

AN ANALYSIS OF CLASSROOM MANAGEMENT IMPLEMENTED BY EFL TEACHERS IN THE TENTH GRADE OF KINESTHETIC DIFFERENTIATED LEARNING CLASSES

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ABSTRACT

This research investigates the classroom management implemented by English Foreign Language (EFL) teachers in kinesthetic differentiated learning classes at SMA Negeri 4 Lubuklinggau. The research aimed to analyze how teachers implemented the five aspects of classroom management: physical design, rules and routines, relationships, engaging instruction, and discipline. A qualitative case study was conducted with two experienced teachers, using observation checklists, semi-structured interviews, and documentation. Findings revealed that both teachers applied the components of classroom management, Teacher AR applied physical design, rules and routines, relationships, engaging and motivating instruction, and discipline effectively, although minimally decorated. In contrast, the teacher YF had many decorations in physical design, good relationship, and engaging and motivating learning, but decoration less organized, inconsistent rules and discipline. The results highlight that classroom management in kinesthetic classes is generally effective but requires improvement in consistency and classroom organization. The research emphasizes the importance of designing the classroom, implementing rules and routines, creating engaging and motivating instruction, fostering positive relationships, and applying discipline for kinesthetic learners.

Keywords: *Classroom Management, Differentiated Learning, English Teacher, Garret Theory, Kinesthetic Classes.*

INTRODUCTION

Classroom management plays an important role in achieving the success of teaching and learning. Teachers must create a classroom environment that is organized, orderly, and conducive for student engagement and achievement (Hans & Hans, 2017). Classroom management supports effective learning outcomes, efficient time use, and a positive classroom climate (Chalak & Fallah, 2019).

Managing classrooms becomes more complex in the context of differentiated learning, where instruction is adapted to students' readiness, interests, and learning preferences (Kobi et al., 2023; Kolanus et al., 2023). Sofiah et al (2024) also stated that differentiated learning includes a series of actions taken by teachers to focus on the specific needs of students, where the learning objectives remain the same for all students, but the teaching strategies and approaches are tailored to each individual's preferences. For kinesthetic learners in particular require physical activities, movement, and hands-on experiences (Mahadi et al, 2022). Thus, teachers need specialized strategies to engage students and maintain order.

SMA Negeri 4 Lubuklinggau has implemented differentiated learning across grade levels, grouping students according to their learning styles, including kinesthetic classes. This research focused particularly on the tenth-grade kinesthetic classes, which consist of learners who prefer physical activities and movement as their main learning style.

The result of observation and interview with English teachers and tenth grade students at SMA Negeri 4 Lubuklinggau, on 25th February 2025, the researcher collected information that the implementation of classroom management in differentiated learning has its own dynamics. Teacher A implemented classroom management quite smoothly meanwhile teacher B implemented classroom management enough difficult, especially in designing suitable learning media. From the students' perspective student taught by teacher A stated that the learning atmosphere was very conducive and orderly, while student taught by teacher YF stated that the learning atmosphere in the class was not always conducive.

In the kinesthetic class, style that depends on physical movement, touch, and direct experience to comprehend information. Syofyan et al (2018) state that the kinesthetic learning style involves all types of movements and emotions that are created or remembered. Movement activities, rhythm, coordination, emotional responses, and physical comfort are very prominent in the learning style. Kinesthetic students can be described as follows in the classroom. First, students like to touch things directly, such as materials, media, or people. Second, students prefer to sit or stand close together and move around a lot or interact with others. Third, students learn by doing activities such as writing while reading and giving physical responses, DePorter in Syofyan et al (2018).

Classroom activities require students to move a lot for Kinesthetic students. This aligns with the statement of Mahadi et al (2022). He stated that Kinesthetic students prefer learning environments that allow them to move freely. They quickly feel unfocused and bored when the learning process involves minimal movement. According to Asrining and Safitri (2017) this kinesthetic students need do activities such as experiments and the direct involvement of physical engagement experiences within the classroom. kinesthetic students also grasp lessons more swiftly when they are required to participate actively, such as in role plays and field trips.

