

## Research Article

# The Teachers' Perception on Quality Management of Classroom in Pandemic Era vs. Post-pandemic Era

Elisa Ratih\*, Ardiana Sari

English Language Education, Universitas Negeri Malang, Indonesia

**Abstract.**

This study explores the teachers' perception on classroom management and the quality of the class, both in online and offline class. More specifically, it explores how the teachers manage their class in pandemic and post-pandemic era. Some questions in the form of questionnaire are employed in this study to examine the participants' experiences in teaching English as a foreign language. The findings of this study indicate that offline class helps the teacher to manage and control the class well, compared to an online class. Moreover, the students also have great enthusiasm in participating in teaching and learning activities. The study suggests that English teachers are required to apply some teaching strategies to manage and control the class, because it can impact the quality of the students to have a better performance in learning English.

Corresponding Author: Elisa

Ratih; email:

elisaratih16@gmail.com

Published 5 June 2023

Publishing services provided by  
Knowledge E

© Ratih and Sari. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICITEP Conference Committee.

**Keywords:** English learning, offline class, online class, quality management

## 1. INTRODUCTION

Effective teaching is challenging for teachers since it is needed to help students in understanding the material, solving their problems, and achieving their goals or target learning. Effective teaching is related to quality management of the class. It is because classroom management is complicated and it has a complex process since the teachers should deal with the unexpected conditions and the changing of teaching and learning environment (Nguyen, et.al., 2022). Therefore, the teachers should have competency in managing the class to make their classroom effective and make the students maximize in achieving their target learning. Moreover, the teachers should be aware with how to support the learners during the learning process besides analyzing the situations could happen in the classroom. The previous studies also revealed that the teachers are able to have competency in encouraging their students to participate in teaching and learning process. Besides, the teachers should encourage the students to solve

**OPEN ACCESS**

their problems, having collaborative learning, motivating the students, and preventing students' bad behaviors (Glock and Kleen, 2019; Hochweber et al., 2014; Hofman, 2022; Korpershoek et al., 2016; van Driel et al., 2022). Furthermore, classroom management should focus on how to manage educational process, such as instruction and strategies of teaching, teaching and learning plan, monitoring and evaluating. Moreover, another previous study conducted by Praetorius, Klieme, Herbert, and Pinger (2018) mentioned some strategies to manage a classroom to be effective, such as solving problems, interference, time management, and classroom's rules.

Effective teaching is related to teaching strategies; therefore, the teacher should be aware of the way they teach using some strategies based on the students' interest and students' learning style. It is supported by the study of Zhao, Wang J, Wang M, Gao, and Huang (2020) that the learning style can help the teachers to provide the learning materials. It can be from students' personality, perception, skill, and intelligence. Moreover, it is also supported by Vaseghi, Ramezani, and Gholami (2012) that by understanding students learning style, teacher will get decision to choose the appropriate teaching approaches and methods to make their teaching effective to achieve the goal of the learning process improvement based on the proper curricula and syllabi. Since the students' learning style will be different from each other, the teaching activities will be different as well, for instance peer sharing, drama/simulations, and teamwork (Campbell, Heller, & Pulse, 2020); Daouk, Bahous, & Bacha, 2016). It is needed to motivate the students since the students will be engaged to the teaching and learning process because it is suitable with the students' learning style and intelligence. Furthermore, students who engage with the teaching and learning process will create a positive learning environment and it makes the students learn easily with the lesson given.

However, since pandemic Covid-19 era has been changing all aspects, including teaching and learning process; therefore, the teaching and learning process has been changing from traditional way into modern way by using technology. It can be said that the design learning environment will be integrated with technology. According to Casanova, Huet, Garcia, and Pessoa (2020), the design learning environment which integrated with technology can still help the students to be active since the students can still communicate to teachers and their peers through virtual classroom. Moreover, virtual classroom has some advantages, such as the students have ability to explore a lot of information in the internet about their lesson; therefore, the students can learn independently. Besides, the students can utilize the facilities from internet to help their activities, such as google calendar to remind them about their to do list, emails to help them sending their task to the teachers everywhere and every time, and chat room

