ANALYSING CLASSROOM MANAGEMENT STRATEGIES AS THE MAIN PILLAR OF SUCCESSFUL STUDENT LEARNING ACHIEVEMENT

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ABSTRAK

Manajemen kelas berperan penting untuk menciptakan lingkungan pembelajaran yang mendukung hasil belajar siswa. Penelitian dilakukan dengan kualitatif melalui studi dokumentasi dengan mengumpulkan hasil riset sebelumnya untuk menganalisa pilar manajemen kelas yang mempengaruhi belajar siswa. Pengolahan data dengan mencari, penyaringan, penilaian kelayakan dan Analisa isi artikel. Hasil penelitian menunjukkan: Pertama, komunitas pembelajaran yang efektif memerlukan guru yang merancang ruang pembelajaran dengan memperhatikan keberagaman siswa, proses, dan struktur kelas untuk mendorong partisipasi, memperkuat interaksi, dan meningkatkan hasil belajar. Kedua, pengelolaan interaksi siswa dan guru menciptakan suasana kondusif yang mendukung pencapaian tujuan belajar, perkembangan karakter, dan hubungan positif, yang meningkatkan motivasi dan hasil belajar. Ketiga, penggunaan metode pembelajaran variatif dapat meningkatkan keterampilan berpikir kritis, mengurangi kebosanan, dan meningkatkan keterlibatan siswa. Keempat, suasana kelas yang nyaman dan terorganisir meningkatkan konsentrasi, pemahaman, serta retensi informasi siswa. Kesimpulannya, manajemen kelas yang baik dapat meningkatkan hasil belajar siswa.

Kata Kunci: Manajemen, Kelas, Pembelajaran, Prestasi, Siswa

ABSTRACT

Classroom management plays a crucial role in creating a learning environment that supports student learning outcomes. The research was conducted qualitatively through a documentation study, collecting previous research findings to analyze the pillars of classroom management that influence student learning. Data processing involved searching, filtering, assessing feasibility, and analyzing article content. The results of the study show: First, an effective learning community requires teachers to design learning spaces by considering student diversity, processes, and class structure to encourage participation, strengthen interaction, and improve learning outcomes. Second, managing teacher-student interactions creates a conducive atmosphere that supports the achievement of learning goals, character development, and positive relationships, which increases motivation and learning outcomes. Third, the use of varied teaching methods can enhance critical thinking skills, reduce boredom, and increase student engagement. Fourth, a comfortable and organized classroom atmosphere improves concentration, understanding, and retention of information. In conclusion, good classroom management can enhance student learning outcomes.

Keywords: Management, Classroom, Learning, Achievement, Students.

A. INTRODUCTION

The learning process, involving teacher-learner interactions, aims to help learners discover new knowledge, evolving with advances in science and technology, and plays a crucial role in human resource development; achieving this requires optimal classroom management, supportive environments, and adequate facilities for an effective, efficient, and enjoyable learning experience (Miasari et al., 2022; Mashudi, 2021; Mahmudah, 2020; Mahmudah, 2020). Classroom management involves controlling student behaviour and managing learning processes simultaneously to ensure active involvement, minimizing behavioural problems; it includes organizing activities, applying instructional methods, and optimizing time management to create a productive, conducive environment, while reducing disruptions and challenges that hinder the learning experience (Tune Sumar, 2020; Wati & Trihantoyo, 2020; Djalal, 2019).

The learning process becomes meaningful when it begins with understanding how learners learn and teachers teach, while external factors are set aside, and by giving learners more opportunities, ensuring effective classroom management that focuses on developing teaching skills, creating enjoyable learning experiences, and organizing the classroom environment to align with the instructional program's goals and purpose (Wati & Trihantoyo, 2020; Janawi, 2019; Amelia, 2023; Nur & Nugraha, 2023). Classroom management involves both managing student behaviour and the learning process, with active student engagement reducing behavioural issues, and recently, classroom response systems have been integrated as a strategy, utilizing low-cost networked devices, a computer hub for collecting responses, and a display for questions and results (Tune Sumar, 2020; Tanjung & Namora, 2022; Budiya & Anshori, 2022).

