

THE EFFECTIVENESS OF CLASSROOM MANAGEMENT ON STUDENT LEARNING OUTCOMES IN INDONESIAN LANGUAGE SUBJECTS AT ELEMENTARY SCHOOL

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Article Info	Abstract
<p>Article History:</p> <p>Accepted March 2025</p> <p>Revised February 2025</p> <p>Approved January 2025</p>	<p>Classroom management is crucial in improving student learning outcomes, especially in addressing issues such as lack of focus and learning motivation. This research aims to analyze the impact of classroom management on student learning outcomes in Indonesian language subjects at SD As-Sunniyyah Kencong. This research employed a quantitative approach with a one-group pretest-posttest pre-experimental design and involved 25 6th-grade students selected through purposive sampling. The instruments used in this research included observation, Likert scale questionnaires, interviews, and documentation to obtain comprehensive data. The research results indicate classroom management significantly influences student cognitive, affective, and psychomotor learning outcomes. The paired T-test results yielded a p-value of 0.000, indicating a significant difference between learning outcomes before and after the implementation of classroom management. These findings are consistent with J. Ellis Ormrod’s learning environment theory, which states that good classroom management can improve the quality of learning and student learning outcomes. In addition, effective classroom management also contributes to increased motivation, active student engagement, and the creation of a conducive learning atmosphere. Thus, this research confirms that optimal classroom management can be an important strategy for improving the quality of learning in terms of material understanding, learning attitudes, and student skills. Therefore, educators need to continuously develop effective classroom management strategies to support the achievement of maximum learning outcomes.</p> <p>Keywords: Classroom Management; Learning Outcomes; Student Motivation.</p>

A. Introduction

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 (Alfiah & Balqis, 2024). Classroom layout is a task teachers coordinate to create effective and high-quality learning activities by planning, arranging, and optimizing various resources, materials, and learning facilities available in the classroom (Djabidi, 2016). Classroom management will develop if teachers maximize the potential of the class by providing ample opportunities to every member of the class, both teachers and students (Zain dkk, 2023). This strategy can improve learning activities, increase student motivation and achievement, and facilitate teachers to become more innovative, creative, varied, and effective (Lanny et al., 2024). Proper arrangement can create a supportive learning atmosphere, increase concentration, and stimulate students to participate actively during learning (Faruq, 2019). Conversely, suboptimal classroom management can hinder interaction and reduce the effectiveness of the teaching and learning process (Octavia, 2023). Classroom management refers to the physical arrangement of the learning space, such as the layout of desks, chairs, whiteboards, air circulation, lighting, and other visual elements that support learning (Hakim dkk, 2024). Wilford A. Weber argued that the learning environment, including classroom layout, significantly influences student learning processes (Wahyuni & Aryani, 2021). A well-prepared environment can stimulate students and increase their participation in learning (Wijaya et al., 2023). Similarly, in the Montessori approach, Montessori revealed that they designed classrooms to enable student independence. An organized, child-friendly layout allows students to explore and learn more effectively (Mukhsin dkk, 2019).

In general, classroom management aims to ensure that teachers carry out learning optimally and obtain results in a good and accurate way, to facilitate teachers in tracking student progress, and to identify critical issues that they need to address to improve learning and future learning outcomes (Djabidi, 2016).

One way to measure how well students have mastered the subject matter given by the teacher is by looking at student learning outcomes (Sholihah et al., 2023). Bloom stated that learning outcomes include psychomotor, affective, and cognitive aspects. Understanding (knowledge, memory), comprehension (understanding, expressing, summarizing, version), utility (using), evaluation (showing, selecting correlations), synthesis (organizing, planning, creating new structures), and evaluation are parts of the cognitive domain. Receiving (welcoming attitude), responding (giving responses), valuing (quality), organizing (coordination), and characterization are the affective domains. Initiatory, pre-recurring, and routinized are the psychomotor domain. Additionally, psychomotor skills include physical, social, technical, productive, managerial, and intellectual skills (Wirda et al., 2020). Dimyati and Mudjiono defined learning outcomes as assessing or measuring the quality of student learning through evaluation or measurement activities of learning outcomes (Intang et al., 2021). Based on this definition, learning outcomes achieve their main goal: to determine the level of success students achieve after completing learning activities, marking the level of success with a scale of values consisting of alphabets and terms (Sumiati & Astuti, 2021). Therefore, good classroom management is essential as it can impact the acceleration of student learning outcomes (Djalil et al., 2021).

