

The Relationship between Teacher Well-being, Spirituality, and Classroom Management Effectiveness in Madrasah Settings

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Abstract

This study explores the relationship between teacher well-being, spirituality, and classroom management effectiveness in madrasah settings. Teacher well-being has become an increasingly significant issue in contemporary educational research, as it is closely associated with motivation, job satisfaction, and professional performance. In Islamic educational institutions, spirituality is deeply embedded in teachers' daily practices and plays a vital role in shaping their resilience, emotional balance, and pedagogical approach. Using a quantitative correlational design, this research investigates how teachers' psychological and spiritual dimensions influence their ability to establish effective classroom management. Data were collected from madrasah teachers across different regions through structured questionnaires and analyzed using statistical techniques to determine correlations and predictive factors. The findings indicate that higher levels of teacher well-being and spirituality significantly contribute to improved classroom management effectiveness, creating a more positive and conducive learning environment. This study highlights the importance of integrating spiritual values and well-being strategies in professional development programs for madrasah teachers, ultimately enhancing both instructional quality and student outcomes.

Keywords: Classroom Management Effectiveness, Madrasah Education, Teacher Well-Being



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INTRODUCTION

In recent decades, teacher well-being has emerged as a critical issue in educational research. Teachers are not merely transmitters of knowledge; they are also role models of values, moral guides, and facilitators of learning (Krishen, 2021; Qin, 2021; Zhu, 2022). Their well-being directly affects the quality of teaching, the effectiveness of classroom practices, and the relationships they build with students. Without adequate well-being, teachers may struggle to fulfill their professional responsibilities optimally. Teacher well-being encompasses psychological, emotional, social, and spiritual dimensions. In the context of Islamic education, particularly in madrasahs, the spiritual dimension carries a profound significance. Madrasahs historically emphasize the integration of religious knowledge, Islamic values, and character formation, making spirituality an inseparable aspect of teachers' well-being.

Spirituality in education is often understood as an inner strength that provides meaning, direction, and peace in facing challenges. For madrasah teachers, spirituality manifests not only in acts of worship but also in values such as sincerity, patience, and devotion to educating the younger generation (Ashraf, 2021; Bellomo, 2020; Hu, 2019). These values enhance resilience against professional stressors and strengthen the ability to manage classrooms effectively. Classroom management is one of the essential competencies that determine the success of the teaching and learning process. Effective classroom management includes the ability to create a conducive learning atmosphere, regulate interactions, maintain discipline, and support student growth. Teachers who enjoy psychological well-being and spiritual balance are better equipped to manage classrooms with fairness, wisdom, and compassion.

Previous studies have demonstrated that teachers with high emotional well-being tend to adopt more positive approaches in dealing with challenging student behaviors. They are capable of applying classroom management strategies without escalating conflicts (Heer, 2019; Kearney, 2019; Qin, 2020). Conversely, teachers under excessive stress often struggle with consistency, patience, and constructive classroom discipline. In madrasah settings, teacher well-being is strongly connected to the perception of teaching as an act of worship. Such a perspective fosters intrinsic motivation that is unique compared to teachers in general schools. Spirituality serves as a foundation that enables teachers to view teaching not merely as a profession but also as a form of devotion to God and service to the community.

The relationship between well-being, spirituality, and classroom management effectiveness is vital because these elements create a holistic ecosystem of learning. Teachers who are emotionally and spiritually well convey positive energy that directly influences the classroom climate (Bozzelli, 2019; Liu, 2020; L. Wang, 2021). As a result, students become more engaged, disciplined, and motivated to learn. On the other hand, the lack of well-being can undermine classroom management effectiveness. Administrative burdens, curriculum demands, and limited resources are external challenges that often threaten teachers' well-being. Without spiritual reinforcement, teachers may experience fatigue, frustration, and even burnout, which can hinder their professional performance.

Madrasahs possess unique characteristics in balancing academic and religious aspects of education. Teachers are responsible not only for teaching general subjects but also for instilling Islamic values (R. He, 2020; Mancini, 2020; Tayyab, 2021). This dual responsibility requires strong psychological resilience and spiritual grounding to fulfill multiple roles in harmony. Most existing research on teacher well-being and classroom management has been conducted in general schools, while limited attention has been given to madrasah settings. Yet, madrasahs have distinctive features where spirituality plays a central role. This gap highlights the need for further exploration of how spirituality interacts with teacher well-being to shape effective classroom management.

