



Classroom Management Based on Excellence Programs at Pesantren ANWAHA

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ARTICLE INFO	ABSTRACT
Article history: Submitted: April 10, 2026 Final Revised: July 26, 2026 Accepted: August 15, 2026 Published: September 09, 2026	This study examines how classroom management is organized around excellence-program objectives at Pesantren ANWAHA and how institutional targets are translated into classroom practices. A qualitative single-case design was used with four purposively selected key informants representing pesantren leadership, program coordination, classroom teaching, and student experience. Data comprised semi-structured interviews conducted on 21-23 August 2026, one 90-minute observation of a Grade XI Intensive Tahfidz Al-Qur'an session on 24 August 2026, and institutional documents examined on 25 August 2026. Deductive and inductive thematic analysis generated seven interrelated themes: goal-oriented classroom planning, flexible classroom organization, target-responsive instructional management, discipline and character-based management, teacher-student relational mentoring, continuous monitoring and adaptive follow-up, and supporting and inhibiting conditions. Across the available evidence, program targets informed planning, grouping, instructional strategies, discipline, relational mentoring, monitoring, remedial support, enrichment, and regrouping, while pesantren values shaped expectations for responsibility, punctuality, adab, and respect. Direct classroom observation, however, was limited to the tahfidz program; evidence concerning the Arabic-English Language and Academic Achievement programs came primarily from interviews and documents. The findings therefore support a case-derived, context-bound framework for understanding how excellence goals can be operationalized in classroom management rather than a universally validated model.
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INTRODUCTION

Classroom management is increasingly understood as the organization of conditions that enable learning rather than as the narrow control of student behavior. It includes the coordination of routines, instructional time, expectations, interaction, participation, monitoring, and responses to differences in students' learning needs. Meta-analytic and review evidence shows that classroom-management practices are associated with academic, behavioral, motivational, and social-emotional outcomes, although the strength of these relationships depends on how management is conceptualized and implemented (Korpershoek et al., 2016; Bozkuş, 2021; Kucukakin & Göloğlu Demir, 2021). Research in higher education similarly indicates that active learning, instructor preparation, and system-level conditions shape the quality of classroom management (Albayrak & Ateskan, 2022). These findings support a view of classroom management as an instructional system that coordinates behavior, pedagogy, relationships, and learning processes around explicit educational purposes.

The organizational demands of classroom management become more visible when students are expected to meet intensive or differentiated learning targets. Teachers must establish structure while also adjusting pacing, support, grouping, and task difficulty, which makes management competence inseparable from instructional judgment. Longitudinal studies indicate that teachers' confidence in classroom management is related to monitoring, classroom structure, relatedness, and students' learning experiences, while excessive contextual demands can constrain the development of effective management practices (Lazarides et al., 2020; Hettinger et al., 2021). A recent meta-analysis

further shows that classroom-management self-efficacy is associated with teacher-, classroom-, and school-level factors, including classroom climate, student behavior, teacher stress, leadership, and school culture (Duan et al., 2024). Professional development therefore matters because classroom management depends on a repertoire of practices that can be strengthened through instruction, coaching, feedback, and sustained support rather than assumed to emerge automatically with teaching experience (Wilkinson et al., 2021; Obee et al., 2023).

Classroom management also has a relational dimension that is especially relevant in demanding learning environments. Students' engagement with academic expectations is shaped not only by rules and routines but also by whether teachers communicate clearly, provide support, and maintain relationships that make corrective feedback and guidance acceptable. Meta-analytic evidence links teacher-student relationship quality with achievement, motivation, behavior, school belonging, engagement, and well-being (Endedijk et al., 2022; Emslander et al., 2025). Classroom-management research likewise shows that social relationships can mediate how students experience the classroom and the school environment (Obermeier et al., 2024). Earlier meta-analytic work similarly found that affective teacher-student relationships are associated with engagement and achievement across educational levels (Roorda et al., 2017). Taken together, this literature suggests that structure and relational support should be examined as interconnected components of classroom management rather than as competing approaches.

