



The Impact of Classroom Management on Elementary Students' Learning Quality

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Abstract: Classroom management plays a vital role in shaping the quality of learning, particularly in elementary education, where foundational skills are developed. This study aimed to examine the influence of classroom management on the learning quality of elementary school students in Boja District, Kendal Regency. A quantitative research method with a correlational design was employed, involving 200 elementary teachers selected through proportionate stratified random sampling. Data were collected using validated Likert-scale questionnaires that measured classroom management across four dimensions and learning quality across four indicators. The findings revealed a strong positive correlation between classroom management and learning quality ($r = 0.779$, $p < 0.01$). Regression analysis revealed that classroom management has a significant predictive value for learning quality ($B = 0.282$), accounting for 60.6% of its variance. Among all components, time management was found to be the most influential aspect, while social interaction management showed the lowest effectiveness. These results underscore the importance of equipping teachers with both technical and interpersonal skills in classroom management.

Abstrak: Manajemen kelas memegang peranan penting dalam meningkatkan kualitas pembelajaran, terutama di jenjang sekolah dasar di mana kemampuan dasar siswa dibentuk. Penelitian ini bertujuan untuk menganalisis pengaruh manajemen kelas terhadap kualitas pembelajaran siswa sekolah dasar di Kecamatan Boja, Kabupaten Kendal. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional, melibatkan 200 guru sekolah dasar yang dipilih melalui teknik proporsional stratified random sampling. Data dikumpulkan melalui kuesioner berskala Likert yang telah diuji validitas dan reliabilitasnya, mencakup empat dimensi manajemen kelas dan empat indikator kualitas pembelajaran. Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang kuat antara manajemen kelas dan kualitas pembelajaran ($r = 0,779$, $p < 0,01$). Analisis regresi menunjukkan bahwa manajemen kelas berpengaruh signifikan terhadap kualitas pembelajaran ($B = 0,282$), dengan kontribusi sebesar 60,6% terhadap variabel dependen. Dimensi manajemen waktu merupakan aspek yang paling berpengaruh, sementara pengelolaan interaksi sosial menjadi aspek terendah. Temuan ini menegaskan pentingnya peningkatan kompetensi guru dalam manajemen kelas, baik secara teknis maupun interpersonal.

A. Introduction

Education plays a vital role in shaping high-quality human resources. As the first level of formal education, elementary schools hold a strategic position in establishing the foundation of students' knowledge, skills, and character. The quality of learning at the elementary level has a significant impact on students' academic outcomes and their readiness to pursue higher education. One of the critical aspects that determines the success of learning in schools is effective classroom management by teachers.

According to national educational standards in Indonesia, learning quality refers to the ideal condition of the teaching and learning process, which is designed, implemented, and evaluated based on standardized criteria to achieve optimal student outcomes. Learning quality encompasses not only technical aspects, such as curriculum planning and assessment, but also emphasizes the creation of a conducive learning environment that supports students' holistic development.

Classroom management is a central component in achieving quality learning. It involves the strategies and practices used by teachers to create an orderly environment, manage student behavior, and maximize instructional time. Effective classroom management fosters student engagement, minimizes distractions, and contributes to a favorable classroom climate, all of which are essential for academic success.

Recent studies have highlighted the significant impact of classroom management on student learning outcomes. For instance, [Alfiah & Balqis \(2024\)](#) found that effective classroom management is crucial in enhancing student learning outcomes, particularly in academic environments that often face challenges such as a lack of student focus and motivation in teaching and learning activities. Similarly, [Haryadi et al \(2023\)](#) emphasized that classroom management is a teacher's skill in creating a fun learning atmosphere and controlling learning distractions, which is essential for motivating students and enhancing learning outcomes.

Furthermore, [Zuasola & Zalsos \(2024\)](#) examined the complex social dynamics between classroom management and student behavior, concluding that effective classroom management strategies significantly improve student behavior and engagement. Similarly, [Rosa \(2023\)](#) emphasized the strong correlation between classroom management, equitable distribution of academic output, and students' academic performance. She argued that classroom management is a foundational component of a productive learning environment, requiring clear rules, consistent routines, and strategic time management. These studies reinforce the idea that classroom management is not only about maintaining order but also about shaping the conditions necessary for meaningful learning to occur.

Despite the well-documented benefits, classroom management remains a persistent challenge in many elementary schools, including those in the Boja District. Local observations and recent educational data indicate ongoing issues, including inconsistent implementation of lesson plans, student misbehavior, and low participation rates. These challenges reflect a pressing need for enhanced teacher competence in managing classroom dynamics effectively. The urgency of this research lies in addressing a critical gap between theoretical understanding and practical application in real school settings. By investigating

the current state of classroom management and identifying specific barriers faced by teachers in the Boja District, this study offers timely and context-specific insights. Its novelty stems from its localized focus and its potential to inform targeted professional development programs and policy adjustments aimed at improving classroom environments and, ultimately, student learning outcomes.