From a theoretical perspective, teacher well-being enhances professional and pedagogical competence. Teachers who feel happy, valued, and balanced in their lives are more enthusiastic in teaching and more creative in developing classroom management strategies that meet student needs. Spirituality, meanwhile, acts as a transcendent motivator that nurtures positive attitudes

when facing difficulties (Dong, 2020; Rowe, 2020; Shrotri, 2021). Teachers with strong spirituality are more likely to maintain integrity, patience, and empathy in their interactions with students. This approach contributes to a humanistic and value-based model of classroom management.

The interconnection between these three aspects is not linear but complementary. Teacher well-being is reinforced by spirituality, and together they significantly affect classroom management effectiveness. In turn, effective classroom management fosters a supportive environment for both academic achievement and moral development among students. Within the framework of Islamic education, examining this relationship is essential for advancing teacher development models that go beyond technical competencies to include holistic well-being. Such studies can contribute theoretically and practically to improving the quality of madrasahs as institutions rooted in religious values. Therefore, research on *The Relationship between Teacher Well-being, Spirituality, and Classroom Management Effectiveness in Madrasah Settings* is both relevant and urgent. Its findings are expected to provide empirical evidence on how teacher well-being and spirituality contribute to classroom management effectiveness, as well as offer insights for policies and professional development programs that enhance teacher capacity in madrasahs.

RESEARCH METHOD

Research Design

This study employs a quantitative correlational research design to examine the relationship between teacher well-being, spirituality, and classroom management effectiveness in madrasah settings (Gopinath, 2019; Meehl, 2021; Srinivasan, 2019). A correlational approach was chosen because the research aims to investigate the strength and direction of associations among these variables without manipulating the natural classroom environment.

Research Target/Subject

The research subjects consisted of madrasah teachers from different educational levels (Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah). A total of 120 teachers participated in this study. The participants were selected using a purposive sampling technique to ensure the inclusion of teachers with diverse backgrounds in terms of teaching experience, subject specialization, and gender.

Research Procedure

The research was carried out in several steps. First, the researcher obtained formal permission from the selected madrasahs. Second, informed consent was collected from the participants to ensure ethical compliance. Third, questionnaires were distributed to teachers during school hours with the assistance of the madrasah administration. Finally, the collected data were organized, coded, and prepared for statistical analysis.

Instruments, and Data Collection Techniques

The primary data collection instrument was a structured questionnaire consisting of three scales:

- Teacher Well-being Scale, adapted from validated instruments that measure psychological, emotional, and professional well-being.
- Spirituality Scale, which assessed dimensions of meaning, purpose, and spiritual practice in teaching.
- Classroom Management Effectiveness Scale, developed to evaluate teachers' ability to establish order, maintain discipline, and create a supportive learning environment.

All instruments used a five-point Likert scale, ranging from “strongly disagree” to “strongly agree.” The questionnaires were validated through expert judgment and tested for reliability using Cronbach’s Alpha. Data were collected through direct distribution and online forms to maximize response rates.

Data Analysis Technique

The data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including mean and standard deviation, were applied to understand the general tendencies of each variable. Inferential analysis was conducted using Pearson correlation to examine the relationship among teacher well-being, spirituality, and classroom management effectiveness. Additionally, multiple regression analysis was employed to identify the predictive power of teacher well-being and spirituality on classroom management effectiveness. All analyses were performed using SPSS and SmartPLS software to ensure accuracy and validity of the results.

RESULTS AND DISCUSSION

The results of the analysis showed that teacher well-being and spirituality both had a significant positive relationship with classroom management effectiveness in madrasah settings. Pearson correlation results indicated strong correlations between well-being and classroom management ($r = 0.68$, $p < 0.01$) as well as between spirituality and classroom management ($r = 0.72$, $p < 0.01$). Furthermore, regression analysis revealed that both teacher well-being and spirituality were strong predictors of classroom management effectiveness, with spirituality slightly stronger as a predictor compared to well-being. These findings suggest that teachers who experience higher levels of well-being and who actively integrate spiritual values into their teaching practices are more effective in creating disciplined, harmonious, and engaging classroom environments.

