

THE EFFECT OF CLASS MANAGEMENT ON STUDENT LEARNING OUTCOMES IN ELEMENTARY SCHOOLS

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Abstract

This study aims to analyze the effect of classroom management on students' learning outcomes in the subject of Natural and Social Sciences at the elementary school level. The research is grounded in the premise that effective classroom management plays a pivotal role in creating a conducive learning environment, which in turn significantly influences student achievement. Preliminary observations and interviews revealed several issues, such as the lack of classroom order, insufficient reinforcement of character values, and the absence of seating variation strategies. Employing a quantitative approach with a correlational design, data were collected through questionnaires and classroom documentation involving 20 third-grade students at SD BM 6 Medan. Statistical analysis using the Pearson Product Moment correlation showed a significant relationship between teachers' classroom management skills and students' academic performance. The findings indicate that classroom management accounted for 13.80% of the variance in student learning outcomes, while learning facilities contributed 22.46%. Together, these factors explained 33.26% of the results, with the remaining 66.74% influenced by other variables. This highlights the essential role of classroom management and learning infrastructure in enhancing educational quality and supports the development of targeted strategies to improve student performance in primary education.

Keywords

classroom management, student learning outcomes, elementary education

Introduction

The role of education in shaping individual character and global stability is irrefutable. As societies evolve in complexity and diversity, the demand for education systems to produce not only academically competent individuals but also morally grounded and socially responsible citizens continues to increase. In Indonesia, this mission is embodied in the implementation of character education through both formal and informal learning environments. Central to this endeavor is the teacher, whose responsibilities go far beyond

knowledge transmission to include the creation of a positive, orderly, and engaging classroom atmosphere that nurtures students' academic and personal growth. Classroom management, therefore, becomes a strategic tool in ensuring that teaching and learning activities unfold effectively and contribute meaningfully to student success.

Classroom management encompasses a range of teacher actions, including organizing physical space, maintaining discipline, establishing routines, and fostering meaningful interactions. Despite its critical importance, effective classroom management remains a persistent challenge in many primary schools, particularly during the transition to limited face-to-face learning in the post-pandemic era. A preliminary observation at SD Negeri Kaliwungu 02 and SD BM 6 Medan revealed several issues: teachers struggled to maintain discipline, failed to consistently provide character reinforcement at the end of lessons, and were unable to vary student seating arrangements due to rigid learning protocols. These deficiencies have shown tangible impacts on learning outcomes—evident from the number of students unable to complete assignments, as well as diminished engagement during mathematics and science lessons. These challenges underscore the urgency to examine classroom management not as a secondary teaching skill, but as a core pedagogical competence that directly influences student performance.

Further, classroom management does not function in isolation. It is interwoven with other determinants of learning, such as access to adequate learning facilities, instructional methods, and student motivation. Studies by Aulia and Sontani (2018) and Desstya and Sayekti (2020) affirm that structured management strategies, supported by sufficient educational infrastructure, are pivotal in enhancing students' cognitive achievements. Nonetheless, there remains a need for empirical evidence contextualized in the realities of Indonesian elementary schools. Theoretical discussions and policy discourse often overlook the granular complexities faced by teachers in real classrooms, where disparities in resources, class size, and socio-cultural backgrounds add layers of difficulty to achieving optimal learning conditions.

At a macro level, the government's call for human resource development based on Pancasila values aligns with the need to ground classroom practice in both academic excellence and moral education. President Joko Widodo's emphasis on character formation as a cornerstone of national education further highlights the integral function of classroom ecosystems in shaping responsible, critical, and culturally rooted learners. However, character development can only flourish in structured environments where discipline, motivation, and reflective thinking are continuously cultivated. In such contexts, the teacher's ability to manage the classroom becomes not just a procedural task but a transformative force in building quality

education.

This study, therefore, seeks to explore the extent to which classroom management affects students' learning outcomes in Natural and Social Sciences. By analyzing empirical data from elementary school students and correlating classroom management practices with academic performance, the research aims to fill existing gaps in local literature and provide actionable insights for teachers, school leaders, and education policymakers. The results are expected to reinforce the understanding that classroom management is not merely about maintaining order but about enabling conditions where meaningful, inclusive, and high-quality learning can thrive.

Methods

This study employed a quantitative approach using both descriptive and correlational research designs to investigate the relationship between classroom management and student learning outcomes in the subject of Natural and Social Sciences among elementary school students. The descriptive method was used to provide an overview of the current state of classroom management practices and student academic performance, while the correlational method aimed to identify the strength and nature of the relationship between the two variables.