Classroom management encompasses the strategies and practices teachers employ to establish and maintain an environment conducive to learning. Effective classroom management is pivotal in fostering student engagement, minimizing disruptive behaviors, and enhancing academic outcomes. [Chow et al \(2024\)](#) conducted a systematic meta-review, highlighting that high-quality classroom management practices—characterized by proactive scheduling, positive behavioral supports, and responsive strategies—significantly promote student motivation and engagement. These practices are essential for maximizing instructional time and improving teacher-student relationships.

The quality of learning is intrinsically linked to the effectiveness of classroom management. [Waluyo & Amalia \(2024\)](#) found that teachers' classroom management skills have a direct influence on students' academic performance. Their study in Indonesian elementary schools revealed that well-managed classrooms lead to better student outcomes, emphasizing the need for teachers to develop strong management competencies.

Similarly, [Hartati & Sari \(2025\)](#) observed that structured classroom management, including optimal classroom arrangements and consistent discipline, plays a crucial role in creating a conducive learning environment. Their research in Banda Aceh demonstrated that such practices not only improve student engagement but also enhance overall learning effectiveness.

Implementing effective classroom management strategies is essential for improving student learning. [Wijaya et al \(2024\)](#) emphasized the importance of creating a comfortable and encouraging classroom atmosphere to boost student motivation. Their study highlighted that teachers who actively engage with students and manage the class efficiently can significantly enhance learning outcomes.

Moreover, [Irwanto \(2024\)](#) examined the relationship between the integration of educational technology, classroom management, and student-centered learning. The study concluded that the effective use of technology, combined with strong classroom management, leads to improved teaching effectiveness and better student learning outcomes.

Despite the recognized importance of classroom management, teachers often face challenges in its implementation. [Ahmed & Din \(2024\)](#) analyzed the difficulties novice elementary school teachers encounter, such as managing diverse student behaviors and maintaining discipline. Their findings suggest the need for comprehensive training programs to equip teachers with the necessary skills for effective classroom management. Additionally, [Han et al \(2024\)](#) investigated the impact of teachers' classroom management abilities on students' disciplinary behavior. The study revealed that teachers with strong management skills could significantly reduce unwanted student behaviors, thereby creating a more conducive learning environment.

This study aims to examine the influence of classroom management on the learning quality of elementary school students in Boja District, Kendal Regency. Specifically, the research aims to measure the current level of classroom management practices employed by elementary teachers, assess the quality of student learning outcomes, and analyze the correlation between classroom management and student learning quality. Furthermore, the study intends to identify which specific dimensions of classroom management – such as time management, behavior management, classroom environment, and social interaction – have the most significant impact on learning outcomes. The findings are expected to provide evidence-based recommendations for enhancing classroom management skills among teachers, thereby improving the overall quality of learning in elementary schools.

B. Method

This study employed a quantitative research approach with a correlational survey design to investigate the relationship between classroom management and learning quality in elementary schools. The research was conducted in the Boja District, Kendal Regency, involving a total population of 397 elementary school teachers. Using the Slovin formula with a 5% margin of error, a sample of 200 teachers was determined. The sample was selected through proportionate stratified random sampling to ensure representation across different schools and teacher employment statuses.

Data collection in this study utilized a structured Likert-scale questionnaire that had been previously validated and tested for reliability to ensure accuracy and consistency of responses. The questionnaire was designed to measure two main variables: classroom management and learning quality. The classroom management variable was assessed through four key dimensions: the arrangement of the physical classroom, the effectiveness of time management, the regulation of student behavior, and the management of social interactions within the classroom. Meanwhile, the learning quality variable was evaluated using four indicators: the effectiveness of the learning process, the conduciveness of the learning environment, the level of student engagement, and the learning outcomes achieved by students.

