

ENHANCING STUDENT ENGAGEMENT, ACADEMIC ACHIEVEMENT, AND BEHAVIOR THROUGH AUTHORITATIVE TEACHING AND DIFFERENTIATED INSTRUCTION IN GRADE 1 ELEMENTARY CLASSROOM

Naila Adhana Dewi¹, Donald Samuel Slamet Santosa²

^{1,2}President University

¹naila.dewi@student.president.ac.id, ²dsamuel@president.ac.id

ABSTRACT

This study explores the influence of authoritative teaching and differentiated instruction on three key student outcomes: student engagement, academic achievement, and student behavior in early primary education settings. The research aimed to identify whether the implementation of a combined teaching strategy—characterized by high expectations, structured guidance, and responsiveness (authoritative teaching), alongside tailored learning approaches (differentiated instruction)—can significantly impact students' learning experiences and outcomes. A quantitative research design was employed, using a structured questionnaire distributed to Grade 1 teachers at an international school in Bekasi. The study received responses from eight participants. Linear regression analysis was applied to examine the relationship between the independent variable (authoritative teaching and differentiated instruction, abbreviated as AT_DI) and each of the three dependent variables. Findings reveal that AT_DI has a statistically significant and positive influence on academic achievement ($R^2 = 0.7408$, $p = 0.0129$) and student behavior ($R^2 = 0.910$, $p = 0.0008$). These results suggest that when teachers effectively combine authoritative and differentiated approaches, students tend to perform better academically and exhibit more positive classroom behavior. However, the analysis also indicates that the impact of AT_DI on student engagement is minimal and not statistically significant ($R^2 = 0.121$, $p = 0.444$). The findings highlight the importance of a holistic approach in teaching, where instructional methods are not only aligned with curriculum goals but also thoughtfully adapted to accommodate the diverse needs, learning styles, and developmental characteristics of students, ensuring a more inclusive and effective learning environment that promotes active participation, meaningful engagement, and long-term academic growth.

Keywords: authoritative teaching, differentiated instruction, student engagement, academic achievement, student behavior, early primary education, teaching strategy, classroom management

ABSTRAK

Penelitian ini mengeksplorasi pengaruh pengajaran otoritatif dan instruksi yang terdiferensiasi terhadap tiga hasil utama siswa: keterlibatan siswa, pencapaian akademik, dan perilaku siswa di lingkungan pendidikan dasar awal. Penelitian ini bertujuan untuk mengidentifikasi apakah penerapan strategi pengajaran gabungan—yang ditandai dengan harapan tinggi, panduan yang terstruktur, dan responsivitas (pengajaran otoritatif), bersama dengan pendekatan pembelajaran yang disesuaikan (instruksi terdiferensiasi)—dapat memberikan dampak yang

signifikan terhadap pengalaman dan hasil belajar siswa. Desain penelitian kuantitatif digunakan dalam studi ini, dengan menyebarkan kuesioner terstruktur kepada guru Kelas 1 di sebuah sekolah internasional di Bekasi. Penelitian ini menerima tanggapan dari delapan partisipan. Analisis regresi linear diterapkan untuk mengkaji hubungan antara variabel independen (pengajaran otoritatif dan instruksi terdiferensiasi, disingkat AT_DI) dan masing-masing dari tiga variabel dependen. Hasil penelitian menunjukkan bahwa AT_DI memiliki pengaruh yang signifikan secara statistik dan positif terhadap pencapaian akademik ($R^2 = 0.7408$, $p = 0.0129$) dan perilaku siswa ($R^2 = 0.910$, $p = 0.0008$). Hasil ini menunjukkan bahwa ketika guru secara efektif menggabungkan pendekatan otoritatif dan terdiferensiasi, siswa cenderung memiliki kinerja akademik yang lebih baik dan menunjukkan perilaku kelas yang lebih positif. Namun, analisis juga menunjukkan bahwa pengaruh AT_DI terhadap keterlibatan siswa bersifat minimal dan tidak signifikan secara statistik ($R^2 = 0.121$, $p = 0.444$). Temuan ini fokus terhadap pentingnya pendekatan holistik dalam pengajaran, di mana metode instruksional tidak hanya selaras dengan tujuan kurikulum tetapi juga disesuaikan dengan kebutuhan, gaya belajar, dan karakteristik perkembangan siswa yang beragam, untuk menciptakan lingkungan belajar yang lebih inklusif dan efektif yang mendorong partisipasi aktif, keterlibatan yang bermakna, serta pertumbuhan akademik jangka panjang.