Classroom management is crucial for maintaining an effective learning flow, as it addresses the simultaneous activities in the classroom, the unpredictable nature of classroom dynamics, diverse learner needs, and varying perceptions of learning, all while requiring teachers to innovate and create engaging, motivating environments that foster active participation and enthusiasm (Suhaebah Nur, 2019; Muna et al., 2021; Rahmat et al., 2020; Suhaebah Nur, 2019). One of the main problems in education today is the condition of the classroom environment where students learn (Hasibuan, 2019). Certain classroom types, though facilitating knowledge transfer, hinder interactive learning dynamics and are called "experimental laboratories" for children, as they spend many years there, significantly shaping their learning experiences during formal education (Putri, 2019). Therefore, special attention should be paid to the importance of effective classroom management and the application of discipline as crucial factors that influence the dynamics of students' learning experience (Wati & Trihantoyo, 2020). Classroom management and discipline not only serve to create order, but also play a significant role in supporting students' success in achieving their academic and social potential (Nufus, 2021).

The aim of this research is to analyze effective classroom management strategies as a key factor in achieving student learning success. The study seeks to understand how the implementation of appropriate classroom management strategies can create a conducive learning environment, enhance student engagement, and positively impact their academic achievement and overall social development.

B. RESEARCH METHODS

This research is based on a theoretical study of classroom management by teachers, active student participation in learning, and data collection methods through observation, in-depth interviews, and relevant documentation (Nasution, 2023). Data analysis was carried out inductively with steps including data reduction, data presentation, and drawing conclusions. Data reduction was carried out to filter relevant and important information related to classroom management practices and their impact on learning (Isa, 2020) explained as follows:

Google Scholar
(Search for articles related to the theme of classroom management from 2014 to 2024)

Filtering
(Selecting search results according to the RQ from 2014 to 2024)

Eligibility
(Determining filtered results according to the RQ)

Content Analysis
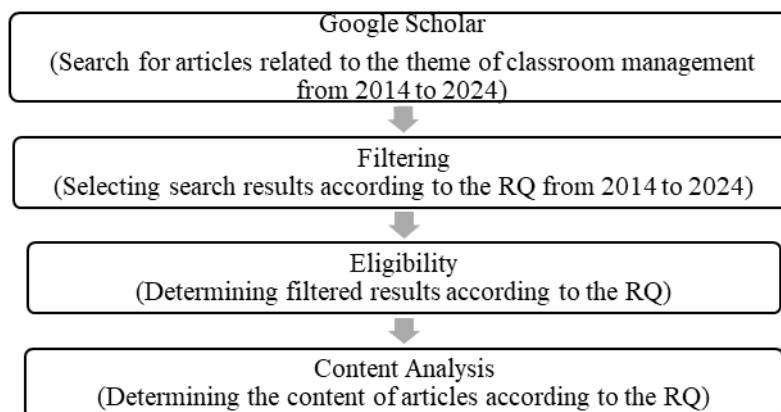(Determining the content of articles according to the RQ)

Figure 1. Data Processing

Meanwhile, data collection was carried out using the documentation study technique, which involves gathering key data on the research topic obtained from Google Scholar. The main data collected are as follows:

Table 1. Data Analysis of Documentation (Library Research)

Title and Author	Aims	Result
Rohiyatun, B & Mulyani, Erni, S (2017) The relationship between classroom management procedures and the smoothness of the teaching and learning process	Exploring the Relationship Between Classroom Management Procedures and the Smoothness of the Teaching and Learning Process	The research findings show that the calculated correlation coefficient ($r_h$calculate) of 0.998 is greater than the table value ($r_t$table) of 0.294, thus the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, concluding that there is a significant relationship between classroom management procedures and the smoothness of the teaching and learning process
Kadir, A. (2020) The impact of classroom management and teacher performance on students' learning achievement through learning motivation	Exploring the Influence of Classroom Management and Teacher Performance on Student Achievement through Learning Motivation	Classroom management and teacher performance influence both student motivation and academic achievement at UPT SDN Cluster IV, Palakka Bone District, with motivation acting as a mediator between the two
Yuniar, A. R & Syafii,	This study aims to	This study shows that classroom