The data analysis techniques included descriptive statistics, a normality test using the Kolmogorov-Smirnov method, Pearson product-moment correlation to measure the strength of the relationship between variables, and simple linear regression to determine the effect of classroom management on learning quality. All statistical analyses were conducted using SPSS software at a 5% significance level. The research flow is drawn as follows:

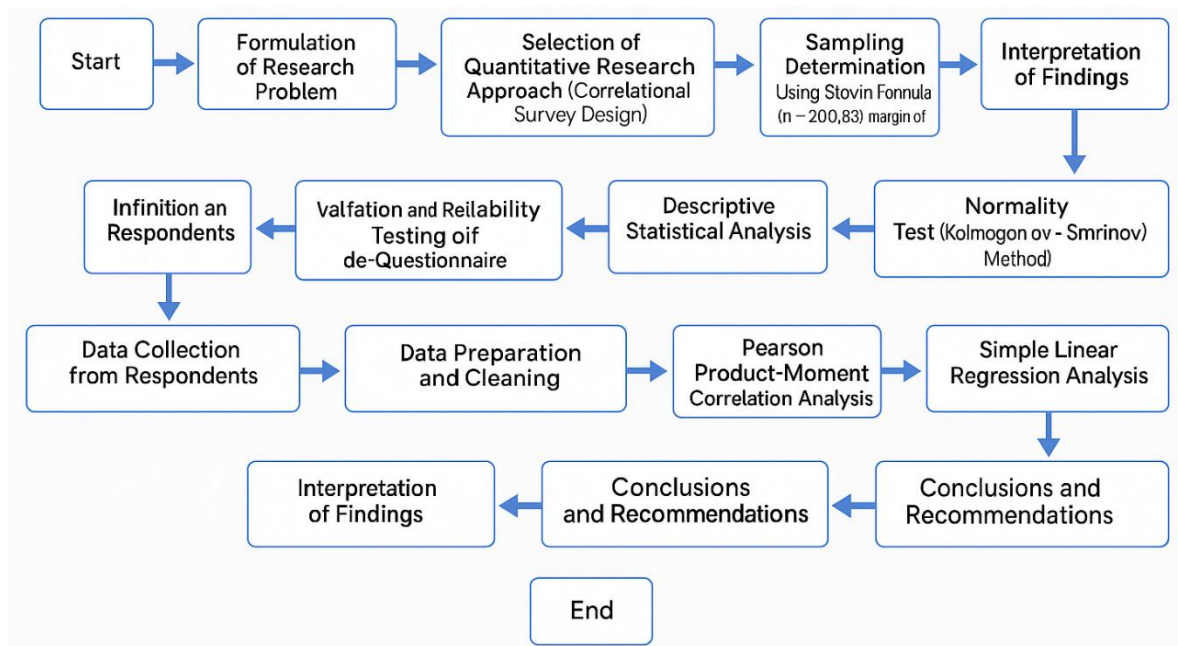


Figure 1. Research Flow

To guide hypothesis testing, the null hypothesis (H_0) stated that there is no significant relationship between classroom management and learning quality ($\rho = 0$). In contrast, the alternative hypothesis (H_1) stated that a significant relationship exists ($\rho \neq 0$). The decision rule was based on the p-value: if $p > 0.05$, H_0 is accepted; if $p \leq 0.05$, H_0 is rejected, indicating a statistically significant relationship between the variables.

C. Result

Data were collected from 200 elementary school teachers using a structured questionnaire.

Validity and Reliability Test Results

Table 1. Construct Validity - Classroom Management Variable

Dimensions of Classroom Management	Communalities (Extraction)
Physical Classroom Arrangement	0.860
Time Management	0.894
Student Behavior Management	0.842
Social Interaction Management	0.653

Note: All dimensions have communalities above 0.5, indicating construct validity.

Although the specific Cronbach's Alpha value was not provided in the report, the research confirms that the questionnaire used for the classroom management variable has been tested and is reliable (Cronbach's Alpha ≥ 0.7). This suggests that the instrument has good internal consistency.

Internal consistency was measured using Cronbach's Alpha. The results showed that both variables were reliable ($\alpha \geq 0.7$):

Table 2. Reliability Test of Research Instruments

Variable	Number of Items	Cronbach's Alpha
Classroom Management	24	0.912
Learning Quality	16	0.841

These values indicate high reliability, showing that the instrument consistently measures what it is intended to measure.

Data Collection and Preparation

Respondents completed the questionnaire as part of primary data collection, as shown in Figure 2. The responses were then cleaned and prepared for statistical analysis.



Figure 2. Respondent (a teacher) Filling Out the Research Questionnaire

Descriptive Statistical Analysis

The descriptive statistics for both variables are shown below:

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Range	Mean	Std. Deviation
Classroom Management	200	49.00	240.00	191.00	177.94	34.38
Learning Quality	200	67.00	180.00	113.00	148.52	17.25

Source: Primary Data Processed (2025)

The results indicate that classroom management is perceived as "good" by most respondents, with a mean score of 177.94. Similarly, learning quality also falls into the "good" category, with a mean of 148.52.

