



Implementation Strategy of Student-Centered Learning-Based Adaptive Classroom Management in Madrasah Ibtidaiyah

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ABSTRACT

The implementation of Student-Centered Learning in Madrasah Ibtidaiyah requires adaptive classroom management strategies to accommodate the diversity of student characteristics and needs. However, its implementation still faces various obstacles, such as teacher dominance in learning, low student participation, and suboptimal differentiated learning. This study aims to analyze the implementation strategy of adaptive classroom management based on Student-Centered Learning at MIN 1 Manado. The study used a qualitative approach with a case study design. The research informants consisted of 13 individuals: 1 headmaster, 3 teachers of grades IV, V, and VI, and 9 students selected through purposive sampling. Data were collected through observation, semi-structured interviews, and documentation, then analyzed using the Miles, Huberman, and Saldaña model. The results showed that the implementation of adaptive classroom management was carried out through student-oriented learning planning, flexible classroom management, implementation of Student-Centered Learning, differentiated learning, and continuous learning evaluation. The success of the implementation was supported by teacher commitment, headmaster leadership, and teacher collaboration, although it still faced obstacles in the form of heterogeneity of student abilities, time constraints, and suboptimal implementation of differentiated learning. These findings enrich the study of Islamic Educational Management regarding adaptive classroom management strategies in Madrasah Ibtidaiyah.

Keywords

Adaptive Classroom Management, Student Centered Learning, Madrasah Ibtidaiyah, Islamic Education Management, Differentiated Learning.

Introduction

The transformation of 21st-century education has shifted the learning paradigm from a teacher-centered learning approach to a student-centered learning approach. This paradigm shift places students as the primary subjects in the learning process, encouraging them to think critically, creatively, collaboratively, and communicatively (Devanti & Muftiana, 2023). In line with the implementation of the Merdeka Curriculum, teachers no longer act as the sole source of learning, but rather as facilitators capable of designing learning environments that are adaptive, inclusive, and provide space for students to build knowledge through meaningful learning experiences. In this context, the success of implementing Student-Centered Learning is strongly influenced by the teacher's ability to manage the classroom effectively according to student characteristics (Junatama dkk., 2025).

Classroom management is a fundamental aspect of delivering quality learning. Classroom management is not only oriented toward creating orderly learning conditions, but also includes the teacher's ability to manage learning interactions, accommodate the diversity of student characteristics, foster a conducive learning climate, and facilitate the active participation of all students (Saptadi dkk., 2025). The concept of adaptive classroom management has become increasingly relevant because it provides teachers with flexibility to determine learning strategies in accordance with the needs, abilities, and learning styles of students. Through adaptive classroom management, the learning process is expected to encourage optimal student engagement so that learning objectives can be achieved more effectively (Wahyuni & Haryanti, 2024).

In the context of Islamic primary education, implementing adaptive classroom management remains a challenge for many madrasahs, including MIN 1 Manado. As one of the public madrasah ibtidaiyah in Manado City, MIN 1 Manado continuously strives to improve learning quality through the implementation of various educational innovations aligned with the Merdeka Curriculum policy. This madrasah is committed to creating student-centered learning through strengthening teacher competence and developing innovative learning strategies. Nevertheless, implementing learning that accommodates the diversity of student characteristics still requires strengthening, particularly in classroom management aspects that support active, collaborative, and meaningful learning.

A preliminary study conducted through observations of the learning process in grades IV, V, and VI as well as semi-structured interviews with three grade teachers showed that the implementation of Student-Centered Learning has not been optimal. The learning process is still dominated by teacher activities, leaving limited opportunities for students to explore knowledge, discuss, and solve problems independently. In addition, student participation levels are uneven as only some students actively participate, while others tend to be passive and reliant on teacher direction. Observation results also indicated that study group management is still conducted conventionally without considering the diversity of student abilities and characteristics. Furthermore, differentiated learning strategies have not been applied consistently, meaning individual student learning needs are not yet fully facilitated. These findings indicate that implementing Student-Centered Learning requires a more adaptive classroom management strategy for the learning process to run effectively..

Various previous studies have examined the implementation of Student-Centered Learning at the primary education level with a focus on improving learning outcomes, learning motivation, critical thinking skills, and student engagement. Other studies have also highlighted the importance of classroom management in creating a conducive learning environment (Siti, 2025). However, most studies still view classroom management as a supporting factor in learning and have not comprehensively explained the strategies used by teachers in managing heterogeneous classrooms so that the principles of Student-Centered Learning can be applied effectively. Moreover, studies on the implementation of adaptive classroom management in madrasah ibtidaiyah, particularly in Eastern Indonesia, remain relatively limited, thereby failing to provide a complete picture of classroom management practices in the context of Islamic education (Fitriani dkk., 2026).