to help the students asking if they have questions, but they are too shy to ask by oral communication (Mardiani & Azhar, 2021). However, even though virtual classroom can provide some materials easily for students and also teachers, but it still has some challenges for the teachers to manage the classroom. It is because not all teachers and also school are ready with the changes from traditional way to virtual way. Some teachers have lack of knowledge in applying some gadgets to conduct a virtual classroom, and they are not ready with the cost (Renggayana, 2018). Moreover, the teachers are asked to be ready in preparing the device and the learning application well to conduct the class, such as Zoom, Google Meet, or even Whatsapp group. The teachers' preparedness is needed since it can help them to manage their teaching hour efficiently since they are already ready in creating the link before the class conducted (Renggayana, 2018).

Furthermore, another challenge faced by the teachers is about delivering the materials in the brief and quick since they have limited time. This situation forces the teachers think about how to manage the activities in the classroom in effective way and interactive. Biswar and Nandi (2020) stated that internal and external factor can be the challenges for the teachers in conducting a virtual classroom, for instance, lack of interest from the teachers to learn and adapt new learning environment, time consuming to elaborate the materials, and incapacity to motivate students to use virtual learning environment. Moreover, the challenges faced by the students in joining virtual classroom are lack of motivation to learn, finance condition, and lack of awareness about the benefits of virtual learning (Biswar & Nandi, 2020). Besides, the study of Mardiani and Azhar (2021) revealed that the virtual classroom can make the students have lack of interaction with the teachers and they cannot communicate well in the classroom. Therefore, the teachers should think about the appropriate classroom management to make their students more enthusiastic and interested in the teaching and learning process.

Mardiani and Azhar (2021) classified some styles of managing the virtual classroom into democratic management style, leisurely management style, and maye's conceptualization model. Democratic management style provides good relations between teacher and students. In this style, the teachers will give some questions in the middle of teaching and learning process so that the students still pay attention on what the teachers says. In this style, the teachers give some opportunities to the students to answer the questions freely and they will get some points as the rewards. Moreover, if there is no student who are willing to answer, the teachers will point to the student to answer the questions. Besides, leisurely management style is the condition that make the students feel relax to share their opinion, tell the stories privately, but the

students remain to be polite to the teachers. Furthermore, based on Rufai, Alebiosu, and Adeakin (2015), there are three stages of in the conceptualization model. First, the teachers provide some materials needed by the students in the form of handouts or PPT to any Learning Management System (LMS). Second, the students are provided with meaningful online assignments to apply their concepts. Third, the students can have interaction between the students and teachers, students and students to have feedbacks regarding the topic that is being discussed.

On the other hands, some of the previous studies suggested that the classroom should be managed and conducted in offline way since the teaching offline can allow English teachers to have direct interaction with the students. Moreover, by having direct interaction, the students can get the learning objective more effectively and achieve the best result from the learning interaction (Damayanti & Rachmah, 2020; Kong, 2011; Chang, 2011). Moreover, offline classroom can help the teachers providing some variety of teaching activities, such as presentation, group discussion, group work, implementing flashcard, worksheet, games, and textbooks (Chien, 2014; Intarapanich, 2013). Moreover, in the study of Damayanti and Rachmah (2020), the teachers have some opportunities to give direct feedback during the teaching and learning process, and more than half of the participants preferred offline class since they felt more comfortable if they have offline classroom. Based on the previous studies mentioned above, it can be seen that some previous studies have investigated the teachers and students' challenges and also preference in conducting online and offline classroom, but little investigation to investigate more about the teachers' perception about the quality management of offline and online classroom. Therefore, this study has aim to fill the gaps to analyze the teachers' perception about the quality management of offline and online classroom following some research questions: 1) what is the teacher perception of quality management of classroom? 2) how does the junior FLSP instructor comparing to the senior FLSP instructor in managing their classroom?