A. (2023) The impact of classroom management and school environment on learning process	identify the factors that influence student learning outcomes.	management affects student learning outcomes by 18.4%, school environment conditions by 12.7%, and both factors together account for 22%. Both factors have a significant influence
Hasanah, N., & Habibah, S. (2021). Implementation of classroom management in public elementary school	This study aims to analyze the implementation of classroom management at SD Negeri 3 Unggulan in Parepare City	The implementation of classroom management includes physical management (such as air conditioning, lighting, seating, media, and classroom rules) and student management (including motivation, engagement, discipline, and emotional relationships)
Maylitha et al. (2023). The role of classroom management skills in enhancing students' learning interest	This study aims to examine how the teacher's skills in classroom management can enhance students' interest in learning.	Classroom management plays a crucial role in increasing students' interest in learning, through various strategies applied by the teacher to create a classroom atmosphere that supports and stimulates students' learning interest

The research design is illustrated through a diagram to provide a clear overview of the structure and flow of the study, as explained below:
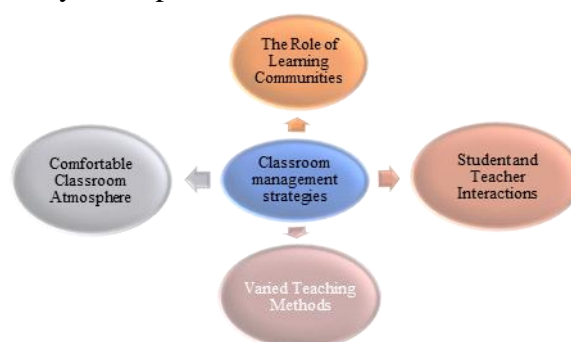

Figure 2. Research Design

Based on Table 1 and Figure 1, the following hypotheses/research questions can be formulated: RQ1: How does the role of learning communities in the classroom contribute to student achievement? RQ2: How do student and teacher interactions in the classroom contribute to student achievement? RQ3: How do varied teaching methods in the classroom contribute to student achievement? RQ4: How does a comfortable classroom atmosphere contribute to student achievement?

C. RESULTS AND DISCUSSION

1. The Role of Learning Communities Contribute to Student Achievement

To form a class as an effective learning community, it takes a careful and responsible teacher role in designing a fun learning environment. The class community consists of individuals with diverse abilities and differences in learning styles. However, the class also has limitations that can hinder the space for exploration and mobility of its members. Thus, the role of teachers in recreating a conducive learning climate is crucial (Wajdi, 2021). The formation of a learning community in the classroom can be analyzed through three main

dimensions: class properties, which include multidimensionality, simultaneity, immediation, uncertainty, and awareness; class processes, such as expectations, leadership, interaction, and cohesion; and class structure, involving tasks, goals, rewards, and participation (Sari et al., 2024), as illustrated in the following diagram:

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┌─────────────────────────┐        ┌─────────────────────────┐
│    Class Properties     │        │      Class Process      │
│  Multidimensionality    │        │      Expectations       │
│      Simultaneity       │        │       Leadership        │
│       Immediate         │        │         Norms           │
│     Consciousness       │        │     Communication       │
│                         │        │        Cohesion         │
└─────────────────────────┘        └─────────────────────────┘
              │                               │
              └───────────────┬───────────────┘
                    ┌──────────────────────────────────┐
                    │  Classes And Learning Communities │
                    └──────────────────────────────────┘
                                   │
                    ┌──────────────────────────────────┐
                    │         Class Structure          │
                    │        Class Assignments         │
                    │    Learning Objective Structure  │
                    │    Class Participation Structure  │
                    │                                  │
                    └──────────────────────────────────┘
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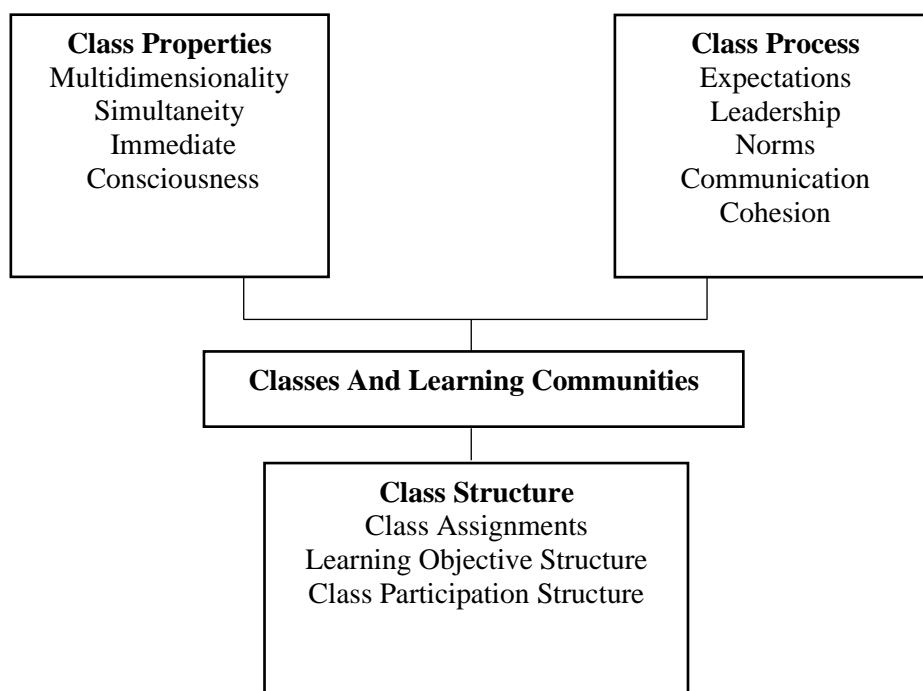
Figure 3. Learning Communities