Kata Kunci: pengajaran otoritatif, instruksi terdiferensiasi, keterlibatan siswa, pencapaian akademik, perilaku siswa, pendidikan dasar awal, strategi pengajaran, manajemen kelas

A. Introduction

Effective classroom management is widely recognized as the foundational element in delivering high-quality and effective teaching, particularly in early primary education (Fenner-McAdoo, 2021). Among the various approaches to classroom management, the authoritative style is viewed as the most balanced—fostering student autonomy while maintaining structured teacher guidance (Moral et al., 2021). This balance allows students to thrive as independent, critical thinkers while benefiting from the support and

structure provided by their educators (Anggraeni, 2018). Students who feel supported are more motivated to engage in the learning process, leading to better academic and behavioral outcomes (Fenner, 2021). The authoritative approach supports students by providing guidance while encouraging their independence (Fenner, 2021). Teachers using this style build strong relationships and use feedback and reinforcement to motivate students (Reeve, 2016; Ryan & Deci, 2018). Teachers who offer feedback and adapt their teaching

help students achieve more, especially in well-managed environments (Anggraeni, 2017; Tufail et al., 2023). They adapt expectations based on individual needs, which can lead to improved academic and behavioral outcomes (Tufail et al., 2023; Thi & Nguyen, 2021).

Despite its strengths, the authoritative approach also presents challenges, especially for early-career teachers who may struggle to find the right balance between control and autonomy (Taylor, 2024). When improperly implemented, it may either become too authoritarian or too lenient, thus undermining the learning climate (Chhaytli, 2021). To address these concerns, differentiated instruction emerges as a valuable complement. It encourages teachers to adapt their teaching methods to the varying readiness levels, interests, and learning profiles of their students (Desinguraj & Gnanam, 2021; Suwastini et al., 2021). The idea is that authoritative teachers establish clear boundaries and guide student behavior while simultaneously fostering individuality (Obispo et al., 2021). Teachers also need to encourage students to learn by thinking critically, asking questions,

and discussing real-world case studies (Burton, 2024). Differentiated instruction, as proposed by Tomlinson, emphasizes student-centered learning by encouraging educators to continuously assess and modify their teaching practices to ensure all students can progress effectively (Ortega et al., 2018).

By combining the structure of authoritative teaching with the flexibility of differentiation, educators can create an inclusive, engaging, and productive classroom environment (Hung, 2015). An authoritative teaching style sets rules while encouraging student engagement, while differentiated instruction helps teachers understand each student's learning style. While many studies have explored these strategies independently, their integration remains underexplored, especially in primary education. This research is grounded in the need to explore the combined influence of authoritative teaching and differentiated instruction—referred to as AT_DI—on three key student outcomes: engagement, academic achievement, and behavior. Student engagement is a critical factor in learning, influencing behavior and academic success.

Active learning and differentiated instruction boost cognitive and behavioral engagement by allowing students to participate more deeply (Tshering et al., 2024; Delfino, 2019). When students are mentally involved and feel connected to the learning material, they perform better academically and socially (Pérez-López et al., 2020; Desinguraj & Gnanam, 2021).

Academic achievement is also tied to effective management and instructional strategies. Classrooms with structured routines and differentiated methods show higher student performance and motivation (George et al., 2017; Linsin, 2024). Student behavior improves when classroom management promotes discipline and clear expectations. A structured yet flexible approach encourages students to follow rules and take responsibility (Setiawan, 2020; Hidayat et al., 2017). Teachers who manage behavior effectively help students develop positive character and classroom cooperation (Schuessler, 2017; Tufail et al., 2023).