There are three previous studies cited related to this research. Those researches are believed can support the current research which is conducted by the researcher. The first research comes from Wahyuni et al (2023). The result showed that classroom management divided into five aspects : discipline, rules and routines, relationships, instruction that is engaging and motivating, and physical design. Second, Diananseri & Yaslina (2024) showed that in learning, teachers adjusted teaching methods based on students' learning needs through content, process, products, and learning environments, based on the results of diagnostic assessments. The last, Salsabila (2024) showed that classroom management of differentiated learning as an implementation of the Merdeka Curriculum was carried out through the diagnosis of students' needs, interests, and readiness. Teachers map students' needs with assessments to design differentiated learning, as well as effectively apply classroom management functions including planning, organizing, executing, and supervising.

Based on the description above, it indicated classroom management in differentiated learning classes still required special attention and was an important reason for further research to be conducted. Therefore, the researcher was interested in conducting research on about classroom management in the tenth grade of kinesthetic differentiated learning classes by EFL at SMA Negeri 4 Lubuklinggau, focusing on the five aspects of effective classroom management by Garrett (2014).

LITERATURE REVIEW

Classroom management and differentiated instruction have emerged as essential issues in English as a Foreign Language (EFL) research, driven by rising classroom diversity and the imperative to establish effective learning settings. These ideas are related to learning style theory, notably kinesthetic preferences, which stress the importance of being active and moving around.

Managing a classroom in an EFL setting

Managing the classroom is very important for creating a good learning environment, especially in language courses where involvement and engagement are key. Ibrahim et al. (2025) examined the diverse classroom management

challenges encountered by pre-service EFL teachers, such as addressing disruptive behaviors, time management, and establishing secure learning environments. The study revealed that novice teachers frequently lack effective strategies, particularly in terms of student engagement and adapting to diversity, indicating a necessity for improved teacher preparation programs (Ibrahim et al., 2025).

Likewise, Qarimah (2025) delineated fundamental classroom management issues and adaptive techniques for EFL student teachers, underscoring that the management of student conduct, the establishment of routines, and the navigation of linguistic obstacles necessitate context-sensitive methodologies and reflective practice. Piyal (2025) looked at how to manage a classroom in an EFL setting and stressed that teachers can improve student engagement and academic performance by combining behavior management with lesson planning. These results confirm that proficient classroom management in EFL contexts necessitates explicit norms, uniform processes, and flexible instructional methodologies—essential components for varied environments that honor students' unique learning requirements.

Diverse Teaching Methods in EFL Classrooms

Differentiated instruction (DI)—customizing teaching to fit students' readiness, interests, and learning styles—has been extensively researched as a strategy to manage diversity in EFL classrooms. In a thorough study, Yuniawati (2024) discovered that EFL teachers use a variety of teaching methods and ways to manage the classroom to meet the needs of different students. However, they often have trouble putting these into practice because of conflicting curricular requirements and a lack of training.

A comprehensive literature analysis on differentiated instruction in ESL and EFL classrooms reveals extensive adoption of DI approaches, yet underscores a persisting disparity between theoretical frameworks and effective implementation, especially in addressing unique learner needs amid constrained class time and resources. Widayanti et al. (2024) found that individualized instruction greatly increases emotional, cognitive, and behavioral engagement in English classrooms. This suggests that DI not only helps with differentiated learning but also has a positive effect on the dynamics of the classroom and student involvement.

Putri and Elizar (2025) conducted a systematic review of differentiated learning in primary education, concluding that customized instruction, encompassing the adaptation of processes and products, fosters critical and creative thinking in learners. This supports the implementation of differentiated methods in secondary contexts, such as EFL in the tenth grade.

Kinesthetic Learning and Classrooms with Different Levels of Students
It is very important to adapt teaching methods to students' learning styles, including

kinesthetic learning, while using differentiated instruction. Research on differentiated English learning materials shows that Indonesian classrooms have a mix of learning styles, with kinesthetic learners being a big group. However, teachers often find it hard to provide materials that meet these needs without structured differentiation strategies.