Data from the Ministry of Education and Culture (Kemendikbud) shows that many elementary schools in Indonesia still lack physical facilities. This condition impacts learning capacity, especially in Indonesian language subjects, which are the root of students' literacy mastery. The quality of the classroom environment has a demonstrable negative correlation with student learning outcomes (Ummah, 2020).

Previous studies have shown that the design and conditions of students' learning environments are highly influential. Elements such as lighting, ventilation, and classroom cleanliness significantly affect students' academic performance in elementary school. Students can increase their motivation and concentration to learn in a comfortable and well-organized learning environment (Nursidik dkk, 2024). Additionally, other research has found that well-designed classrooms can improve student learning outcomes and emphasize the role of educators in

managing classrooms and creating a good learning climate. Clean and tidy classrooms create a good learning environment and impact student attitudes and habits (Iskandar et al., 2024). However, researchers have also studied classroom management practices that teachers follow to develop student learning outcomes in elementary schools in Baubau City. The research results show that effective classroom management practices can improve student learning outcomes. It also indicates that other components, such as teaching approaches and teacher-student interactions, are very important in determining learning outcomes (Onde et al., 2023).

Researchers have conducted various studies, but they still have little knowledge about how classroom management affects student learning outcomes, especially in Indonesian language subjects in elementary school. Previous researchers have focused more on classrooms without specifically looking at how they are designed or how the classroom relates to specific subjects. Therefore, further investigation is important to examine the correlation between student learning outcomes and classroom management. This research will focus on how the classroom's physical arrangement and interaction dynamics influence students' language understanding and skills. Researchers expect this research to complement previous research and contribute new methods to develop effective classroom management, improving the quality of Indonesian language learning in elementary schools by providing a more specific and in-depth analysis of how classroom management affects Indonesian language learning outcomes.

In this research, researchers found an interesting phenomenon at SD As-Sunniyyah Kencong. This phenomenon shows that teachers give Indonesian language lessons regularly, but student learning outcomes still vary. One component that influences these differences in learning outcomes is how teachers manage the classroom (Aulia & Sontani, 2018). Suboptimal classroom management can hinder the creation of a conducive learning atmosphere, which can affect student concentration and learning effectiveness (Fitra, 2018).

This phenomenon encouraged researchers to investigate how classroom management impacts student learning outcomes, especially in Indonesian language

learning at SD As-Sunniyyah Kencong. As an educational institution committed to educational quality, schools must evaluate and optimize classroom management as an integral part of the teaching and learning system (Nurlatifah et al., 2024). With good management, educators expect classrooms to uphold positive interactions between teachers and students and facilitate them to be more active and focused on learning (Wahyuni & Yahyu, 2022).

This research intends to provide a clearer representation of how classroom management impacts student learning outcomes at SD As-Sunniyyah Kencong and provide suggestions for creating more efficient learning methods. Thus, educators hope to create better conditions for optimal learning goals in Indonesian language subjects, positively impacting students' overall academic development.

B. Methods

Researchers used a quantitative approach with a pre-experimental one-group pretest-posttest design to examine the effectiveness of classroom management on student learning outcomes in Indonesian language subjects at SD As-Sunniyyah Kencong before and after implementing classroom management interventions (Sugiyono 2020). They used several tools to collect data, including observation, questionnaires in the form of surveys, interviews with classroom teachers, and documentation (Abubakar, 2021).

The population consisted of all 6th-grade students at SD As-Sunniyyah Kencong, classes A, B, and C. Researchers selected 25 participants from one class using purposive sampling. They selected this sample by considering class characteristics relevant to the research objectives (Budiastuti & Bandur, 2018).