A second challenge concerns variation in students' readiness and progress. Differentiated instruction research shows that grouping by itself does not constitute meaningful differentiation; instructional decisions must be connected to evidence about students' needs and embedded in a broader set of adaptive practices (Deunk et al., 2018). Reviews of secondary education also suggest that differentiated instruction can support achievement, although the evidence remains heterogeneous and highly dependent on the form of differentiation and the quality of implementation (Smale-Jacobse et al., 2019). Teachers report that differentiated instruction requires experience, time, and a supportive professional community, which helps explain why adaptive practices may be inconsistently documented or enacted across classrooms (van Geel et al., 2022). Cooperative and peer-supported learning can add another layer of instructional flexibility when interaction is structured around clear academic purposes (Kyndt et al., 2013; Zeneli et al., 2016). The broader active-learning literature further supports the value of organizing learning around student participation rather than prolonged teacher exposition, while also indicating that classroom structures should create meaningful opportunities for students to engage with academic tasks (Freeman et al., 2014).

Monitoring and feedback provide the information needed to make adaptive classroom management possible. Feedback has positive average effects on learning, but its impact varies substantially according to its content, timing, and the way learners are expected to use it (Wisniewski et al., 2020). Recent meta-analyses and systematic reviews similarly show that formative assessment can support learning when evidence about student performance is used to guide subsequent instruction rather than treated only as an endpoint measure (Morris et al., 2021; Xuan et al., 2022; Yao et al., 2024). This process requires attention to both feedback quality and students' capacity to act on feedback (Winstone et al., 2017; Carless & Boud, 2018; Ruelmann et al., 2023). At the organizational level, data-based decision-making research emphasizes that collecting progress information is insufficient unless teachers can translate that information into instructional responses (Mandinach & Schildkamp, 2021; Visscher, 2021). Classroom monitoring is therefore most useful when it operates as part of a cycle linking targets, evidence, feedback, instructional adjustment, and follow-up.

These issues take a distinctive form in pesantren because academic learning is embedded within a residential, religious, and institutional culture. Pesantren education combines formal learning with routines of worship, discipline, character formation, mentoring, and daily communal life, so classroom practices are connected to expectations that extend beyond the lesson period. Studies of Islamic boarding schools have emphasized quality management, learning management, institutional adaptation, and the preservation of religious identity as central concerns in contemporary pesantren education (Ismail et al., 2023; Darwanto et al., 2024; Badrudin et al., 2022). Research on flagship and tahfidz programs also indicates that distinctive institutional programs depend on structured targets, learning arrangements, monitoring, and evaluation rather than on program labels alone (Karim, 2022; Rasyidi et al., 2023; Putri et al., 2024). However, much of this literature remains centered on institutional planning, program implementation, or general management. Less attention has been given to the classroom-level processes through which excellence-program objectives are converted into daily routines, grouping decisions, instructional strategies, relational support, discipline, feedback, and adaptive follow-up.

Pesantren ANWAHA provides a useful case for examining this classroom-level translation because it operates three excellence programs with different competency orientations: Intensive Tahfidz Al-Qur'an, Arabic-English Language, and Academic Achievement Classes. Institutional documents indicate that the programs have targets, schedules, grouping arrangements, monitoring instruments, rules, and evaluation procedures, while the available evidence also

shows that differentiated practices and classroom-management procedures are not documented with equal specificity across programs. Against this background, the study addresses three questions: (1) how is classroom management planned and organized around the objectives of the excellence programs; (2) how are instruction, discipline, teacher-student relationships, monitoring, and follow-up organized in relation to program targets; and (3) what conditions support or constrain these practices? Conceptually, the study treats excellence program-based classroom management as a case-derived analytical framework linking institutional goals with classroom organization, pedagogy, relational mentoring, character-oriented discipline, and the use of progress information. Practically, the findings identify management principles that may inform institutional development without assuming that the three programs should use identical classroom routines. Because the evidence comes from a single pesantren and direct observation was concentrated on the tahfidz program, the framework is interpreted within the boundaries of this case rather than as a universally validated model.

METHOD

Research Design

This study used a qualitative single-case design to examine how classroom management was organized within the excellence programs of Pesantren ANWAHA. The case-study approach was appropriate because the research focused on a context-bound set of practices involving institutional targets, classroom organization, instructional strategies, discipline, teacher-student interaction, monitoring, and follow-up within one pesantren. The unit of analysis was the institutional case of classroom-management practice, while the Intensive Tahfidz Al-Qur'an, Arabic-English Language, and Academic Achievement programs served as program contexts through which that practice was examined. The study did not treat the three programs as separate cases and was not designed to estimate prevalence, test causal effects, or compare program effectiveness.