Based on these conditions, there is a research gap that warrants attention. Research on Student-Centered Learning generally focuses more on the effectiveness of learning models on student learning outcomes, whereas research examining adaptive classroom management implementation strategies as the foundation for successful student-centered learning is still scarce. This study offers novelty by analyzing in depth the strategies of teachers in planning, executing, and evaluating adaptive classroom management, while simultaneously identifying supporting and inhibiting factors in its implementation

within the context of Madrasah Ibtidaiyah. Thus, this study is expected to enrich Islamic Educational Management literature, particularly regarding adaptive and student-need-oriented learning management.

Based on the description above, this study aims to describe and analyze the implementation strategy of adaptive classroom management based on Student-Centered Learning at MIN 1 Manado. The focus of the research includes planning, implementation, and evaluation strategies of adaptive classroom management, as well as factors supporting and inhibiting its implementation in realizing active, inclusive, and student-centered learning. The results are expected to contribute theoretically to the development of Islamic Educational Management studies and serve as practical recommendations for teachers, headmasters, and policy makers in developing more adaptive classroom management strategies in line with 21st-century learning demands.

Literature Review

Adaptive Classroom Management in Learning

Classroom management is one of the pedagogical competencies that plays a strategic role in creating an effective learning process. Classroom management is a series of strategies implemented by teachers to create a safe, orderly, and conducive learning environment, as well as to maximize student involvement in the learning process (Ilahiyah dkk., 2026). In line with this, Emmer and Stough (2001) explained that classroom management is not only oriented toward controlling student behavior, but also encompasses the teacher's ability to organize learning activities so that learning time can be utilized optimally. Thus, classroom management serves not only as a tool for classroom control, but also as a pedagogical strategy in creating meaningful learning experiences (Romenah dkk., 2026).

Along with the development of the 21st-century educational paradigm, the concept of classroom management has transformed into adaptive classroom management (Adhitia dkk., 2025). This approach positions the teacher as a facilitator capable of adapting learning strategies to the characteristics, needs, abilities, and learning styles of students. Adaptive classroom management emphasizes flexibility in managing the learning environment, forming study groups, arranging learning activities, and creating an inclusive classroom climate so that every student receives equal learning opportunities. Through this approach, teachers are expected to build a learning atmosphere that encourages active participation, collaboration, creativity, and student learning independence (Zen, 2025).

Student Centered Learning

Student Centered Learning (SCL) is a learning approach that places students at the center of the entire learning process. This approach is rooted in the constructivist theory developed by Jean Piaget & Lev Vygotsky, which views knowledge as actively constructed through learning experiences, social interaction, and reflection processes (Izzah dkk., 2026). In its implementation, the teacher acts as a facilitator who provides meaningful learning experiences so that students can develop critical thinking skills, communication, collaboration, creativity, and learning independence. Therefore, the successful application of Student-Centered Learning relies heavily on the teacher's ability to manage the classroom adaptively to accommodate the diversity of student characteristics (Husna dkk., 2025).

A student-centered learning environment also demands changes in classroom management patterns. Teachers are required to build a collaborative learning culture, provide space for students to participate in decision-making, develop differentiated learning, and create interactions that support the growth of student agency (Wulandari, 2024). Thus, the implementation of Student-Centered Learning is determined not only by the learning model used, but also by classroom management strategies capable of creating an active, flexible, and responsive learning environment tailored to student needs.

Previous Research

Studies on classroom management have been widely conducted by researchers. Putra and Yanto (2025), through a meta-analysis study of 14 articles, found that classroom management has a positive effect on student academic achievement with an effect size value of 0.4066. These findings indicate that the quality of classroom management contributes to improved student learning outcomes. Another study conducted by Agustina et al. (2025) revealed that managing the learning environment, teacher-student communication, organizing learning activities, and managing student behavior affect increased student involvement during the learning process in elementary schools (Anggraini dkk., 2026).

Research on Student-Centered Learning has also shown consistent results. Various studies report that this approach can enhance learning motivation, critical thinking skills, creativity, collaboration skills, and student learning outcomes (Widyanto & Vienlentina, 2022). However, most of these studies still use quantitative approaches focusing on testing the effectiveness of learning models or relationships between variables. Studies on teacher strategies in implementing adaptive classroom management as the foundation for the success of Student-Centered Learning are still relatively limited, particularly at the Madrasah Ibtidaiyah level.