## 2. METHOD

This study aimed to investigate the teachers' perception on quality management in their classroom. A mixed-method approach was used to investigate the research questions. This research used descriptive research design, which refers to quantitative and qualitative research approach. The quantitative data were gathered from questionnaire. The qualitative data were gathered from the interviews with the selected instructors. This study involves twenty-five English instructors who teach Foreign Language for Specific

Purposes (FLSP). The participants were selected from the accessible population of English instructors in one of private university in Malang. In choosing the participant, the researcher used convenience or opportunity research sampling. The research participants had chosen because they had various teaching experiences. They have been teaching English for 0-10 years. Despite the total number of the participants, two instructors agreed to be interviews by the researcher. One instructor represented instructor whose year of teaching lees than a year. Another instructor had been teaching English in almost ten years.

Two main instruments were used in this study. The first instrument was questionnaire. The questionnaire was used to know the instructors' perception related to quality management in their FLSP classes. The questionnaire was adopted from Kayani (2012). It consisted of some aspects, which are: (1) professional responsibilities and effective human relations, (2) planning, preparation and curriculum, (3) Instruction, (4) Assessment practice, and (5) Classroom environment. It administered online and distributed by using google form. The second instrument was interview guide. The purpose of the interview was to have better understanding of teachers' perception on quality management related to the instructors' experience. The interview was carried out individually, using zoom meeting since the participants have a full schedule that cannot be abandoned. The interview was mostly carried out in Bahasa Indonesia to ensure that the instructors understood the questions and were comfortable when answering them.

In investigating the teachers' perception related to their experience, the date of the questionnaire was analyzed by using descriptive quantitative analysis. It described the percentage of each issue. Next, the interview is conducted in depth, so that the researcher got detail information from the participants. Then, the information was analyzed by using thematic analysis (TA). TA as a method of data analysis is accessible because it allows me to code and analyse qualitative data systematically and link the codes to broader theoretical or conceptual issues (Braun & Clarke, 2012: 58).

### 3. RESULTS AND DISCUSSION

The result of this study will be described in two ways based on the result of the questionnaire and interview. For the questionnaire there will be five issues to be discussed both related to quality management in offline and online class.

### 3.1. Standard 1: Professional responsibilities and effective human resource.

The following statements were asked in order to assess the professional responsibilities and effective human relations.

1. I encourage class participation/discussions during offline and/or online class.
2. I encourage my students to share their problems in offline and/or online class.
3. I clarified the students' ideas about the topic discussed during the offline and/or online class.
4. I remain available during working hours to solve the student's problems in offline and/or online class.

The result of the data is described as follow:

TABLE 1: Professional Responsibilities and Effective Human Relations.

#Q	Offline Class				Online Class			
	Yes		No		Yes		No	
	Res	Per	Res	Per	Res	Per	Res	Per
	25	100%	0	0	22	88%	3	12%
	25	100%	0	0	23	92%	2	8%
	25	100%	0	0	25	100%	0	0
	22	88%	3	12%	23	92%	2	8%

Based on the table, it can be seen that there are some aspects that has different answer. For the first statement related to the instructor encouragement in class participation/discussion during the offline and online class. In offline class all of the instructors encourage students to participate and have discussion. It happened due to in offline class, it is easier for teacher to have interactive and communicative class. However, in online class 12% or three teacher didn't encourage students in presentation/discussion in online class. The second statements related to whether the instructions encourage the students to share their problem in offline and online class. The data showed that in offline class the instructors encourage to share their problem. They asked the students to tell the instructor to tell the problem that they face during the teaching and learning process. Whereas, in online class only two instructors ask the students related to the problem. Next, the instructors stated that both in offline and online class, they always clarified the students' ideas about the topic being discussed. The last statement refers to the teachers' availability to solve students' problem during

the working hours. In this case, three teachers do not available to solve students' problem in offline. While, in online class two instructors do not available in solving students' problem. Those differences happened because of because of some issues that affect the teaching and learning process in online class. Based on some previous study mentioned the challenge of online class such as technical problems related to unstable internet connection that affect inability of instructor to monitor the students cues both verbal and non-verbal. Beside they also stated that the unstable internet connection can delays in receiving feedback (Alexander and McKenzie, 1998; Aggarwal and Bento, 2000; Forester Research, 2000; Arbaugh, 2001; Fabianic, 2002). Therefore, the instructor's might decide to have more lecturing teaching method in their online class.