This study was inspired by the researcher's internship experience at Kinderfield School Bekasi, where the teachers were implementing both

strategies effectively, resulting in a positive and conducive learning environment. Based on this real-life situation, the researcher aims to validate the effectiveness of these strategies through systematic research. Using a quantitative methodology, data will be collected through structured questionnaires distributed to Grade 1 teachers at Kinderfield School Bekasi during the 2024/2025 academic year.

By doing so, it aims to provide practical insights for educators on how to design and implement classroom management strategies that are both effective and student-centered in their classroom setting. Perhaps, this research will help first year teacher to learn how to create a balance classroom management. In addition, through this research, the study will explore how the integration of these two approaches can potentially enhance student outcomes by providing personalized learning experiences while maintaining a structured and supportive classroom environment.

B. Methodology

This study investigates how combining Authoritative Teaching and Differentiated Instruction affects student engagement, academic achievement, and behavior in Grade 1 classrooms. It uses a quantitative approach with a correlational design and applies simple linear regression to examine relationships between variables. Quantitative research is used because it measures variables objectively using numerical data (Punch, 1988; Babbie, 2016). Furthermore, the quantitative research method begins with theory, hypothesis, research design, selecting subjects, collecting data, processing data, analyzing data, and producing conclusions (Bryman, 2002).

Data will be collected through structured questionnaires given to Grade 1 teachers. These structured questionnaires will consist of both closed-ended and likert - scale questions to quantify teachers' perspectives on the effectiveness of the integrated teaching approach. The first two questions are yes or no which for identify whether teachers have used both strategies. The next 40 questions are divided across the variables. Only responses from

teachers who have used both approaches will be analyzed. This method helps collect clear and measurable data to assess the influence of the teaching strategies.

This study uses cluster sampling, targeting nine Grade 1 teachers from Kinderfield School Bekasi. The researcher chose Grade 1 based on personal internship experience, where the effective use of both teaching strategies was observed. The selected teachers will share their insights about how these methods impact student engagement, achievement, and behavior. The student population includes all Grade 1 students at the school.

Descriptive statistics will summarize the responses, showing averages and variation. Then, simple linear regression will analyze how strongly Authoritative Teaching and Differentiated Instruction influence student outcomes. Pearson correlation may be used to check the strength and direction of the relationship. Microsoft Excel will be used to calculate R^2 , coefficients, t-values, and p-values. Results will be considered statistically significant at the 0.05 level. This method serves as

the final statistical approach to examine the strength and direction of the relationship between the independent and dependent variables in this study.

C. Result and Discussion

This result study examined what is the impact and the significance when combined the strategies to enhance students' outcomes. The questionnaire was given to nine Grade 1 teachers, but one respondent did not use either Authoritative Teaching or Differentiated Instruction. As a result, only eight responses were included in the analysis to ensure accuracy. All validity tests and data analyses were based on these eight respondents. Then eight teachers who ever implemented both in their classroom setting shows a difference level of significance for each variable. Below is the table that shows the average and standard deviation from each variable answer. This data already based on 36 questions after filtered by validity test used Pearson correlation.

**Table 1 Descriptive Statistics
Mean, Standard Deviation,
Minimum and Maximum Scores
Grade 1 Teachers**

Variable	N	Mean	SD	Min	Max
AT_DI	8	4.53	0.41	3.88	5.00
Student Engagement	8	4.07	0.51	3.25	5.00
Academic Achievement	8	4.26	0.47	3.50	5.00
Student Behavior	8	4.36	0.63	3.50	5.00

Table 1 shows that teachers often use Authoritative and Differentiated Instruction (mean = 4.53, SD = 0.41), with similar responses among them. Student Engagement is also high (mean = 4.07, SD = 0.51), though there is some variation. Academic Achievement is strong (mean = 4.26, SD = 0.47), and Student Behavior is generally good (mean = 4.36), but with the most variation (SD = 0.63). Overall, when teachers apply these methods, students tend to be more engaged, do well academically, and behave positively.