Additionally, research examining the implementation of adaptive classroom management in the context of Islamic education mostly discusses aspects of classroom discipline management, learning strategies, or general teacher pedagogical competence. Few studies have comprehensively integrated the concept of adaptive classroom management with the principles of Student-Centered Learning, especially through qualitative approaches capable of describing the practices, dynamics, and experiences of teachers in managing heterogeneous classrooms. This condition shows that there is still room for developing research in the field of Islamic Educational Management.

Research Gap dan Novelty Penelitian

Based on the theoretical review and previous research findings, it can be identified that most studies on Student-Centered Learning are still oriented toward testing the effect of learning models on learning outcomes, learning motivation, and student activity using quantitative approaches (Helmy dkk., 2023) (Widyanto & Vienlentina, 2022) (ROHID, 2025) (Khofifah, 2025). Meanwhile, studies specifically exploring adaptive classroom management implementation strategies as a foundation for successful Student-Centered Learning remain relatively limited, especially in the context of Madrasah Ibtidaiyah (Kurniawan, 2025) (Qamariyah dkk., 2026) (Alfiani, 2026). Furthermore, research conducted in madrasahs in Eastern Indonesia is also very sparse, thus providing little empirical insight into classroom management practices within the context of Islamic education (Noval & Fitrianto, 2026) (Fatmawati, 2026).

This study offers three forms of novelty. First, conceptually, this study integrates the concept of adaptive classroom management with Student-Centered Learning principles as a unified strategy in learning management in Madrasah Ibtidaiyah. Second, contextually, this study was conducted at MIN 1 Manado, providing an empirical perspective on adaptive learning implementation in Eastern Indonesian madrasahs, which has rarely been studied previously. Third, methodologically, this study uses a qualitative approach to explore in depth teacher strategies in planning, executing, and evaluating adaptive classroom management, as well as identifying supporting and inhibiting factors. Thus, this study does not focus on measuring the effect or effectiveness of learning, but rather reveals the practices, dynamics, and experiences of teachers in implementing Student-Centered Learning-based adaptive classroom management. The findings of this study are expected to enrich the body of knowledge in Islamic Educational Management while offering practical recommendations for teachers and madrasah managers in developing more adaptive, inclusive, and student-centered learning strategies.

Methods

This study used a qualitative approach with a case study design to explore in depth the implementation strategy of adaptive classroom management based on Student-Centered Learning at MIN 1 Manado (sugiyono, 2023). The research site was selected purposively because the madrasah has implemented the Merdeka Curriculum and developed student-centered learning. Research informants were determined using a purposive sampling technique consisting of 1 headmaster, 3 grade teachers (grades IV, V, and VI), and 9 students selected based on varying levels of learning activity, bringing the total number of informants to 13 individuals. Data were collected through observation, semi-structured interviews, and documentation studies. Observations focused on classroom environment setup, study group formation, differentiated learning application, student participation, teacher strategies in facilitating discussions, and management of learning interactions and evaluation.

Data validity was achieved through source triangulation, technique triangulation, and member checking to ensure the credibility of research findings. Data analysis referred to the interactive model of Miles et al. (2014), which includes data condensation, data display, and drawing and verifying conclusions. Analysis was carried out continuously from the data collection process through coding, categorization, presenting data in thematic narrative form, to drawing conclusions based on patterns emerging from observations, interviews, and documentation (Azhari dkk., 2023).

Results

results showed that the implementation of adaptive classroom management based on Student-Centered Learning at MIN 1 Manado was carried out through four main strategies: adaptive learning planning, flexible learning environment management, implementation of student-centered learning, and process- and outcome-oriented learning evaluation. These findings were obtained through observations of learning processes in grades IV, V, and VI, interviews with the headmaster, grade teachers, and students, as well as document analysis of teaching modules, learning tools, and assessment instruments. In general, teachers have made efforts to implement Student-Centered Learning principles by adapting learning strategies to student characteristics and learning needs.

In the planning stage, teachers prepared learning tools considering learning objectives, student characteristics, and activities that encourage active student engagement. Documentation results showed that teaching modules included diagnostic assessments, collaborative activities, simple

project-based learning, group discussions, and formative assessments. During the learning process, teachers managed the classroom flexibly through seating arrangements tailored to learning activities, varied group formation, and giving equal opportunities to all students to discuss, ask questions, and present learning outcomes. Teachers also adjusted methods, media, and assignment forms based on classroom conditions, making the learning atmosphere more dynamic and participatory.