### 3.2. Standard 2: Planning, Preparation, and Curriculum.

The following statements were asked in order to assess planning, preparation and curriculum.

1. I always communicate instructional objectives before starting the lesson in offline and/or online class.
2. I always come well prepared to the class related to the lesson in offline and/or class.
3. I always use new innovative methods in the offline and/or class.
4. I always provide the students with learning material from different sources in offline and/or classes.

The result of the data is described as follow:

TABLE 2: Planning, Preparation and Curriculum.

#Q	Offline Class				Online Class			
	Yes		No		Yes		No	
	Res	Per	Res	Per	Res	Per	Res	Per
	22	88%	3	12%	18	72%	7	28%
	23	92%	2	8%	24	96%	1	4%
	23	92%	2	8%	15	60%	10	40%
	22	88%	3	12%	24	96%	1	4%

The data showed that the instructors have varied answer related to planning, preparation and curriculum. Before starting the lesson, the instructors are more frequent

tell the instructional objective when they have offline class rather than in online class. However, the difference is not really significant. The most significant issue is the use of new method and innovation. In offline class, 92% of the instructors always use new innovative method, while in online class only 60% of the instructor always implement new innovative method. The use of new innovative method is easier in offline classroom. Besides, the implementation is used to avoid students' boredom. In online class, it quite difficult to find appropriate and always novel method as online class mostly has limited time and some of application need strong connection. This supports the study of Biswar and Nandi (2020) that internal and external factor can be the challenges for the teachers in conducting a virtual classroom, for instance, lack of interest from the teachers to learn and adapt new learning environment, time consuming to elaborate the materials, and incapacity to motivate students to use virtual learning environment.

### 3.3. Instruction

The following statements were asked in order to know the instruction in offline and online class.

1. I always use different activities during the offline and/or class.
2. I encourage the question from the students in offline and/or class.
3. I always provide proper feedback after checking students' assignments in offline and/or online class.
4. I treat all the students equally in offline and/or online class.

TABLE 3: Instruction.

#Q	Offline Class				Online Class			
	Yes		No		Yes		No	
	Res	Per	Res	Per	Res	Per	Res	Per
	25	100%	0	0%	15	60%	10	40%
	25	100%	0	0%	24	96%	1	4%
	23	92%	2	8%	20	80%	5	20%
	23	92%	2	8%	19	76%	6	24%

According to the result, the variation on instruction happens in online class. In offline class, instructors 100% use different activities and always encourage students to ask question related to the learning material. In the aspect of encouraging students to ask a question is indicatory appears. In online class 96% of the instructors encourage



students to ask as well. Then, 92% of the instructors provide proper feedback after checking students' assignment and treat all the students equally, it is contradicted with online classroom, only 60% of the teachers use different activities in online class, 80% of the instructor provide students proper feedback on their task, and 76% treat all students equally. It supports the study of Chien (2014) and Intarapanich (2013) stated that offline classroom can help the teachers providing some variety of teaching activities, such as presentation, group discussion, group work, implementing flashcard, worksheet, games, and textbooks. Moreover, it can be seen that the results support the study of Damayanti and Rachmah (2020) that the teachers have some opportunities to give direct feedback during the teaching and learning process, and more than half of the participants preferred offline class since they felt more comfortable if they have offline classroom

### 3.4. Assessment Practices

The following statements were asked in order to related to assessment practices in online and offline class.

1. I always assess students' performance daily in offline classroom.
2. I always conduct quizzes in offline class.
3. I gave regular assignments to asses students' performance in offline class.
4. I create different situation to assess students' performance in offline class.
5. I always ask the question at the end of the lecture to assess your learning in offline class.

TABLE 4: Assessment Practices.