Normality Test

The Kolmogorov-Smirnov test was conducted to ensure the normal distribution of the data. The results were as follows:

Table 3. Normality Test Results

Variable	Kolmogorov-Smirnov Sig. (p)
Classroom Management	0.078
Learning Quality	0.064

Since both p-values are greater than 0.05, the data are typically distributed and suitable for parametric analysis.

Correlation Analysis

Pearson's product-moment correlation was used to measure the strength and direction of the relationship between classroom management and learning quality:

Table 4. Correlation Analysis

Variables	r	Sig. (2-tailed)
Classroom Management - Learning Quality	0.779	0.000

The result shows a strong positive correlation ($r = 0.779$, $p < 0.01$), indicating that better classroom management is significantly associated with higher learning quality.

Simple Linear Regression Analysis

A simple linear regression was performed to examine the effect of classroom management on learning quality. The results are as follows:

Table 5. Regression Coefficient for Classroom Management on Learning Quality

Model	B	t-value	Sig. (p-value)
Constant	5.317	1.063	0.289
Classroom Management	0.282	10.513	0.000

The regression model confirms that classroom management has a significant positive effect on learning quality. Every one-point increase in classroom management corresponds to a 0.282-point increase in learning quality.

Coefficient Determination

To assess the predictive effect, a simple linear regression was conducted. The results are presented as the Coefficient of Determination (R^2):

Table 6. Model Summary

Model	R	R Square	Adjusted R ²	Std. Error
1	0.779	0.606	0.604	10.872

This means classroom management explains 60.6% of the variance in learning quality.

D. Discussion

This study was conducted to investigate the impact of classroom management on the quality of learning among elementary school students in Boja District, Kendal Regency. The central hypothesis proposed was: "*There is a significant positive effect of classroom management on learning quality.*" Based on quantitative data analysis, which included descriptive statistics, Pearson correlation, and simple linear regression, the results confirmed this hypothesis. The correlation coefficient ($r = 0.779$, $p < 0.05$) indicated a strong positive relationship between classroom management and learning quality, while the regression analysis yielded a coefficient $B = 0.282$, showing a statistically significant predictive effect. These findings affirm that effective classroom management meaningfully contributes to improved student learning quality.

The statistical findings provide empirical support for the notion that effective classroom management significantly contributes to improved learning quality. The variable of classroom management, encompassing classroom layout, time control, behavior regulation, and social interaction, showed a consistent and measurable effect on students' academic experiences. Teachers who demonstrated strong classroom management practices were more likely to report higher levels of student engagement, smoother instructional flow, and better learning outcomes.

These results are consistent with those of [Elkadi & Sharaf \(2023\)](#), who found that implementing positive classroom discipline improved both academic achievement and student well-being in international schools in Egypt. Similarly, [Steinmayr et al \(2023\)](#) found that students' disruptive behaviors can reduce academic performance unless mitigated by well-structured classroom management strategies. These align with our finding that effective behavior regulation is a key predictor of learning quality.

These findings suggest that classroom management is not merely a technical task but a pedagogical cornerstone that influences every aspect of student learning. A teacher's ability to create order, maximize instructional time, and foster constructive interactions translates directly into learning effectiveness. This supports [Ahmed \(2024\)](#) view, which emphasizes that managing classroom dynamics is crucial for cultivating students' social-emotional and academic growth.

Interestingly, the strongest dimension in this study was *time management* (extraction value = 0.894), highlighting the importance of how teachers allocate, transition, and structure class time in achieving learning targets. This aligns with the findings of [Li et al \(2024\)](#), who observed improved learning outcomes in online university classrooms in China, where precise scheduling and time-bound tasks were implemented.

In contrast, the lowest-performing dimension was *social interaction management* (extraction value = 0.653), indicating an area where teachers may need additional support. This suggests that although teachers are skilled at organizing and managing classroom logistics, a gap remains in fostering rich social and emotional learning environments. The

findings from [Qazi et al \(2024\)](#) support this by demonstrating that teachers with higher emotional intelligence are better equipped to create positive classroom climates that foster student motivation and collaboration.

The results reinforce existing theories of classroom ecology and learning environments. According to [Wang et al \(1993\)](#) model of productive teaching (1993), classroom management is one of the most influential factors affecting student achievement. Our findings confirm this model and align with contemporary adaptations that consider emotional safety and cultural responsiveness as key classroom factors ([Liu et al., 2024](#)).

Moreover, this study adds to the growing body of research that sees classroom management as a central pillar of teacher competence, alongside pedagogical and content knowledge. As shown in [Maulana et al \(2023\)](#), teachers' observable behaviors in maintaining order and clarity are significantly related to students' perceptions of instructional quality across different countries. Our study thus contributes to international validation of this relationship, particularly in the Southeast Asian context.