Kinesthetic learners benefit from activity-based training that incorporates movement and physical involvement into language assignments. For instance, Asher's Total Physical Response (TPR) method has been shown to help students acquire new words by using movement-based learning activities in EFL settings. This is similar to kinesthetic differentiation.

Movement-based learning research demonstrates that including movement into lectures enhances cognitive processing and engagement, hence supporting kinesthetic differentiated design in language classrooms, while not exclusively applicable to EFL settings.

Combining Kinesthetic Differentiated Instruction with Classroom Management

It takes careful planning to bring together classroom management and kinesthetic individualized education. DI principles advocate for a flexible learning environment in which students' readiness, interests, and learning profiles inform instructional choices (Tomlinson, as elaborated in comprehensive DI literature). Tomlinson's pioneering work primarily addresses differentiated learning, although its principles are extensively utilized in EFL contexts to guide classroom organization and administration according to learners' varied requirements.

Kinesthetic differentiated classrooms need scheduled physical activities, clear transitions, and behavior expectations that help with movement-based tasks in order to be managed well. Without these, classrooms can quickly turn into a mess, which makes it harder to reach learning goals. Although empirical studies directly associating structured kinesthetic differentiation with EFL classroom management are scarce, contemporary research indicates that the integration of differentiated instruction with proactive management tactics improves student involvement and diminishes off-task conduct.

METHOD

This study employed a qualitative approach with a case study design because the researcher aimed to gain an in-depth understanding of how EFL teachers manage their classrooms in a real-life context. According to Creswell (2018), a qualitative approach is used to explore and understand individuals' or groups' perceptions of social problems, while Yin (2018) emphasizes that a case study enables researchers to investigate a phenomenon within its natural setting comprehensively. Thus, the chosen design was appropriate to examine the

implementation of classroom management in kinesthetic differentiated learning classes.

The participants of this study were two English teachers, referred to as Teacher AR and Teacher YF. Both are certified and experienced teachers, with 16 and 19 years of teaching experience respectively. These two teachers were selected purposively because they were directly involved in teaching the kinesthetic classes, which made them suitable sources of information.

the technique of collecting data used multiple sources. First, the researcher carried out classroom using observation checklist adopted from Garrett (2014), which focused on five aspects of classroom management: physical design, rules and routines, relationships, engaging instruction, and discipline. Observations were conducted twice for each teacher during English lessons. Second, semi-structured interviews were conducted with both teachers. Finally, documentation such as lesson plans, school regulations, and classroom photos was collected to support the primary data.

The data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014). The process began with data condensation, in which the researcher summarized, categorized, and selected relevant information from the raw data. The next stage was data display, where the findings were organized in descriptive narratives supported by tables when necessary. The final stage was drawing conclusions and verifying them against the data until patterns became clear.

To ensure the trustworthiness of the data, the researcher employed triangulation. As suggested by Carter (2014), triangulation strengthens the credibility of qualitative research by comparing data from different sources or methods. In this study, triangulation was achieved through comparing observation data with interview responses and documentation. By combining these sources, the researcher ensured that the findings accurately reflected the classroom management practices of the teachers.

It can be concluded that this research method is designed to provide an in-depth understanding of classroom management in kinesthetic differentiated learning by focusing on two English teachers at SMA Negeri 4 Lubuklinggau.

RESULT

The findings revealed differences between Teacher AR and Teacher YF in implementing classroom management. Although both addressed the five aspects of Garrett's (2014) framework, their effectiveness varied. In the Implementation of Classroom Management, teachers have teachers had their own ways of managing the classroom. The researcher utilized aspects of Garrett's theory (2014) in effective

classroom management, namely physical design, rules and routines, relationships, engaging and motivating instruction and discipline.