Research Setting and Time

The study was conducted at Pesantren ANWAHA. Data collection took place from 21 to 25 August 2026. Semi-structured interviews were conducted on 21-23 August, classroom observation was conducted on 24 August, and institutional documents were examined on 25 August. The residential pesantren setting was analytically relevant because classroom learning, discipline, mentoring, and program routines were connected to activities that continued beyond formal lesson periods.

Participants and Sampling

Participants were selected purposively because of their direct involvement in planning, coordinating, implementing, or experiencing the excellence programs. Four key informants participated: the pesantren leader/caregiver (P1/KH), the excellence-program coordinator (K1/AR), one teacher responsible for an excellence program (G1/UH), and one student participating in the program (S1/MZ). Their involvement in the excellence programs ranged from three to twelve years. The sampling strategy was intended to obtain complementary, role-based perspectives from institutional leadership, program coordination, classroom implementation, and student experience rather than statistical representativeness. The available study records do not support claims about a larger participant pool, additional sampling stages, or saturation across all roles and programs; accordingly, the analysis is limited to these four informants together with the observational and documentary evidence.

Data Collection and Instruments

Data were collected through semi-structured interviews, classroom observation, and document analysis. The interview guide addressed seven domains: program-oriented planning, classroom organization, instructional management, discipline and character formation, teacher-student interaction, monitoring and evaluation, and supporting and inhibiting conditions; questions and probes were adjusted to each participant's role. Classroom observation was conducted during one 90-minute Grade XI Intensive Tahfidz Al-Qur'an session that included ziyadah, muraja'ah, and individual memorization submission. The observation guide covered learning-target clarity, classroom preparation, seating and grouping, time management, instructional strategies, differentiated support, discipline, communication, mentoring, monitoring, feedback, and classroom conditions; categorical markings of observed, not observed, and not applicable were used only as organizational aids rather than quantitative scores. Documentary evidence included the pesantren's vision and mission, excellence-program guidelines, curriculum structure, annual and semester programs, lesson plans and teaching modules, student-grouping records, classroom rules, assessment instruments, progress reports, remedial and enrichment records, evaluation meeting minutes, facilities data, classroom documentation, and

program-achievement records. Because direct observation covered only the tahfidz program, evidence concerning the Arabic-English Language and Academic Achievement programs was derived primarily from interviews and documents; cross-program statements are therefore interpreted as reported or documented practices rather than as equally observed practices. Because the instruments functioned as qualitative guides rather than standardized scales, statistical reliability coefficients were not applicable; the available study records do not document a separate psychometric validation procedure, so none is claimed.

Data Analysis

The data were analyzed through thematic analysis that combined deductive and inductive coding. Seven deductive categories were initially derived from the research focus: planning (PLN), classroom organization (ORG), instructional management (INS), discipline and character (DIS), teacher-student interaction (REL), monitoring and evaluation (EVA), and supporting or inhibiting factors (FAC). Consistent with guidance on transparent thematic analysis, the researchers repeatedly read interview transcripts, observation notes, and documentary evidence, coded relevant meaning units, grouped related codes, developed broader candidate themes, reviewed those themes against the source data, and interpreted the final themes in relation to the objectives of the excellence programs (Braun & Clarke, 2021; Byrne, 2022). Inductive coding was retained so that patterns not fully captured by the initial categories could be incorporated. During theme review, the source of each claim was considered so that directly observed tahfidz practices were not treated as equivalent to practices supported only by interview or documentary evidence in the other programs. The resulting themes were therefore treated as interpretive patterns grounded in the available evidence rather than as statistically generalizable dimensions.

Trustworthiness and Cross-Source Comparison

Trustworthiness was addressed through source and method triangulation. Source triangulation compared accounts from the pesantren leader, program coordinator, teacher, and student, while method triangulation compared interview statements with observation notes and institutional documents. Cross-source comparison was conducted throughout analysis to identify convergence and discrepancy rather than to treat agreement as proof or to remove conflicting evidence. For example, differentiated practices were visible in the observed teaching and described by participants, while the same level of differentiation was not consistently documented in all lesson plans. Such discrepancies were retained as part of the interpretation and informed the discussion of institutional consistency. Dependability was supported by structured data-collection guides and an explicit coding framework, and confirmability was strengthened by grounding interpretations in participant statements, field notes, and documentary records. Participants were reported using the codes P1, K1, G1, and S1 to protect confidentiality.