This study contributes several new insights. First, it highlights time management as the most impactful aspect of classroom management in Indonesian elementary schools, pointing to a culturally specific dimension where structure and routine are especially valued in teaching practice. Second, it exposes a potential gap in teacher readiness to manage social interaction and student relationships, which could be addressed through targeted professional development in social-emotional learning (SEL) and restorative discipline.

From a theoretical perspective, this study supports the expansion of classroom management theory to include teacher emotional intelligence as a mediating factor between behavior management and learning quality. [Powell & Kusuma-Powell \(2024\)](#) emphasize that teachers with strong emotional intelligence are better equipped to create supportive learning environments, manage classroom dynamics effectively, and foster positive relationships with students. Their work underscores the importance of self-awareness, self-regulation, motivation, social awareness, and relationship management in teaching practices.

Furthermore, [Smith et al \(2022\)](#) advocate for the implementation of restorative practices to transform school discipline. They argue that restorative approaches, grounded in empathy and responsibility, can create a culture of respect and accountability, thereby enhancing student engagement and reducing behavioral issues.

Additionally, [Benson \(2024\)](#) provides practical strategies for establishing a schoolwide restorative justice system. His work provides a roadmap for educators to collaboratively address student behaviors, prevent misbehavior, and reintegrate students effectively back into the classroom, thereby fostering a more inclusive and empathetic school culture.

Future studies could explore the mediation effect of teacher emotional intelligence on the relationship between classroom management and learning quality more directly. Investigating how emotional intelligence training impacts teachers' ability to manage classrooms and enhance student outcomes would provide valuable insights for educational practice and policy.

E. Implication

The findings strongly suggest that educational policymakers and school leaders should prioritize classroom management in teacher training programs. This includes not only procedural management but also interactive and relational aspects. Transformational leadership and teacher-student relationships are essential for cultivating effective classrooms. Therefore, capacity-building initiatives should address both practical and affective components of classroom leadership.

Moreover, schools should implement coaching and peer mentoring systems that enable teachers to reflect on and refine their classroom strategies in real-time. Supporting teachers in establishing intense routines and fostering collaborative classroom cultures could significantly enhance the overall learning quality in Indonesian schools.

F. Limitations and Suggestions for Further Research

While this study provides important insights into the relationship between classroom management and learning quality in elementary schools, it is not without limitations. The research was geographically limited to the Boja District, Kendal Regency, which may affect the generalizability of the findings to other regions with different educational contexts. Additionally, the use of a cross-sectional design restricts the ability to infer causal relationships over time. The reliance on self-reported data from teachers may also introduce response bias, as it does not capture the actual classroom practices or student perceptions. Furthermore, the study focused solely on two variables – classroom management and learning quality – without considering other influential factors, such as teacher emotional intelligence, school leadership, or student background. The use of only quantitative methods further limited the depth of understanding regarding how management practices are implemented in real classroom settings. To address these limitations, future research is recommended to expand the geographical scope, use longitudinal and mixed-method approaches, and incorporate additional variables that may influence learning quality. Including observational data and multiple perspectives, such as those of students and school leaders, would enrich the analysis. Moreover, exploring classroom management in online or hybrid learning environments and conducting intervention-based or experimental studies would provide more comprehensive and actionable findings. These efforts will help build a more nuanced understanding of how classroom management contributes to effective teaching and learning.

G. Conclusion

Based on the results and discussion of this study, classroom management has a positive and significant influence on the quality of learning in elementary schools in Boja District, Kendal Regency. Statistical analysis revealed that classroom management accounts for 60.6% of the variance in learning quality, indicating a strong and meaningful level of influence. The regression coefficient ($B = 0.282$) further demonstrates that improvements in

classroom management are associated with corresponding increases in learning quality scores.

Classrooms that are managed effectively – through optimal time management, structured physical arrangements, effective student behavior control, and supportive social interactions – tend to produce better student engagement, more organized instruction, and improved academic results. Among these dimensions, time management showed the highest impact (communalities = 0.894), while social interaction management scored the lowest (communalities = 0.653), highlighting an area that may benefit from targeted support in fostering emotionally responsive and collaborative classroom climates.

These findings support the initial hypothesis that classroom management has a significant impact on the quality of learning. More than a set of disciplinary techniques, classroom management emerges as a central pedagogical strategy that directly contributes to the effectiveness of teaching and the academic success of students. The results underline the importance of strengthening teachers' competencies in managing classrooms comprehensively, as a vital effort to improve the overall quality of education in elementary schools.

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