Physical Design

The physical design is all about how the classroom layout, student desk arrangement (such as traditional rows, groups of four, pairs, and concentric U's), teacher desk arrangement, classroom decor, other equipment, materials and supplies arrangement. The descriptions of physical design data is presented as follows:

Table 1. The Data of Classroom Management Based on Physical Design

Instruments	Descriptions	
	Teacher AR	Teacher YF
Observation	The classroom was clean, bright, and comfortable	The classroom was bright but slightly messy.
	Student's desks in pairs	Student's desks in pairs
	The teacher desk at the front left of the classroom was easily monitor all students	The teacher desk at the front left side was easily monitor all students
	Furniture and learning equipment were complete	Furniture and learning equipment were complete
	Decorations were not enough to support learning and attracting	Decorations were enough but messy in the back.
Interview	Physical design of classroom was quite good and neat.	Physical design of class was quite good but the decorations are not enough
	The arrangement of students' tables and chairs depended on the material being taught.	The arrangement of student tables and chairs was often done according to learning activities.

In physical design, teacher AR and teacher YF arranged student desks in pairs that often gave paired assignments. This is in line with Garret (2014), pairs is useful arrangement for students collaborating on exchanging ideas or completing task. However, the physical design of decorations in teacher AR's classroom was still very minimal to support learning. This contrast with the findings of Wahyuni et al (2023), who emphasized that Wall decorations of student works such as posters, motivational quotes in English, and daily English vocabulary can enhance students' ability to practice daily conversations. On the other hand, in teacher YF's class had decorations but not well-organized. This contrast with Guardino & Fullerton (2020) who found that a well-organized physical design reduces disruptive behavior and boosts academic performance. This aligns with findings from Johnson & Lee (2021), who also highlight the importance of a structured classroom environment to support student learning. Moreover, having reading corner, literacy tree, and wall

magazine in the classroom shows that these centers help increase student engagement and learning outcomes, as noted by Martinez & Kumar (2023).

2. Rules and Routines

Rules refer to general rules about how to behave overall in the classroom, while routines refer to specific steps to perform certain tasks by giving instruction on how to do task. Routines divided into movement, lesson-running, and general procedures. The descriptions of rules and routines data is presented as follows:

Table 2. The Data of Classroom Management Based on Rules and Routines

Instruments	Descriptions	
Observation	Teacher AR	Teacher YF
	The teacher explained the rules of the class clearly	The teacher did not explain the rules of the class clearly.
	Teacher applied fixed routines such as lesson-running routines, and general procedures.	The first observation, teacher did not apply fixed routines but in the next observation, teacher applied them well.
	The teacher gave examples to follow routines	The teacher gave examples to follow routines
Interview	Teacher consistently carries out rules and routines	Teacher inconsistently carries out rules and routines
	rules in the classroom such as bringing a dictionary, discipline, and wearing neat clothes.	rules in the classroom such as a clean classroom, bringing a dictionary, no sleeping during studying and no noise
	The routine should run as smoothly as possible so that learning remains conducive	Routines were well implemented using English

The implementation of rules and routines consistently in the classroom was carried out well by teacher AR. The teacher's performance supports Kim & McGlynn (2017), who emphasized the clarity of rules-routines and the consistency of consequences have a positive impact on student behavior. Meanwhile, teacher YF was inconsistent on rules and routines in the classroom. This is emphasized by Putri & Laili (2024) the application of rules, routines, and inconsistent consequences indicates the need for a systematic behavior management strategy.

3. Relationships

The positive relationship is built on a sense of care, concern, and mutual support between teachers and students. Teacher cares about their students both academically and personally. The descriptions of relationships data is presented as follows:

Table 3. The Data of Classroom Management Based on Relationships

Aspects	Instruments	Descriptions	
Teacher- Student Relationships	Observation	Teacher AR	Teacher YF
		Teacher greeted students warmly	Teacher greeted students warmly
		Teachers paid attention to students' needs or difficulties	Teachers paid attention to students' needs or difficulties
		Teacher created a good communicating to students but having limitation for students to talk with teacher in outside of class.	Teacher created a good communicating to students, such as talking about cleaning the fan and planning to go out with students.
	Interview	Teacher verbally praises or motivation direct communication if students experienced problems in class.	Teacher verbally praises or motivation Communication by approaching, talking, and giving more attention to students.
Relationships among students	Observation	Students cooperated with each other during discussions	Students cooperated with each other during discussions
		Students showed respect for each other	Students showed respect for each other
		Students provided support or help their friends	Students provided support or help their friends
		Teacher provided space for positive interaction between students	Teacher provides space for positive interaction between students
	Interview	Building good relationships among students through pair work	Building good relationships among students through interesting material and facilitate discussions