Observation results indicated that the implementation of Student-Centered Learning was reflected in increased student engagement in various learning activities, such as group discussions, Q&A, problem-solving, presentations, and learning reflection. Teachers acted more as facilitators providing direction, triggering questions, and feedback, while students became more active in constructing knowledge through interactions with teachers and classmates. Additionally, teachers began applying differentiated learning by adjusting task difficulty levels, providing guidance to students experiencing learning difficulties, and offering enrichment activities for higher-ability students. However, interview results showed that the implementation of differentiated learning was not yet fully optimal due to time constraints, class size, and the need for more complex learning tool preparation.

Learning evaluation was conducted continuously through diagnostic assessments, formative assessments, learning activity observations, project assessments, group presentations, and summative assessments. Evaluation focused not only on cognitive competency achievement, but also encompassed skills, collaboration, communication, creativity, and student attitudes during the learning process. Documentation results showed that teachers used various assessment instruments according to the characteristics of learning activities, allowing evaluation to provide a more comprehensive picture of student learning progress.

This study also identified factors affecting the implementation of Student-Centered Learning-based adaptive classroom management. Supporting factors included teacher commitment to developing student-centered learning, headmaster support through academic supervision and learning facility provision, and a collaborative culture among teachers in sharing good practices. Meanwhile, inhibiting factors included the heterogeneity of students' academic abilities, relatively large class sizes, limited learning time, and suboptimal implementation of differentiated learning. Nonetheless, research results showed that teachers continuously made various strategy adjustments as an effort to realize more adaptive classroom management capable of supporting Student-Centered Learning at MIN 1 Manado.

Discussions

The research results show that the implementation of Student-Centered Learning-based adaptive classroom management at MIN 1 Manado was executed through systematic learning planning, flexible classroom management, student-centered learning, application of differentiated learning, and evaluation oriented toward process and learning outcomes. These findings show that teachers no longer view classroom management merely as an effort to maintain order, but as a pedagogical strategy to create a learning environment capable of accommodating the diversity of student characteristics. In this context, classroom management becomes an integral part of the learning process supporting active, collaborative, and meaningful learning experiences.

The initial implementation stage is seen in the learning planning process that considers student characteristics, needs, and abilities. Teachers prepared teaching modules containing diagnostic assessments, collaborative activities, simple project-based learning, and formative assessments as the foundation for learning execution. This finding indicates that teachers have developed learning

planning that is not only oriented toward achieving learning goals, but also pays attention to student learning needs as the basis for designing learning strategies.

These findings align with Tomlinson's (2017) theory, which explains that effective learning must begin with identifying readiness, interest, and learning profile of students. Teachers who understand student characteristics will find it easier to determine appropriate strategies, methods, and assessment forms for their learning needs. Furthermore, Bransford, Brown, and Cocking (2000), through the concept of a learner-centered environment, emphasized that quality learning must be built on an understanding of students' initial conditions so that the learning process becomes more meaningful. This study's findings are also supported by research by Parasti et al. (2025), which shows that teachers' ability to design differentiated learning contributes to creating more inclusive, collaborative, and student-centered learning.

The implementation of such planning was realized through flexible classroom management. Teachers arranged seating according to the characteristics of learning activities, formed study groups dynamically, and provided equal opportunities for all students to participate in discussions and presentations. Such classroom management demonstrates that teachers were able to create an adaptive learning environment so that students could interact, cooperate, and construct knowledge more easily through varied learning activities.

This strategy aligns with Marzano, Marzano, and Pickering's (2003) theory, which explains that classroom management effectiveness is influenced by the teacher's ability to build a safe, conducive learning environment capable of enhancing student engagement. This view is reinforced by Emmer and Evertson (2017), who stated that physical classroom setup, study group organization, and interaction management are critical components in creating effective learning. Research by Subandiyah et al. (2025) also showed that flexible study grouping can increase social interaction, cooperation, and student participation in classrooms with heterogeneous characteristics.

Adaptive classroom management resulted in an increase in Student-Centered Learning implementation in the classroom. Research results indicate that learning activities were mostly dominated by group discussions, presentations, problem solving, learning resource exploration, and learning reflection. Teachers acted as facilitators offering guidance, triggering questions, and feedback, while students became the main subjects in constructing knowledge. This condition reflects a shift in learning paradigm from teacher-centered to student-centered learning.

These findings align with Jean Piaget's (1972) constructivist theory, which explains that knowledge is constructed through learning experiences and interaction with the environment. Furthermore, Lev Vygotsky's (1978) social constructivism theory emphasizes that students' cognitive development takes place through social interaction within the Zone of Proximal Development (ZPD), making collaborative learning crucial in developing student thinking abilities. Additionally, Weimer (2013) explained that in Student-Centered Learning, teachers function as facilitators who give students opportunities to construct knowledge independently. Research by Bhardwaj et al. (2025) also reported that student-centered learning can increase critical thinking skills, communication, collaboration, and learning independence as students are actively involved in every learning stage.