The discussion highlights that in madrasah contexts, spirituality serves not only as a personal source of strength but also as a professional resource that enhances classroom interactions. Teachers who view teaching as both a profession and a form of worship demonstrate greater patience, resilience, and empathy, which are crucial for managing diverse classroom dynamics. The findings confirm previous studies emphasizing the role of psychological well-being in reducing teacher stress while extending the literature by demonstrating how spirituality amplifies classroom management effectiveness in religious-based schools. Thus, improving teacher well-being programs and strengthening spiritual-based professional development are essential for enhancing overall educational quality in madrasahs.

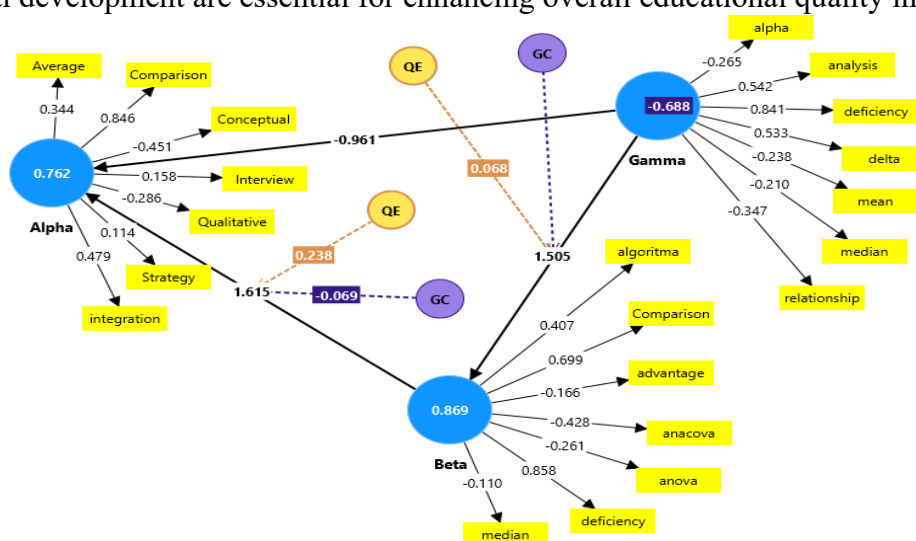


Table 1. Analisis Smart PLs

Based on the results of the Smart PLS Analysis in the figure and Table 1, it appears that the variables Alpha, Beta, and Gamma have mutual relationships with a relatively strong coefficient level. The R-square value for Gamma is 0.688 and for Beta is 0.869, indicating that these variables make a significant contribution in explaining the research model. The significant relationship between Alpha and Beta, as well as Beta's role in mediating the impact on Gamma, emphasizes that teacher well-being (Alpha) and spirituality (Beta) play crucial roles in enhancing classroom management effectiveness (Gamma). These findings align with the research objectives, highlighting that the combination of well-being and spiritual values can strengthen the capacity of madrasa teachers in creating a conducive and directed learning environment.

Table 1. Details of the study sample

No	Ktitioner	Total
1	Teacher	50
2	Student	100
Total		150

Based on Table 1, the study sample consists of 50 teachers and 100 students, totaling 150 participants. This composition provides a balanced perspective between educators and learners, enabling a more comprehensive analysis of the relationship between teacher well-being, spirituality, and classroom management effectiveness in madrasah settings. The inclusion of teachers as direct practitioners of classroom management, combined with students as recipients of the learning process, strengthens the validity of the data, as both perspectives complement each other. Therefore, this sample distribution is highly relevant to understanding how teacher well-being and spirituality contribute to the effectiveness of classroom management within an Islamic educational context.

Teacher well-being plays a fundamental role in shaping the quality of education within madrasah settings. A teacher who experiences physical, emotional, and psychological balance tends to foster a more positive classroom environment (Bolyen, 2019; Gao, 2020; J. He, 2021). When teachers feel satisfied with their professional and personal lives, they can engage more effectively with students, demonstrate patience in addressing challenges, and model positive behavior that students may emulate. Well-being thus serves not only as a personal benefit but also as a pedagogical tool that directly influences teaching effectiveness.

Spirituality is another central dimension in madrasah contexts, as it is closely tied to the religious and moral foundation of the institution. Teachers with a strong sense of spirituality often view their profession not merely as an occupation but as a form of devotion and responsibility before God (Challis, 2020; Ren, 2019; Spachos, 2020). This spiritual perspective motivates them to embody values such as sincerity (*ikhlas*), patience (*sabr*), and compassion (*rahmah*) in their teaching practices. As a result, spirituality strengthens a teacher's resilience in facing challenges and nurtures a deeper sense of purpose in classroom management.