Moreover, this study using linear regression to found the influence between the independent variables with dependent variables. The table below presents the findings obtained through linear regression analysis to determine the significance of the influence from each variable.

**Table 1 Regression of AT_DI
on Student Engagement**
 $R^2 = 0.121$ | $F(1, 6) = 0.690$ | Sig. $F = 0.444$

Model	B (Coefficient)	Std. Error	t	Sig. (p)
(Constant)	2.349	2.168	1.083	0.328
AT_DI	0.479	0.398	0.831	0.444

The regression equation is

$$Y = 2.349 + 0.479X$$

The R^2 value of 0.121 means that only 12.1% of the variation in student engagement is explained by AT_DI. This is a low explanatory power, suggesting that most of the variability in student engagement is due to other factors not included in the model. The F-statistic is 0.690, with a Sig. F (p-value) of 0.444, which is greater than 0.05. This indicates that the overall regression model is not statistically significant. The coefficient ($B = 0.479$) suggests that for each 1-unit increase in AT_DI, student engagement increases by 0.479 units, assuming other factors remain constant. The coefficient of 0.479 represents a positive slope, meaning that as the level of implementation of AT_DI increases, student engagement tends to increase slightly as well. In other words, while the direction of the relationship is positive, the effect is

weak and may have occurred by chance. This is supported by previous research that found similar results, indicating little correlation between the AT_DI variable and the outcome. According to Abey Zens (2021) stated that the researcher's observations during instruction and work revealed the non-differentiated group had consistently higher ratings throughout the three activities in comparison to the differentiated group. This indicates that differentiating activities for students based on the Multiple Intelligences Theory had little impact on student engagement (Zens, 2021).

The study found that online differentiated instruction did not significantly influence students' readiness for self-directed learning or its related aspects. Similarly, the use of authoritative teaching combined with differentiated instruction showed little effect on student engagement. This limited impact may be due to various factors that must work together to boost the effectiveness of these strategies. One possible explanation is the small sample size, which may not provide a reliable representation of broader patterns. Moreover, the results indicate that factors such as students' personal

interests, classroom atmosphere, and peer interactions might have a stronger influence on engagement than teaching methods alone.

Table 2 Regression of AT_DI on Academic Achievement
 $R^2 = 0.7408$ | $F(1, 5) = 14.29$ | Sig. $F = 0.0129$

Model	B	Std. Error	t	Sig. (p)
(Constant)	0.087	1.0924	0.0798	0.9395
AT_DI	4.6667	0.9123	3.7802	0.0129

The regression equation is

$$Y = 0.0872 + 4.6667X$$

The R^2 value is 0.7408, meaning 74.08% of the variation in academic achievement can be explained by AT_DI. This is a high coefficient of determination, suggesting a strong relationship. The F-statistic = 14.29 with Sig. $F = 0.0129$ is statistically significant ($p < 0.05$), meaning the model overall is a good fit. The B coefficient for AT_DI = 4.6667, and the p-value = 0.0129, which is also statistically significant. The coefficient of 4.6667 means that for each one-unit increase in AT_DI, students' academic achievement increases by about 4.67 points, assuming all other factors are constant. This is a substantial and meaningful impact, suggesting that when teachers use both authoritative teaching and differentiated instruction

effectively, students are much more likely to achieve higher academic outcomes. The p-value of 0.0129 confirms that this relationship is statistically significant, meaning the observed effect is unlikely to be due to chance. This finding aligns with educational theories and previous research, reinforcing the idea that effective classroom management and instructional adaptability are critical to academic success.