Nevertheless, this study also found that the implementation of differentiated learning was not yet fully optimal. Teachers made adjustments to task forms, provided guidance to students with learning difficulties, and offered enrichment activities to high-ability students. However, time constraints,

relatively large class sizes, and the complexity of preparing learning tools remained major challenges. These findings align with the Differentiated Instruction concept developed by Tomlinson (2017), which emphasizes that learning differentiation must be done through adjustments of content, process, product, and learning environment according to student characteristics. Research results by Fitriani, Sofendi, and Vianty (2025) also show that the success of differentiated learning is strongly influenced by teacher pedagogical competence, school support, and adequate learning tool readiness.

In the evaluation aspect, teachers continuously applied diagnostic assessments, formative assessments, learning activity observations, project assessments, group presentations, and summative assessments. Assessment focused not only on cognitive aspects, but also covered communication skills, collaboration, creativity, and student attitudes during learning. This practice is in line with the Assessment for Learning concept proposed by Black and Wiliam (1998), which views assessment as part of the learning process to provide feedback to teachers and students. This view is reinforced by Brookhart (2017), who explained that formative assessment serves to help teachers make continuous improvements to learning strategies. Research by Nurmala (2025) also showed that continuous assessment can increase learning engagement and learning quality in classrooms implementing differentiated learning.

Overall, research results show that the implementation of Student-Centered Learning-based adaptive classroom management at MIN 1 Manado was influenced by teacher commitment, headmaster support, inter-teacher collaborative culture, and the availability of adequate learning facilities. However, heterogeneity of student abilities, limited learning time, large class sizes, and suboptimal application of differentiated learning remain challenges that need to be addressed. These findings reinforce Fullan's (2007) educational change theory, which states that the success of learning innovation is determined not only by individual teacher competence, but also influenced by school leadership, organizational culture, and institutional support. From the perspective of Islamic Educational Management, this study provides a conceptual contribution in the form of an implementation model for Student-Centered Learning-based adaptive classroom management that can serve as a reference for madrasahs in developing more inclusive, participatory, and holistic potential-oriented learning. Besides contributing theoretically to Islamic Educational Management literature, these findings also offer practical implications for teachers, headmasters, and policy makers in designing more adaptive classroom management strategies in accordance with 21st-century education demands.

Conclusion

This study demonstrates that the implementation of Student-Centered Learning-based adaptive classroom management at MIN 1 Manado was carried out through integrated strategies, including student-oriented learning planning, flexible learning environment management, learning implementation encouraging active student participation, differentiated learning, and continuous learning evaluation. These strategies successfully created a more inclusive, collaborative, and student-centered learning environment, thereby providing room for students to develop critical thinking skills, communication, collaboration, creativity, and learning independence. Nonetheless, the implementation of differentiated learning still faces various challenges, particularly regarding the heterogeneity of student abilities, limited learning time, class size, and the need to enhance teacher competencies in designing adaptive learning.

This study offers a conceptual contribution to the development of Islamic Educational Management studies, particularly in enriching the understanding of Student-Centered Learning-based adaptive

classroom management implementation strategies at the Madrasah Ibtidaiyah level. The findings emphasize that successful classroom management is determined not only by teacher pedagogical skills, but also influenced by headmaster leadership support, collaborative culture among teachers, and a conducive learning environment. Therefore, madrasahs need to strengthen teacher professional development through continuous training on adaptive classroom management and differentiated learning, as well as build an academic supervision system capable of supporting student-centered learning implementation. Future research is recommended to develop adaptive classroom management implementation models across various educational levels and different madrasah contexts to obtain a more comprehensive model that can be broadly adapted in Islamic education practice.

Limitations and Future Studies

This study is limited to a single research site, MIN 1 Manado, focusing on exploring implementation strategies of adaptive classroom management based on Student-Centered Learning, so the findings cannot yet be generalized to different madrasah contexts. Therefore, future research is recommended to involve more madrasahs with diverse characteristics and use multi-case study or mixed methods approaches to obtain a more comprehensive understanding of adaptive classroom management implementation and its contribution to improving learning quality in Madrasah Ibtidaiyah.

Conflict of Interest

The authors declare that there is no conflict of interest in the conduct, writing, or publication of this article. This study was conducted independently without financial, institutional, or personal interests that could influence the research results.

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