Research Procedure

The study proceeded sequentially from interviews to direct classroom observation and then to document analysis. Interviews first identified institutional expectations and reported classroom-management practices. Observation was then used to examine how selected practices operated in an actual tahfidz learning session, after which document analysis was used to compare planned procedures, recorded student progress, and institutional policies with the interview and observation evidence. The three evidence streams were integrated during thematic analysis and cross-source comparison. Figure 1 summarizes the procedure using only stages documented in the study records.

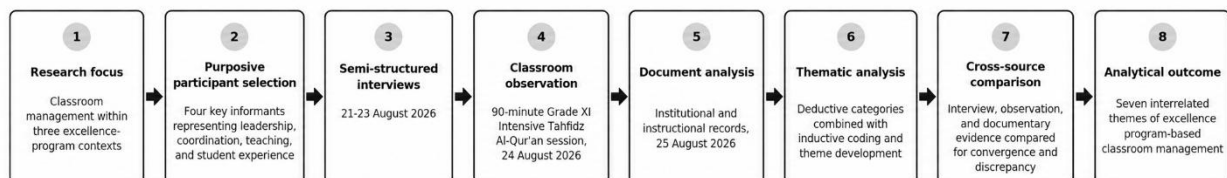


Figure 1. Research procedure and analytical flow

RESULTS

The thematic analysis of interviews, the observed tahfidz session, and institutional documentation produced seven interrelated themes: (1) goal-oriented classroom planning, (2) flexible classroom organization, (3) target-responsive instructional management, (4) discipline and character-based management, (5) teacher-student relational mentoring, (6) continuous monitoring and adaptive follow-up, and (7) supporting and inhibiting conditions. These themes integrate

evidence of different directness: tahfidz practices were supported by interviews, documents, and one direct classroom observation, whereas statements about the Arabic-English Language and Academic Achievement programs relied primarily on interview and documentary evidence. The themes should therefore be read as patterns within the institutional case, not as symmetrical observational comparisons among the three programs. Table 1 summarizes the practices and empirical indications associated with each theme.

Table 1. Thematic Findings of Excellence Program-Based Classroom Management

Main Theme	Key Practices	Empirical Indications
Goal-oriented classroom planning	Program targets, lesson planning, learning routines, time allocation	Annual targets were translated into semester, monthly, weekly, and classroom targets.
Flexible classroom organization	Placement, small groups, regrouping, adaptive seating	Students were grouped according to initial placement and learning progress.
Target-responsive instructional management	Talaqqi, peer correction, pair work, drill, practice, differentiation	Instructional strategies were adjusted to the competencies targeted by each program.
Discipline and character-based management	Rules, punctuality, responsibility, rewards, educational consequences	Academic discipline was integrated with pesantren values and habituation.
Teacher-student relational mentoring	Open communication, individual assistance, role modeling	Teachers functioned as instructors as well as mentors.
Continuous monitoring and adaptive follow-up	Progress checklist, direct feedback, remedial, enrichment, regrouping	Evaluation results were used to determine subsequent learning interventions.
Supporting and inhibiting conditions	Teacher commitment, pesantren culture, coordinator support, scheduling and facilities	The residential environment supported continuity, while fatigue, differences in ability, and resource limitations created challenges.

Goal-Oriented Classroom Planning

Classroom management at Pesantren ANWAHA began with excellence-program targets rather than with a generic classroom routine. The Intensive Tahfidz Al-Qur'an program emphasized accuracy and consistency of memorization, the Arabic-English Language program emphasized communicative competence, and the Academic Achievement program focused on subject mastery and preparation for academic competitions. These different competency orientations influenced what teachers prepared, how time was allocated, and how progress was monitored.

"The tahfidz program emphasizes accuracy and consistency in memorization, the language program emphasizes the courage to communicate, while the achievement class is directed toward subject mastery and readiness to participate in competitions." (P1)

The program coordinator explained that annual targets were divided into semester, monthly, and weekly targets, which then informed classroom activities, schedules, exercises, and evaluation procedures. In the tahfidz program, this planning was translated into ziyadah and muraja'ah, while the language program included vocabulary acquisition, conversation, oral presentation, and speaking assessment. The teacher reported reviewing program targets and individual progress before teaching, preparing the sequence of activities and learning resources, and identifying students requiring additional assistance. During the observed tahfidz session, the teacher communicated ziyadah and muraja'ah targets, the learning sequence, submission procedures, and punctuality expectations, while the Qur'an, target cards, monitoring sheets, whiteboard, and audio equipment had been prepared before instruction. Program guidelines and curriculum documents provided convergent evidence by specifying objectives, competency targets, schedules, teacher responsibilities, materials, time allocations, and progress indicators.