This finding also proves the previous research who agreed with this positive relation. The effective classroom management is associated with improved student academic achievement. Teachers who provide constructive feedback and follow up on students' needs can help improve their academic performance (Tufail et al., 2023). Students are more motivated to actively participate in learning when they feel encouraged and understood by their teachers. This can help to improve overall learning achievements (Anggraeni, 2017). Differentiated instruction has a significant impact on the academic achievement of preservice teachers (Özüdoğru Dr., 2022). This result provides strong evidence that the combination of authoritative

teaching—which emphasizes clear expectations, support, and responsiveness—with differentiated instruction—which tailors teaching to meet individual student needs—has a positive and significant impact on students' academic success. In conclusion, the use of authoritative approach with differentiated instruction has a positive significant influence on student's academic achievement.

Table 3 Regression of AT_DI on Student Behavior

$R^2 = 0.910$ | $F(1, 6) = 50.96$ | $\text{Sig. } F = 0.0008$

Model	B	Std. Error	t	Sig. (p)
(Constant)	0.9106	0.8593	-2,1399	0.0853
AT_DI	4.6667	1.3554	7.1392	0.0008

The regression equation is

$$Y = 0.9106 + 4.6667X$$

The R^2 value is 0.910, meaning 91.0% of the variation in student behavior is explained by AT_DI. This is an exceptionally high coefficient of determination, indicating an extremely strong relationship. The F-statistic = 50.96 with $\text{Sig. } F = 0.0008$ is highly statistically significant ($p < 0.01$), which means the model as a whole fit the data very well. The B coefficient for AT_DI = 4.6667, with a p-value of 0.0008, shows that this variable is a

statistically significant predictor of student behavior. The coefficient value of 4.6667 means that for every one-unit increase in AT_DI, the student behavior score increases by 4.67 points, assuming other variables remain constant. This implies that students are more likely to demonstrate positive, respectful, and responsible behaviors in classrooms where teachers apply authoritative teaching with differentiated instruction. The very low p-value (0.0008) confirms that this relationship is highly statistically significant and unlikely due to chance. The very high R^2 and low p-value suggest that the teaching approach accounts for most of the variation in student behavior.

This positive result is aligned with previous research that has the same statement. The balance of structure and support, along with instructional flexibility, appears to play a significant role in shaping how students behave in the classroom environment. Teacher who has skills in organizing and managing student behavior effectively are able to create an orderly and disciplined classroom environment (Tufail et al., 2023). Moreover, the previous survey results indicated that teachers reported low

levels of implementation of differentiation in the content and learning areas and also reported higher levels of problem behavior in these areas. The good classroom management created the students' good behavior also increased (Schuessler, 2017). In conclusion, the use of authoritative approach with differentiated instruction shows positive significant impact on students' behavior. This study can be use practically for teacher in their classroom activities. Educators can use this insight to shape classroom management strategies by focusing on supportive yet structured teaching and tailoring instruction to student needs.

D. Conclusion

This study looked at how Authoritative Teaching and Differentiated Instruction (AT_DI) affect three things: Student Engagement, Academic Achievement, and Student Behavior in Grade 1 and 2 at Kinderfield School Bekasi. The goal was to see if these teaching methods help improve student outcomes.

Research Results:

1. Student Engagement:

AT_DI had a small and not significant effect on student engagement. Other things like the classroom, peer influence, or student interests might need to be research further.

2. Academic Achievement:

AT_DI had a clear and positive significance effect on student achievement. Students did better when teachers used these strategies.

3. Student Behavior:

AT_DI also had a strong positive significance effect on student behavior. Students behaved better and were more respectful in class.

In short, this teaching method helps improve achievement and behavior, but not so much with engagement.

There are some limits to this study: 1) The study had only 8 teachers, so results may not represent everyone. 2) The study was done in just one private school in Bekasi, so it may not apply to other schools. 3) The study didn't look at other things like family, friends, or classroom factors.

The suggestion from future research from this study: 1) Future studies should include more teachers from different schools. 2) Researchers can also do interviews or classroom

observations. 3) Other factors like motivation, family, and classroom feelings should be studied. 4) Future research can compare different teaching methods to see which works best.

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