In the classroom, both teachers establish good relationships with their students, as well as the strategies the teachers implement to strengthen the relationships among the students in the class. The good relationship established between students and teachers aligns with the research findings from Sulthoni & Pernawati (2024) which highlight that teachers' communication skills play a crucial role in creating an effective learning environment. Teachers who can communicate clearly, with empathy, and who are responsive to students' needs can enhance students' motivation to learn and engagement (Turnip & Naibaho, 2023). Similarly, the relationships among students that are well-established in that teacher's class. This aligns with findings of Tikkanen et al (2024) who emphasized the involvement of students who have good emotional and academic relationships has a lower risk of burnout and higher learning engagement.

4. Engaging and Motivating Instruction

Engaging and motivating instruction helps to prevent student behavior issues before the fewer behavioral issues arise, which starts to before, during, and after a lesson. The descriptions of engaging and motivating instruction data is presented as follows:

Table 4. The Data of Classroom Management Based on Enganging and Motivating Instruction

Instruments	Descriptions	
Observation	Teacher AR	Teacher YF
	Teacher created learning activities that involve physical movement by presentation	Teacher created learning activities that involve physical movement by group work.
	Teacher related the subject matter to the student's real life	Teacher related the subject matter to the student's real life
	Students looked enthusiastic and active	Students looked enthusiastic and active
	Teachers provide feedback on student work	Teachers provide feedback on student work
Interview	The strategy to motivate students was increase practice rather than just providing theory.	The strategy to motivate students to be more active by creating games such as quizzes.
	learning methods applied such as projects, PBL (Project-Based Learning), and practical exercises	learning methods applied such as discussions, role-playing, and word guessing on the board.

Teacher AR emphasized practice-oriented strategies, such as project-based learning and role-playing, ensuring students actively participated and moved during

lessons. Feedback on assignments was consistent and constructive. Teacher YF motivated students through games, quizzes, and word-guessing activities, making learning enjoyable and interactive. While students were enthusiastic, feedback was sometimes delayed compared to AR.

Learning in the classroom need a great engaging and motivating instruction from teachers. Both teachers are able to create engaging instruction that can foster a learning atmosphere and encourage student motivation. Furrer et al (2019) assert that student involvement in learning is a crucial bridge between teachers' instructional practices and academic outcomes. In practice, these two teachers often use collaborative activities based on project-based learning strategies. In line with the findings of Darling et al. (2020), relevant learning to students' lives supported by creative strategies such as project-based learning and collaborative activities can reduce negative behavior while simultaneously increasing student engagement.

5. Discipline

Discipline that teachers and students apply in the classroom serves to prevent the emergence of undesirable behaviors and respond to students' misbehavior. To prevent the occurrence of bad behavior. Responding to the problem of bad behavior, teachers can reprimand with gestures or expressions. The descriptions of discipline data is presented as follows:

Table 5. The Data of Classroom Management Based on Discipline

Instruments		Descriptions
Observation	Teacher AR	Teacher YF
	The teacher directly addressed the student's inappropriate behavior like student who came late to class before lesson begin with eye contact, when the lesson start teacher gave punishment such as 5x squat jump.	First observation, the teacher did not directly address the student's inappropriate behavior like students who came in and out of the classroom, playing hide and seek outside and sleeping in learning.
	The teacher differentiated how to handle minor and serious violations	The teacher did not differentiate how to handle minor and serious violations in the first observation
	The teacher gave consequences fairly and consistently.	In the first observation, the teacher did not give consequences fairly and consistently
	The teacher used nonverbal and verbal interventions to address minor misbehavior	The teacher used nonverbal and verbal interventions to address minor misbehaviour
Interview	Discipline in the classroom	Discipline like not making

means that all students should be in class before the teacher enters and dressed neatly	noise in class, wearing neat clothing, bringing books, being on time for class, and submitting assignments.
The consequence for students arriving late was a warning and a punishment of push-ups. If the clothing was not neat, it would give warning.	The consequence for students not submitting their assignments on time is that they would receive a zero, and if they did not bring a dictionary, they must find one.