#Q	Offline Class				Online Class			
	Yes		No		Yes		No	
	Res	Per	Res	Per	Res	Per	Res	Per
	23	92%	2	8%	18	72%	7	28%
	11	44%	14	56%	17	68%	8	32%
	21	84%	4	16%	22	88%	3	12%
	25	100%	0	0%	18	72%	7	28%
	23	92%	2	8%	23	92%	2	8%

The table showed that in assessment practices the instructors more often assess the student's improvement in offline class rather than in online class. Next, instructors are not

always conduct a quiz to check students' understanding. However, in online class they are slightly often in having quizzes. It can be seen that 68% of the instructors conduct quizzes in online class. Regarding to assignment given to students, the percentage is quit the same. It is 84% in offline class and 88% in online class the instructors regularly give assignment to their students. Besides, instructors also give different kind of assessment. The assessment usually related to the topic given. In offline class 100% they give different form of assignment whether in online class only 72% of the instructors give students different kind of assignments. Lastly, both in offline and online class the instructors ask the question to clarify the learning material. The results of this study also support the study of Rufai, Alebiosu, and Adeakin (2015) that there are three stages of in the conceptualization model in managing the virtual classroom. First, the teachers provide some materials needed by the students in the form of handouts or PPT to any Learning Management System (LMS). Second, the students are provided with meaningful online assignments to apply their concepts. Third, the students can have interaction between the students and teachers, students and students to have feedbacks regarding the topic that is being discussed.

### 3.5. Classroom Environment

The following statements were asked in order to related to classroom environment in online and offline class.

1. I always create an interactive environment in offline class.
2. I always maintain students' interest during the offline class.
3. I always give attention to seating arrangement in offline class.
4. I give extra attention in case of learning difficulty in offline class.

TABLE 5: Classroom Environment.

#Q	Offline Class				Online Class			
	Yes		No		Yes		No	
	Res	Per	Res	Per	Res	Per	Res	Per
	24	96%	1	4%	19	76%	6	24%
	25	100%	0	0%	22	88%	3	12%
	20	80%	5	20%	9	36%	16	64%
	25	100%	0	0%	22	88%	3	12%

The last aspect of the quality management is classroom environment. Classroom environment is very important and affect the teaching and learning process. Moreover,

it can also can affect the learning output. In relation to classroom environment, 96% of the instructors always create in interactive environment and only 76% do it online class. Then, 100% of the instructors answered that they always maintain students' interest during the offline class, yet only three person or 12% of the instructors do not maintain the students' interest.

Seating arrangement also closed to classroom environment. Some of the instructors pay attention on this issue and some are not. In this research, the participants shared that only 20% do not give attention in seating arrangement, while in online class most of the instructors also do the same thing. The percentage of the online class even higher than the offline class, which is 64%. Another issues that need extra attention is the learning difficulty. The data revealed that both in offline and online class, they give an extra attention in case of learning difficulty. Usually this case relates to student's ability. As the students' ability is divers, instructors have to choose appropriate learning activities and material that can facilitate all students' ability. The findings support the study of Vaseghi, Ramezani, and Gholami (2012) that by understanding students learning style, teacher will gain decision to choose the appropriate teaching approaches and methods to make their teaching effective to achieve the goal of the learning process improvement based on the proper curricula and syllabi. Since the students' learning style will be different from each other, the teaching activities will be different as well, for instance peer sharing, drama/simulations, and teamwork (Campbell, Heller, & Pulse, 2020); Daouk, Bahous, & Bacha, 2016).

Moreover, based on the interview session, the instructors stated that classroom management is when the teacher can be able to control the class and when the teacher can be aware with the students who engage to the class and not. Moreover, classroom management is how the teacher can be prepared in any situations that will happen in the classroom. Moreover, it is important to know about students learning style since it will influence to the teaching strategies and method to teach. The new FLSP instructor clearly stated,

“Classroom management is related to the way a teacher can control the class, motivate the students, and also pay attention on the students' learning style since it will influence to the teaching activities on the class.”

Moreover, the experienced FLSP instructor clearly stated,

“Classroom management is related to the way the teachers can motivate the students to get interest in following the activities in the class.”