Flexible Classroom Organization Based on Student Progress

Student grouping and classroom organization were adjusted according to program characteristics and students' progress rather than treated as permanently fixed arrangements. Initial grouping drew on placement information and previous progress records, and the coordinator reported that students could move groups when evaluation showed changes in performance.

"Students are mapped from the initial test and their previous progress, then grouped so that assistance can be more effective. Groups can change if students' progress increases or decreases." (K1)

In the observed tahfidz class, students sat in a semicircular arrangement and worked in pairs to support memorization submission and peer correction. Small groups reflected memorization progress, and two students who were progressing more slowly were positioned closer to the teacher for more intensive assistance. The teacher explained that seating could be reorganized for pair work or small-group language practice, whereas tahfidz required arrangements that

allowed the teacher to listen to individual memorization. Class-allocation records and several lesson plans supported the use of grouping, although differentiated strategies were not documented with the same detail in all lesson plans.

Target-Responsive Instructional Management

Instructional management varied according to the competency targeted by each program. The data did not indicate one uniform method applied across all excellence programs; instead, teachers selected forms of practice that were consistent with the expected performance.

“For language we encourage pair work, role play, and oral practice; for tahfidz there are talaqqi, individual submission, and peer correction. Teachers are reminded not to turn every session into a lecture.” (K1)

The teacher reported using direct practice, drill, questioning, peer correction, pair work, and assignments, with lecturing used mainly for short explanations. The observed 90-minute tahfidz session was organized into approximately 10 minutes of opening activities, 25 minutes of practice and muraja'ah, 40 minutes of individual submission and correction, and 15 minutes of feedback and closing. Students who experienced difficulty received slower modeling, repetition, and additional assistance, whereas stronger students received additional muraja'ah targets or more demanding activities.

“Friends who still have difficulty are usually asked to repeat and are given examples more slowly, while those who are faster are given additional targets. Sometimes we are paired with stronger friends so that we can help each other.” (S1)

Peer support was therefore used as part of instructional organization rather than as an informal addition. Students with more stable performance could assist peers requiring additional support, while faster learners were given enrichment so that differences in pace did not automatically produce inactivity.

Discipline and Character-Based Classroom Management

Discipline combined academic expectations with pesantren values. Classroom rules covered attendance, punctuality, readiness of learning materials, attentiveness, individual target completion, and appropriate conduct. Rewards included verbal praise, points, and opportunities to become group leaders, while consequences were described as educational rather than physical.

“The consequences are educational, for example repeating an exercise or completing a delayed target, not physical punishment.” (G1)

The observed class was consistent with this account. A student who arrived late was reminded calmly and directed to join the classroom routine without public embarrassment, students who met targets received specific praise, and students who were insufficiently prepared were required to repeat the relevant activity. Punctuality, responsibility, respect, attentiveness, and adab were visible in classroom routines, including during peer memorization. Institutional rules also documented attendance, target completion, classroom adab, rewards, and educational consequences.

Teacher-Student Relational Mentoring

Teachers performed both instructional and mentoring functions. The teacher described open communication as necessary for identifying persistent learning difficulties and reported that students could seek additional assistance during or after lessons. Modeling was also treated as part of classroom management rather than as a separate moral message.

“Teachers must arrive on time and be consistent with the rules they make themselves.” (G1)

The student reported that teachers were accessible when learning problems occurred. Observation supported this account: the teacher used respectful communication, allowed students to explain their difficulties before correction, and provided two students with individual guidance about muraja'ah strategies and the organization of daily memorization targets at the end of the session. The pesantren leader further noted that the residential environment allowed mentoring and habituation to continue beyond formal class hours.

Continuous Monitoring and Adaptive Follow-Up

Monitoring was embedded in the learning process through target checklists, performance rubrics, monitoring cards, weekly evaluations, and monthly progress reports. The coordinator described these records as a basis for deciding whether students needed reinforcement, enrichment, mentoring, or regrouping.