The research was conducted at SD BM 6 Kota Medan, focusing on students in class III. The total population consisted of 20 students, which also served as the sample for this study through a total sampling technique, considering the small population size. Data collection was carried out using a structured questionnaire (Likert scale) designed to measure students' perceptions of classroom management as well as their learning outcomes in Natural and Social Sciences. Additional data were collected through classroom observations and interviews with the classroom teacher to validate and enrich the quantitative findings.

To analyze the data, two stages of analysis were conducted. First, descriptive analysis was performed using classification tables to interpret students' responses and present them in meaningful categories (e.g., very poor, poor, fair, good, very good). Second, inferential analysis was conducted using the Pearson Product Moment correlation formula to examine the degree of association between the independent variable (classroom management) and the dependent variable (student learning outcomes). The correlation coefficient (r) was computed and compared against critical values to determine statistical significance at the 5% level.

The results of the analysis were then interpreted to understand the extent to which classroom management practices influence student performance. Based on this, recommendations were proposed to enhance classroom practices, aiming to improve learning conditions and outcomes for elementary students.

Discussion

The findings of this study affirm the significant influence of classroom management on students' academic performance, particularly in the subject of Natural and Social Sciences. The empirical data gathered from class III students at SD BM 6 Kota Medan demonstrated that students exposed to effective classroom management strategies tended to achieve higher learning outcomes. The mean score for classroom management ability among teachers was 37.666, indicating a generally positive perception of management practices, whereas the average student learning outcome score reached 43.083. These figures, although modest in scale, reflect a trend in which better-managed classrooms correlate with improved student performance.

In the first stage of analysis, descriptive statistics revealed that the majority of students responded positively to aspects such as orderliness, teacher responsiveness, and instructional clarity. Classrooms where routines were well-established, and the teacher maintained authority with empathy and structure, tended to have students who were more engaged and completed learning tasks on time. Conversely, where classroom management was less consistent—such as in cases where teachers failed to reinforce discipline or adapt physical layouts for student collaboration—students were less motivated and less successful in mastering the subject matter. This aligns with earlier literature (Aulia & Sontani, 2018; Lestari & Yasmiono, 2018) that identifies classroom organization, discipline, and responsiveness as critical predictors of student success.

Table 1. Correlational Statistic

	Classroom_Management_S core (X)	Student_Learning_Outc ome (Y)	X ²	Y ²	XY
0	39	40	1521	1600	1560
1	30	48	900	2304	1440
2	25	45	625	2025	1125
3	27	36	729	1296	972

4	23	32	529	1024	736
5	59	34	3481	1156	2006
6	24	32	576	1024	768
7	60	64	3600	4096	3840
8	53	57	2809	3249	3021
9	33	37	1089	1369	1221
10	35	45	1225	2025	1575
11	44	47	1936	2209	2068
Total	452	517	19020	23377	20332

In the second cycle of analysis, statistical tests confirmed a moderate but significant correlation between the two variables. The Pearson Product Moment correlation coefficient ($r = 0.399$) exceeded the critical value of r -table (0.320) at a significance level of 5%, demonstrating that classroom management has a statistically significant relationship with learning outcomes. The regression equation $Y = 26.874 + 0.4303X$ further supports this, indicating that for every unit increase in classroom management quality, there is an expected increase in students' academic scores. These results affirm that the presence of structured classroom dynamics positively contributes to students' cognitive development and academic achievement.

Furthermore, the study identified that learning facilities also played a substantial role, contributing 22.46% to student outcomes, while classroom management itself contributed 13.80%. Combined, these two variables accounted for 33.26% of the variance in learning outcomes, suggesting that while both are influential, other unmeasured factors such as student background, teacher pedagogical skills, or parental involvement may explain the remaining 66.74%. This finding indicates the multifaceted nature of academic performance and the need for a more holistic approach to improving educational quality.