From the quotations above, it can be seen that the lecturer has same opinion with the previous study. Those statements supported the study of Zhao, Wang J,

Wang M, Gao, and Huang (2020) that the learning style can help the teachers to provide the learning materials. It can be from students' personality, perception, skill, and intelligence. Moreover, it also supports by Vaseghi, Ramezani, and Gholami (2012) that by understanding students learning style, teacher will get decision to choose the appropriate teaching approaches and methods to make their teaching effective to achieve the goal of the learning process improvement based on the proper curricula and syllabi. Since the students' learning style will be different from each other, the teaching activities will be different as well, for instance peer sharing, drama/simulations, and teamwork (Campbell, Heller, & Pulse, 2020); Daouk, Bahous, & Bacha, 2016). It is needed to motivate the students since the students will be engaged to the teaching and learning process because it is suitable with the students' learning style and intelligence. Furthermore, students who engage with the teaching and learning process will create a positive learning environment and it makes the students learn easily with the lesson given.

Moreover, both the new FLSP instructor and the experienced FLSP instructor revealed that they apply some games to make the students feel enjoy and comfortable with the activities in the class. They clearly stated,

"I use games in the FLSP class to make the students engage with the materials given in the offline classroom."

From the statements above, it can be seen that the games can help the students in engaging the class and it can help the students learn the lesson easily. It also supports the study of Ayu, Hidayatullah, and Ariani (2020) that applying games in the class can enhance the students' speaking skill. Those statements also support the study of Chien (2014) and Intarapinach (2013) that offline classroom can help the teachers providing some variety of teaching activities, such as presentation, group discussion, group work, implementing flashcard, worksheet, games, and textbooks (Chien, 2014; Intarapanich, 2013)

## 4. CONCLUSION

From the findings, we can see that there are some ways to manage the classroom both online and offline classroom. It can be from the teaching activities, learning materials, media, learning environment, and so on. All those activities are needed to have students' interest in learning the materials in the class. Moreover, from the interview conducted, both the new FLSP instructor and the experience FLSP instructor said that they prefer offline classroom to conduct a class since they can apply some activities in the class,

such as game in speaking class. These activities can help the students in learning the material in a fun way without feeling bored. They enjoy engaging the class since the class can provide a lot of fun activities. Therefore, it can be said that offline class can provide better quality in managing the classroom. For further researchers, it is recommended to have deeper investigation about the strategies on how to manage the classroom based on the female and male teachers or based on the teachers' level of teaching degrees to give provide a new perspective on this issue due to classroom management in online and offline class.

## ACKNOWLEDGEMENTS

In constructing this paper, we would like to thank the State University of Malang and University of Muhammadiyah Malang for the opportunity to finish the paper. A deep is thankful to the FLSP instructors, especially the new and the experienced FLSP instructor that have given us a place to do the research and to conduct the data.

## References

- [1] Aggarwal AK, Bento R. "Web-based education". In: Aggarwal A, Editor. Web-based learning and teaching technologies: Opportunities and challenges. Idea Group Publishing: Hershey, PA; 2000. pp. 2-16.
- [2] Alexander S, McKenzie J. An evaluation of information technology projects in university learning. AGPS: Canberra; 1998.
- [3] Arbaugh JB. "How instructors' immediacy behavior affects student's satisfaction and learning in web-based courses". *Bus Commun Q.* 2001;64(2):42-54.
- [4] Ayu PD, Hidayatullah H, Ariani S. Applying circle game to enhance students' speaking skill. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa Inggris IKIP.* 2020;119-124.
- [5] Biswar RA, Nandi S. Teaching in virtual classroom: Challenges and opportunities. *Int J Eng Appl Sci Technol.* 2020;5(1):334-337. ISSN No. 2455-2143. Published online May 2020 in IJEAST (<http://www.ijeast.com>)
- [6] Campbell LO, Heller S, Pulse L. Student-created video: An active learning approach in online environments. *Interact Learn Environ.* 2020;1-10.
- [7] Casanova D, Huet I, Garcia F, Pessoa T. Role of technology in the design of learning environments. *Learn Environ Res.* 2020;23:413-427.