Students' behavior in classroom is closely monitored to foster positive attitude, responsibility, and order. In terms of discipline, teacher AR had implemented it effectively, whereas teacher YF had not been able to apply it consistently when students act out in class. This is highlighted by research from Thornberg (2015), who asserts that inconsistency in rule enforcement diminishes the effectiveness of classroom management and can exacerbate student behavior. Greene (2019) also found that teachers who fail to enforce discipline consistently end up facing more problem behaviors because students perceive there are no real consequences. The lack of consistent reinforcement observed goes against Simonsen et al (2017), who emphasized the need clear expectations and consistent consequences when managing student behavior. Korpershoek et al (2020) highlight that proactive strategies like having clear expectations and consistent consequences significantly improve classroom management and reduce disruptive behaviors

DISCUSSION

In physical design, teacher AR and teacher YF arranged student desks in pairs that often gave paired assignments. This is in line with Garret (2014), pairs is useful arrangement for students collaborating on exchanging ideas or completing task. However, the physical design of decorations in teacher AR's classroom was still very minimal to support learning. This contrast with the findings of Wahyuni et al (2023), who emphasized that Wall decorations of student works such as posters, motivational quotes in English, and daily English vocabulary can enhance students' ability to practice daily conversations. On the other hand, in teacher YF's class had decorations but not well-organized. This contrast with Guardino & Fullerton (2020) who found that a well-organized physical design reduces disruptive behavior and boosts academic performance. This aligns with findings from Johnson & Lee (2021), who also highlight the importance of a structured classroom environment to support student learning. Moreover, having reading corner, literacy tree, and wall magazine in the classroom shows that these centers

help increase student engagement and learning outcomes, as noted by Martinez & Kumar (2023).

The implementation of rules and routines consistently in the classroom was carried out well by teacher AR. The teacher's performance supports Kim & McGlynn (2017), who emphasized the clarity of rules-routines and the consistency of consequences have a positive impact on student behavior. Meanwhile, teacher YF was inconsistent on rules and routines in the classroom. This is emphasized by Putri & Laili (2024) the application of rules, routines, and inconsistent consequences indicates the need for a systematic behavior management strategy.

In the classroom, both teachers establish good relationships with their students, as well as the strategies the teachers implement to strengthen the relationships among the students in the class. The good relationship established between students and teachers aligns with the research findings from Sulthoni & Pernawati (2024) which highlight that teachers' communication skills play a crucial role in creating an effective learning environment. Teachers who can communicate clearly, with empathy, and who are responsive to students' needs can enhance students' motivation to learn and engagement (Turnip & Naibaho, 2023). Similarly, the relationships among students that are well-established in that teacher's class. This aligns with findings of Tikkanen et al (2024) who emphasized the involvement of students who have good emotional and academic relationships has a lower risk of burnout and higher learning engagement.

Learning in the classroom need a great engaging and motivating instruction from teachers. Both teachers are able to create engaging instruction that can foster a learning atmosphere and encourage student motivation. Furrer et al (2019) assert that student involvement in learning is a crucial bridge between teachers' instructional practices and academic outcomes. In practice, these two teachers often use collaborative activities based on project-based learning strategies. In line with the findings of Darling et al. (2020), relevant learning to students' lives supported by creative strategies such as project-based learning and collaborative activities can reduce negative behavior while simultaneously increasing student engagement.

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managing student behavior. Korpershoek et al (2020) highlight that proactive strategies like having clear expectations and consistent consequences significantly improve classroom management and reduce disruptive behaviors

CONCLUSION

Five components of effective classroom management by Garret (2014) such as the physical, rules and routines, relationships, engaging motivational instruction, and discipline had applied by two English teacher. The researcher concluded that both teachers had implemented the components effectively, although Teacher YF had not yet maximized the application of rules and consistent routines. Thus, the classroom management in the kinesthetic differentiated learning class by the EFL teachers at SMA Negeri 4 Lubuklinggau can generally be stated to be functioning well in fostering a conducive learning environment.

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