Researchers conducted this research at SD As-Sunniyyah Kencong in Jember, located in Kencong village, Jl. Patok Krajan 1 Kencong. The research subjects consisted of 25 6th-grade students from SD As-Sunniyyah Kencong. To determine the difference in the average student learning outcomes before and after implementing more structured classroom management, they analyzed the data using a paired t-test. Researchers performed a normality test before the paired t-test to ensure the obtained data distribution met normality assumptions (Sukarelawan dkk, 2024). Researchers expected the results of the analysis to show the extent of the

influence of classroom management on Indonesian language student learning outcomes.

C. Results and Discussion

To improve the quality of learning at SD As-Sunniyyah Kencong, this research aimed to explore the effectiveness of classroom management on student learning outcomes in Indonesian language subjects. In this research, researchers discussed data analysis findings through questionnaires tested for validity and reliability. Validity is a measure that proves to what extent a measuring instrument can measure what it is supposed to measure. In this case, validity is crucial to validate that the data obtained reflects the studied phenomenon (Soesana et al., 2023). The questionnaire used by researchers consisted of 30 question items that had been tested for validity, and of the 30 items tested, 25 were proven valid, meaning that these items could be considered to measure the variables or concepts intended in the study accurately. It means that these items were by the measurement objectives. Meanwhile, 5 invalid questions were no longer used because they did not meet the specified validity test criteria.

The reliability test, such as questionnaires or measurement scales, was conducted to understand the instruments' stability. In other words, this test evaluates whether the valid items in the instrument produce consistent results when tested on various occasions (Soesana et al. 2023).

Table 1
Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.876	25

The data above shows that the N item is 25 questionnaires or questions with an alpha value of 0.876. Because the alpha value in this reliability analysis uses SPSS, the value often used to measure reliability is Cronbach's Alpha. The reliability test results indicate a value of 0.876, so it can be concluded that the data or question items are reliable.

After collecting data through questionnaires, verifying its accuracy before proceeding to the paired T-test is important. The normality test ensures the data are

normally distributed, a prerequisite for the paired T-test (Widyatuti, 2022). The decision is made if sig. (2-tailed)>0.05, then the data are normally distributed.

Table 2
Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	7.87055607
Most Extreme Differences	Absolute	.165
	Positive	.102
	Negative	-.165
Test Statistic		.165
Asymp. Sig. (2-tailed)		.078^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The results of the data normality test using the Kolmogorov-Smirnov method demonstrated a normal distribution. The significance value of the normality test was $0.078 > 0.05$, indicating that the research data were normally distributed, thereby permitting further testing.

The paired T-test is a statistical design used to compare two variables within the same sample group. This test aims to verify whether there is a significant difference between paired means, such as pre-and post-treatment measurements of two data sets (Nurba'id dkk, 2022). The decision rule for the paired T-test is as follows:

- If sig. (2-tailed) < 0.05, then H_0 is rejected, and H_a is accepted
- If sig. (2-tailed) > 0.05, then H_0 is accepted, and H_a is rejected

With the assumption that

H_0 : There is no mean difference between pretest and post-test learning outcomes (i.e., classroom management does not impact student learning outcomes in Indonesian language subjects at the elementary school level).

H_a : There is a mean difference between pretest and post-test learning outcomes (i.e., classroom management impacts student learning outcomes in Indonesian language subjects at the elementary school level).

Table 3
Paired T-test Results of X on Y

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Post-test	-21.480	11.369	2.274	-26.173	-16.787	-9.447	24	.000

The paired-sample T-test results between the pretest and post-test showed that the mean difference in scores was -21.480, with a standard deviation of 11.369 and a standard error of the mean of 2.274. The 95% confidence interval for this difference ranged from -26.173 to -16.787. With Df 24, the T-count of -9.447 indicated a significant difference and the sig. (2-tailed) value was $0.000 < 0.05$. Based on the formulated hypotheses, the results showed that H_o was rejected and H_a was accepted, indicating that classroom management substantially impacted students' learning of the Indonesian language at the elementary school level.