“The evaluation results are directly used for remedial, enrichment, or regrouping. Students who have not achieved the target are not immediately given a new workload, but are strengthened in the parts they have not yet mastered.” (K1)

Students were categorized according to progress, including those who were on target, those requiring additional support, and those ready for enrichment. During observation, the teacher used a monitoring list to record individual memorization performance and provided immediate feedback on fluency, reading accuracy, and sections that needed repetition. Remedial and enrichment activities did not occur during the observed session, but the teacher showed records identifying students scheduled for additional afternoon mentoring. These data indicate a management cycle in which targets informed instruction, monitoring produced information about progress, and that information was used to determine subsequent support, task difficulty, grouping, or additional mentoring.

Supporting and Inhibiting Conditions

The implementation of excellence program-based classroom management was supported by teacher commitment, a strong culture of discipline, manageable learning groups, active program coordination, and the residential characteristics of the pesantren. The teacher also identified clear targets and access to a program coordinator as practical supports. Available resources included classrooms, whiteboards, speakers and audio equipment, Qur'ans, modules, target cards, and some projectors, although some rooms and media had to be shared during intensive periods. Three recurring constraints were student fatigue associated with the density of pesantren activities, differences in students' learning progress, and limitations in time, learning spaces, and media. The student reported fatigue when excellence-program sessions were scheduled close to other pesantren activities. During the final 15 minutes of the observed tahfidz session, several students showed reduced concentration, and the teacher responded by varying the activity and allowing a short break before continuing.

A further issue concerned institutional standardization. Program guidelines, lesson plans, classroom rules, monitoring instruments, and evaluation mechanisms were available, but detailed classroom-management procedures had not been established with equal specificity across the three excellence programs. Document analysis also showed limited systematic records of specialized professional development focused specifically on classroom management. Existing support was mainly provided through internal sharing, coordinator coaching, and discussion in teacher meetings rather than through a fully documented training program.

DISCUSSION

The findings position classroom management at Pesantren ANWAHA as a mechanism that links institutional excellence targets with the organization of everyday learning. This interpretation extends the broad classroom-management literature because the central management question in this case was not simply how to maintain order, but how to make program objectives operational through routines, time allocation, grouping, instruction, monitoring, and follow-up. Reviews have similarly treated classroom management as multidimensional and connected with learning rather than as behavior control alone (Korpershoek et al., 2016; Bozkuş, 2021; Albayrak & Ateskan, 2022). The ANWAHA evidence adds a context-specific layer by showing a vertical alignment process in which institutionally defined targets are translated into classroom-management decisions. This interpretation also complements pesantren management studies that emphasize planning, curriculum, human resources, supervision, and evaluation at the institutional level (Ismail et al., 2023; Darwanto et al., 2024). However, the evidentiary basis is not identical across the three programs: direct observation concerned tahfidz, while the language and academic-achievement contexts were represented mainly through interviews and documents. The contribution is therefore an analytical account of alignment within this case rather than an observationally equivalent comparison of all programs.

Flexible grouping and differentiated support formed a second part of this alignment, but the findings also show why grouping should not be equated with differentiation. Students were placed, paired, moved, or positioned differently according to progress, yet the instructional response accompanying those arrangements was equally important. This is consistent with evidence that homogeneous or flexible grouping alone does not guarantee better learning unless it is embedded in a broader instructional approach that adjusts support and task demands (Deunk et al., 2018). Secondary-education research likewise reports that differentiated instruction takes multiple forms and that its effectiveness depends on how teachers translate information about student readiness into concrete instructional actions (Smale-Jacobse et al., 2019). Teachers' capacity to differentiate is also shaped by experience, time, and the professional environment in which the practice is developed (van Geel et al., 2022). Peer correction and stronger-to-weaker pairing at ANWAHA are compatible with broader evidence on cooperative and peer-supported learning (Kyndt et al., 2013; Zeneli et al., 2016), but these comparisons should be interpreted cautiously because direct observation in the present study was limited to one tahfidz session rather than all three programs.