- [8] Chang S-C. A contrastive study of grammar translation method and communicative approach in teaching English grammar. *Engl Lang Teach.* 2011;4(2):13–24. <https://doi.org/10.5539/elt.v4n2p13>
- [9] Chien C-ning. Analysis of EFL Teaching Methods for Taiwan University Students. *J Lang Teach Res.* 2014;5(5):985–993. <https://doi.org/10.4304/jltr.5.5.985-993>
- [10] Damayanti FL, Rachmah N. Effectiveness of online vs offline classes for efl classroom: A study case in a higher education. *J Engl Teach Appl Linguist Lit (JETALL).* 2020;3(1):19–26. <https://doi.org/10.20527/jetall.v3i1.7703>.
- [11] Daouk Z, Bahous R, Bacha NN. Perceptions on the effectiveness of active learning strategies. *J Appl Res High Educ.* 2016;8(3):360–375.
- [12] Fabianic D. “Onlineinstructionandsite assessment”. *J Crim Justice Educ.* 2002;13(1):173-186.
- [13] Forester Research. “Online training needs a new course”. 2000. Research Report, available at: [www.forester.com/ER/Research](http://www.forester.com/ER/Research) (Accessed 30 September 2001).
- [14] Glock S, Kleen H. Teachers’ responses to student misbehavior: The role of expertise. *Teach Educ.* 2019;30(1):52e68.
- [15] Hochweber J, Hosenfeld I, Klieme E. Classroom composition, classroom management, and the relationship between student attributes and grades. *J Educ Psychol.* 2014;106(1):289–300.
- [16] Hofman J. Classroom management and teacher emotions in secondary mathematics teaching: A qualitative video-based single case study. *Educ Inq.* 2022;1–17. AHEAD-OF-PRINT.
- [17] Intarapanich C. Teaching methods, approaches and strategies found in EFL classrooms: A case study in Lao PDR. *Procedia- Social and Behavioral Sciences.* 2013;88:306-311. doi:10.1016/j.sbspro.2013.08.510
- [18] Kong N. Establishing a comprehensive English teaching pattern combining the communicative teaching Method and the grammar-translation method. *Engl Lang Teach.* 2011;4(1):76–78. <https://doi.org/10.5539/elt.v4n1p76>
- [19] Korpershoek H, Harms T, De Boer H, Van Kuijk M, Doolaard S. A metaanalysis of the effects of classroom management strategies and classroom management programs on students’ academic, behavioral, emotional, and motivational outcomes. *Rev Educ Res.* 2016;86(3):1e38.
- [20] Mardiani R, Azhar RN. Overcoming challenges in virtual classroom to maintain effective classroom management and classroom culture: A case study at one vocational school. *Journal Sampurasun : Interdisciplinary Studies for Cultural Heritage.* 2021;99-109.

- [21] Nguyen LT, Kanjug I, Lowatcharin G, Manakul T, Poonpon K, Sarakorn W, et al. How teachers manage their classroom in the digital learning environment How teachers manage their classroom in the digital learning environmen. *Heliyon*. 2022;8:1-9.
- [22] Praetorius A-K, Klieme E, Herbert B, Pinger P. Generic dimensions of teaching quality: The German framework of three basic dimensions. *ZDM: Int J Math Educ*. 2018;50(3):407–426.
- [23] Renggayana T. E-Learning dan Online Learning Itu berbeda Konsep dan Pengertian. 2018. Retrieved from <https://renggayana.com>
- [24] Rufai, Alebiosu, Adeakin. A conceptual model for virtual classroom management. *Int J Comp Sci Eng Inf Technol (IJCSEIT)*. 2015 Feb;5(1). DOI: 10.5121/ijcseit2015.5103
- [25] van Driel S, Wolff CE, Crasborn F, Brand-Gruwel S, Jarodzka H. A coding scheme to clarify teachers' interactive cognitions in noticed classroom management situations from an actor's perspective. *Teach Teach Educ*. 2022;111:103602.
- [26] Vaseghi R, Ramezani AE, Gholami R. Language learning style preferences: A theoretical and empirical study. *Adv Asian Soc Sci*. 2012;2(2):441–451.
- [27] Zhao X, Wang J, Wang M, Li X, Gao X, Huang C. A new model for assessing the impact of environmental psychology, e-learning, learning style and school design on the behavior of elementary students. *Kybernetes* 2020;50(2):512–527.