Interviews with 6th-grade teachers also revealed that effective classroom management, such as adequate lighting and ventilation, contributed to student comfort during teaching and learning. Furthermore, 6th-grade students reported feeling more focused and motivated to learn when the classroom was well-managed.

Table 4
Paired T-test Results of X on Y1

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Post-test	-7.520	4.073	.815	-9.201	-5.839	-9.230	24	.000

The output above showed a mean difference of -7.520 between pretest and post-test scores, with a standard deviation of 4.073 and a standard error of the mean of 0.815. This mean difference's 95% confidence interval ranged from -9.201 to -5.839. The T-count was -9.230, Df was 24, and the p-value was $0.000 < 0.05$. Therefore, the null hypothesis (H_o) was rejected, and the alternative hypothesis (H_a) was accepted. A significant mean difference between pretest and post-test learning outcomes indicated that classroom management impacted students' cognitive abilities.

Based on teacher interviews, implementing classroom management techniques, such as dividing the classroom into learning zones and providing areas for group activities, proved to help students focus and participate actively in the learning process, particularly in cognitive aspects involving concept comprehension.

Table 5
Paired T-test Results of X on Y2

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Post-test	-8.560	5.613	1.123	-10.877	-6.243	-7.625	24	.000

The test results in Table 5 showed a mean difference between pretest and post-test scores of -8.560, a standard deviation of 5.613, and a standard error of the mean of 1.123. This mean difference's 95% confidence interval ranged from -10.877 to -6.243. The T-count was -7.625, the Df was 24, and the significance value was $0.000 < 0.05$. Therefore, the null hypothesis (H_o) was rejected, and the alternative hypothesis (H_a) was accepted. Thus, it can be concluded that there was a significant mean difference between pretest and post-test learning outcomes, indicating that classroom management impacted students' affective aspects.

Interviews with 6th-grade teachers also indicated that effective classroom management created an environment that supported students' emotional development and motivation, positively impacting their learning outcomes, particularly regarding attitudes and attention during the Indonesian language subjects.

Table 6
Paired T-test Results of X on Y3

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Post-test	-5.400	2.986	.597	-6.633	-4.167	-9.042	24	.000

The output above showed a mean difference between pretest and post-test scores of -5.400, a standard deviation of 2.986, and a standard error of the mean of 0.597. This mean difference's 95% confidence interval ranged from -6.633 to -4.167. The T-count was -9.042, the Df was 24, and the significance value was $0.000 < 0.05$. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It can be concluded that there was a significant mean difference between pretest and post-test learning outcomes, indicating that classroom management impacted students' psychomotor aspects.

Interviews with several 6th-grade students revealed that they found it easier to engage in practical activities, such as demonstrating their knowledge orally and in writing, when the classroom allowed them to move freely and interact with their peers.

These findings are consistent with J. Ellis Ormrod's learning environment theory, which posits that effective classroom management enhances learning capacity and student learning outcomes (Ormrod et al., 2019). Within this research, effective classroom management, including seating arrangements, instructional method selection, and efficient time and space management, created a conducive learning environment, increased student participation, and facilitated better

interaction between students and teachers. These factors played a crucial role in motivating students and enhancing their attention and concentration, influencing learning outcomes across cognitive, affective, and psychomotor dimensions.

D. Conclusion

This research demonstrates that effective classroom management significantly influences student learning outcomes in Indonesian language subjects at the elementary school level. Sound classroom management enhances students' cognitive understanding by creating an environment that supports focus and participation and also contributes to affective aspects by fostering a comfortable and motivating learning atmosphere. Furthermore, a well-organized classroom enables students to develop psychomotor skills through practical activities such as speaking, writing, and presentations.

Therefore, optimizing classroom management is crucial to support students' holistic cognitive, affective, and psychomotor development. Teachers and school administrators are advised to pay closer attention to classroom management to create a conducive learning environment, thereby significantly improving the quality of education.

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