscores that successful classroom management

depends not only on structure but also on the EFL teacher's ability to respond adaptively to classroom dynamics.

While this study provides comprehensive and contextual insights into classroom management implementation in an EFL setting, its scope is limited: it involves only one school, one EFL teacher, and part of the data is based on self-reported interview information, which may be influenced by subjectivity or social desirability bias. Therefore, the findings cannot be broadly generalized. It is recommended that EFL teachers continue to develop their socio-emotional competencies and differentiation skills for classroom management. Policymakers should provide support through ongoing professional training, adequate facilities, and flexible curricula. Future research should conduct comparative studies across different schools, regions, or educational levels while implementing a mixed-methods research approach. Such studies would provide a more comprehensive and generalizable understanding of classroom management in EFL contexts while enabling cross-cultural and cross-institutional comparisons of theoretical frameworks.

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