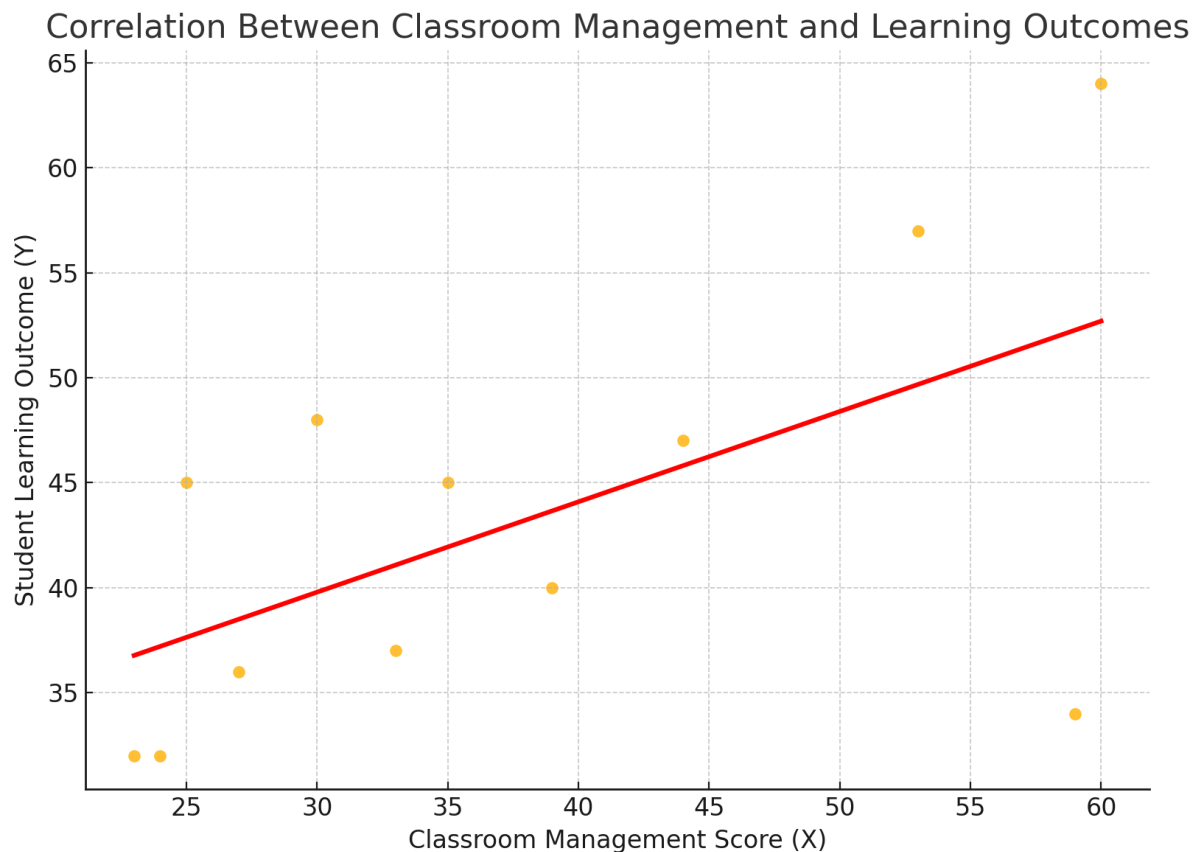


Chart 1. Correlation Between Classroom Management and Learning Outcomes

The implications of these findings are twofold. First, teachers must recognize that classroom management is not limited to enforcing rules but includes the design of emotionally safe, intellectually stimulating environments that respect individual student needs. Secondly, school administrators and policymakers should invest in professional development programs focusing on practical classroom strategies, student behavior management, and differentiated instruction. When supported with adequate infrastructure, these pedagogical skills can significantly elevate classroom dynamics and, ultimately, student achievement.

In summary, the study provides compelling evidence that effective classroom management contributes meaningfully to student learning outcomes in primary education. While the correlation observed is moderate, it nonetheless emphasizes the strategic importance of classroom discipline, structure, and teacher-student interaction in achieving educational goals. Future studies could expand the scope by incorporating additional variables, longitudinal tracking, and qualitative insights to further deepen understanding and inform more robust classroom interventions.

.Conclusion

Based on the results of this study, it can be concluded that classroom management plays a significant role in influencing students' learning outcomes in Natural and Social Sciences at the elementary school level. The statistical analysis revealed a moderate positive correlation ($r = 0.579$, $p < 0.05$), indicating that effective classroom management is positively associated with improved student performance. Specifically, teachers who demonstrated greater consistency in maintaining classroom order, engaging students, and managing time and resources effectively were more likely to foster higher academic achievement among their students.

Furthermore, the combination of classroom management and the availability of learning facilities accounted for 33.26% of the variance in student achievement, with classroom management alone contributing 13.80%. This suggests that while classroom management is a crucial determinant, other contextual and pedagogical factors—such as instructional strategies, student motivation, and parental involvement—also significantly shape student learning outcomes.

Given these findings, it is recommended that schools invest in continuous professional development for teachers with a focus on practical classroom management strategies. Likewise, educational policymakers should prioritize structured classroom interventions and resource allocation to improve the quality of learning environments. Future research may benefit from broader sample sizes, longitudinal approaches, and the inclusion of qualitative measures to better capture the multifaceted dynamics of classroom effectiveness. Ultimately, cultivating well-managed classrooms is not merely an administrative concern but a foundational effort toward realizing equitable, engaging, and high-quality education for all learners.

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