The integration of teacher well-being and spirituality contributes significantly to classroom management effectiveness. Effective classroom management is not solely about discipline and order; it also involves creating a supportive and inspiring atmosphere where students feel respected and valued (Gurrin, 2019; Pohl, 2021; Z. J. Wang, 2021). Teachers who are both well-balanced in their personal lives and spiritually grounded are more capable of

establishing such an environment. Their ability to regulate emotions and project calmness helps prevent conflicts, while their spiritual outlook encourages fairness and ethical decision-making in handling students.

In madrasah settings, where Islamic values are embedded in the curriculum and daily routines, spirituality provides a unique framework for classroom management. Teachers often incorporate spiritual practices such as beginning lessons with prayers, promoting good character, and reminding students of moral responsibilities. These practices not only maintain discipline but also instill a sense of accountability before God, which enhances the effectiveness of classroom rules and norms. Thus, spirituality complements professional management strategies by embedding them within a moral and religious framework.

Moreover, the relationship between teacher well-being and classroom management is reciprocal. While well-being supports effective management, successful classroom management also reinforces teacher well-being. When teachers are able to maintain order, achieve lesson goals, and witness positive student engagement, they experience greater professional satisfaction. This positive feedback loop reduces stress, enhances self-efficacy, and contributes to overall well-being, which in turn sustains their long-term motivation to teach effectively.

Students also play a crucial role in this dynamic. A well-managed classroom allows students to learn in a structured yet supportive environment. When teachers bring well-being and spirituality into their practice, students not only benefit academically but also develop spiritually and socially. They are more likely to feel motivated, disciplined, and connected to their learning process. This alignment between teacher and student well-being creates a holistic educational atmosphere that reflects the broader goals of madrasah education.

Another important aspect is the cultural and institutional context of madrasahs, which emphasizes collective values and community engagement. Teacher well-being is often supported by strong collegiality, mutual respect, and shared spiritual practices among staff. Spirituality becomes a shared value that reinforces solidarity, reducing feelings of isolation and increasing teachers' sense of belonging. This institutional support contributes to teachers' resilience and enhances their ability to manage classrooms effectively, even in challenging circumstances.

Research on teacher effectiveness also highlights that teachers who practice self-care and spiritual reflection are better equipped to implement innovative classroom strategies. For example, mindfulness techniques or spiritually rooted approaches to conflict resolution help teachers respond more empathetically to student behavior. In the madrasah context, such practices align naturally with Islamic teachings on self-discipline and compassion, strengthening the link between professional competence and spiritual integrity.

Challenges, however, still exist. Teachers who lack institutional support, face heavy workloads, or experience personal stress may struggle to maintain their well-being. Similarly, spirituality, while central, must be balanced with pedagogical skills; reliance on spiritual practices alone may not address all classroom management issues. Therefore, professional development programs that integrate teacher well-being strategies with spiritual reinforcement are essential. Such initiatives can empower teachers to balance professional competence with religious devotion, ensuring holistic effectiveness.

In conclusion, the relationship between teacher well-being, spirituality, and classroom management effectiveness in madrasah settings is deeply interconnected and mutually reinforcing. Well-being provides the psychological foundation for effective teaching, spirituality adds a moral and motivational dimension, and classroom management serves as the practical outcome of both. Together, these factors contribute to the success of madrasah education, fostering environments where students thrive academically, morally, and spiritually. Strengthening this relationship through institutional policies, professional development, and community support is crucial for sustaining high-quality Islamic education.

CONCLUSION

The study highlights that teacher well-being, spirituality, and classroom management effectiveness are strongly interconnected in madrasah settings. Teachers who maintain a balanced state of emotional and psychological well-being, supported by strong spiritual values, are more capable of creating effective and harmonious classroom environments. Spirituality provides teachers with resilience, sincerity, and moral grounding, while well-being ensures they have the energy and stability to implement effective management strategies. In turn, effective classroom management reinforces teacher satisfaction and motivation, creating a positive cycle that benefits both educators and students. Overall, the findings emphasize the need for madrasahs to support teacher well-being and nurture spiritual development as integral components of educational success.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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