Target-responsive instructional management further indicates that classroom management and pedagogy were difficult to separate in the ANWAHA case. Talaqqi, memorization submission, repetition, pair work, role play, oral practice,

drill, questioning, and enrichment were not only teaching methods; they also structured participation, teacher attention, pacing, and opportunities for feedback. This interpretation is compatible with reviews that identify active learning as an important component of productive classroom management and with broader evidence that active participation can improve learning relative to sustained lecturing (Albayrak & Ateskan, 2022; Freeman et al., 2014). At ANWAHA, the relevant organizing principle appears to be alignment between the targeted competency and the classroom activity used to develop it. The finding therefore does not imply that one technique is universally superior; it suggests that the management of time, interaction, and support becomes more coherent when the instructional form is selected in relation to the competency students are expected to demonstrate.

Discipline in this case had a dual function: it supported progress toward program targets while also reinforcing pesantren expectations concerning adab, responsibility, punctuality, and respect. This differs from interpretations of classroom management that treat discipline mainly as a response to disruptive behavior. The observed use of calm reminders, learning-oriented consequences, praise, and teacher modeling suggests that behavioral expectations were incorporated into the learning process rather than separated from it. Contemporary pesantren studies similarly describe educational management as an effort to maintain institutional identity and character formation while adapting to changing academic demands (Darwanto et al., 2024; Badrudin et al., 2022). Research on character education in pesantren also emphasizes habituation, institutional culture, and the integration of moral expectations into daily activities rather than reliance on isolated lessons (Muhyiddin et al., 2022; Firmansyah et al., 2023). The ANWAHA findings therefore suggest that discipline is best interpreted here as achievement regulation embedded in a moral and residential educational culture, while recognizing that the study did not measure long-term character outcomes.

Teacher-student relational mentoring provided another mechanism through which intensive targets were made manageable. Teachers were accessible for questions, individualized guidance, and additional mentoring, and teacher modeling was used to reinforce the same expectations applied to students. This pattern is consistent with meta-analytic evidence showing substantial associations between teacher-student relationship quality and achievement, motivation, behavior, school belonging, engagement, and well-being (Emslander et al., 2025). Other syntheses indicate that teachers' relationships with students can also influence peer relationships and the wider classroom social environment (Endedijk et al., 2022). Obermeier et al. (2024) similarly found that social relationships are relevant to how students connect perceived classroom management with attitudes toward school, while Roorda et al. (2017) identified student engagement as one pathway linking affective teacher-student relationships with achievement. In the ANWAHA case, the residential setting may intensify this relational dimension because interaction and guidance can continue beyond scheduled lessons. The data support interpreting mentoring as part of classroom management, but they do not establish that mentoring caused the observed patterns of student progress.

The monitoring findings show how classroom management can become adaptive when evidence about student progress is returned to the instructional process. Target cards, monitoring lists, weekly evaluation, monthly reports, immediate correction, remedial support, enrichment, and regrouping formed a sequence in which performance information influenced subsequent decisions. This is consistent with evidence that feedback can improve learning while producing different effects depending on the information it provides and how that information is used (Wisniewski et al., 2020). Systematic reviews and meta-analyses of formative assessment similarly emphasize that assessment is most educationally useful when it changes what teachers or students do next (Morris et al., 2021; Xuan et al., 2022; Yao et al., 2024; Sortwell et al., 2024). Feedback research also stresses the quality of feedback and learners' capacity to engage with it rather than treating feedback as mere transmission (Winstone et al., 2017; Carless & Boud, 2018; Ruelmann et al., 2023). At the teacher and school levels, data-based decision-making studies warn that collecting information is easier than translating it into tailored instruction (Mandinach & Schildkamp, 2021; Visscher, 2021). ANWAHA's use of progress records for remedial, enrichment, and regrouping decisions therefore represents a potentially important management cycle, although the present study did not evaluate the comparative effectiveness of those follow-up decisions.

The findings also expose a tension between instructional flexibility and institutional consistency. Differentiated support was evident in practice and reported by participants, but it was not documented with equal detail across lesson plans, and specialized classroom-management professional development was not systematically recorded. This matters because adaptive classroom management relies on teacher expertise, yet excessive dependence on individual experience can make implementation uneven across teachers or programs. Reviews of classroom-management professional development show that coaching, direct instruction, practice, and performance feedback can strengthen teacher management behavior (Wilkinson et al., 2021; Obee et al., 2023). Teacher self-efficacy research further suggests that classroom climate, school culture, leadership, experience, and contextual demands are related to teachers' confidence and management practices (Duan et al., 2024; Lazarides et al., 2020; Hettinger et al., 2021). Comparable

work on data-based decision making also indicates that professional learning can strengthen teachers' knowledge, skills, self-efficacy, and capacity to respond to student data (Gesel et al., 2021; Washburn et al., 2022; Wurster et al., 2023). For ANWAHA, the practical implication is not to standardize every teaching routine, but to document common management principles and provide professional support for applying them differently across tahfidz, language, and academic-achievement contexts.

Taken together, the seven themes support the case-derived concept of excellence program-based classroom management as a target-driven, flexibly organized, instructionally adaptive, character-oriented, relationally supportive, and data-informed process. The novelty of this formulation lies in integrating these dimensions around institutionally defined excellence targets rather than in proposing any single technique as new. The framework helps explain how program design may be translated into classroom planning, grouping, instruction, discipline, mentoring, monitoring, and follow-up in a pesantren setting. At the same time, it should be treated as a provisional analytical framework rather than a validated universal model. The evidence derives from one institution, four key informants, one directly observed tahfidz session, and a larger set of institutional documents; consequently, conclusions about the Arabic-English Language and Academic Achievement programs are supported more strongly by reported and documented practice than by direct observation. The framework is best used to generate propositions for subsequent multi-program and multi-site research and to support cautious assessment of transferability to comparable pesantren contexts, not to support causal or population-level claims.

LIMITATIONS AND FUTURE RESEARCH

This study has several limitations that define the appropriate scope of interpretation. It examined one pesantren and involved four key informants, including one teacher and one student, so within-role variation across teachers, students, cohorts, and program groups was not captured. Direct classroom observation was limited to one 90-minute Grade XI Intensive Tahfidz Al-Qur'an session; consequently, claims about the Arabic-English Language and Academic Achievement programs are supported mainly by interview and documentary evidence and cannot be interpreted as direct cross-program observational comparisons. The study also did not test whether the identified management practices caused improvements in achievement, character, engagement, or other student outcomes. Future research should observe multiple sessions across all program types, involve broader and more varied participant groups, compare different pesantren contexts, and examine how particular classroom-management practices relate to student learning and program outcomes over time. Such designs would allow the proposed framework to be refined and its transferability assessed without assuming that the present case represents pesantren excellence programs more generally.

CONCLUSION

Within this single case, classroom management at Pesantren ANWAHA was organized as a target-oriented and adaptive process connected to the objectives of its excellence programs. Program targets informed planning, scheduling, grouping, instructional activities, discipline, monitoring, and follow-up, while teachers adjusted support according to students' progress. The evidence therefore supports interpreting classroom management as more than the maintenance of order: in the ANWAHA case, it functioned as a mechanism for translating institutional expectations into everyday learning practices.

A distinctive feature of the case was the integration of academic targets with pesantren values and relational mentoring. Punctuality, responsibility, adab, and respect were embedded in classroom routines, while teachers combined instructional authority with accessibility, modeling, and individual guidance. Progress information from target cards, monitoring records, assessments, and periodic evaluation was used to identify students requiring repetition, remedial support, enrichment, additional mentoring, or regrouping. Together, these practices underpin the proposed concept of excellence program-based classroom management as target-driven, flexibly organized, instructionally adaptive, character-oriented, relationally supportive, and data-informed.

For institutional development, the findings suggest the value of a common classroom-management framework that specifies minimum principles for target clarity, differentiation, educational discipline, relational support, monitoring, feedback, and adaptive follow-up while allowing each excellence program to operationalize those principles differently. More systematic documentation of differentiated practices and professional development could reduce dependence on individual teacher experience without eliminating instructional flexibility. Because direct observation was concentrated on tahfidz and evidence for the other programs was mainly reported or documented, these principles

should be tested through broader and repeated observation before being standardized or treated as a general model for pesantren excellence programs.

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AUTHOR CONTRIBUTION STATEMENT

RS contributed to the conceptualization of the study, research design, data analysis, interpretation of the findings, and preparation of the initial manuscript. SY contributed to the development of the research instruments, data collection, validation of the findings, and critical review of the manuscript. Both authors participated in revising the manuscript and approved the final version for publication.

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The authors used ChatGPT to support language editing, structural refinement, and literature-based editorial assistance during manuscript revision. The tool was not used to collect, generate, or alter the empirical data, participant information, observations, or documented research procedures. The authors remain responsible for verifying all AI-assisted revisions, added references, interpretations, and final scientific claims before submission.

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