The classroom learning environment aims to create a conducive climate, influencing behavior change through experience and interaction, where conditions natural or designed impact learners' knowledge, emotions, and behavior (Aripin, 2021). Educational reform broadens the concept of learning environments, encompassing physical spaces like classrooms, virtual spaces, and hybrid environments that integrate physical and digital elements to support the learning process (Aripin, 2021). Learning environment is important to be a concern in the information society, this is based on the fact that economic, political and cultural activities are very significant in the information society (Setiawan, 2019). Today's young generation exhibits significant behavioral differences from previous generations, primarily due to their immersion in a world shaped by networks and digital technology, with the learning environment playing a crucial role in formal education (Rahayu, 2019).

In the context of formal learning, classroom management is carried out with systematic procedures and clear rules to ensure the smooth running of the learning process (Tanjung & Namora, 2022). Classroom arrangement, material selection, and media use are crucial for adapting to students' needs, with teachers contributing through personal experience, interactions, and collaboration, managing the learning environment throughout planning, implementation, and evaluation (Siregar, 2021). Diversity in the classroom, including differences in intelligence, socio-cultural background, and ethnicity, requires teachers to precisely understand and manage class dynamics, making sensitive class management a significant challenge (Mustafida, 2021). Improper management of diversity

in the classroom can hinder students' potential development, reducing the quality of positive communication and fostering negative sentiments among students (Amaliyah & Rahmat, 2021). As a result, the learning process becomes less engaging and may lead to disciplinary issues, so teachers must enhance learning quality by leveraging class diversity through culturally sensitive and responsive approaches (Nur, 2022).

Teaching students properly involves positioning them as active subjects in the learning process, fostering independent exploration with teacher guidance, and creating a supportive, effective environment to maximize their potential (Inayah et al., 2024). According to Melati, key elements in the learning environment include freedom, which fosters student initiative, along with reality, positive attitudes, and perceptions, aiming to motivate students and enhance their creativity (Melati et al., 2023).
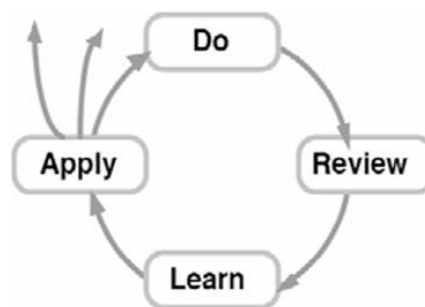

Figure 4. Learning process model (Carnell E & Lodge C, 2002)

This cycle includes learning activities (Do), reflection and evaluation (Review), meaning (Learn), and planning for future applications (Apply), describing an active learning process for individuals and groups, incorporating reflection, previous experiences, learning contexts, and impacts (Carnell E & Lodge C, 2002).
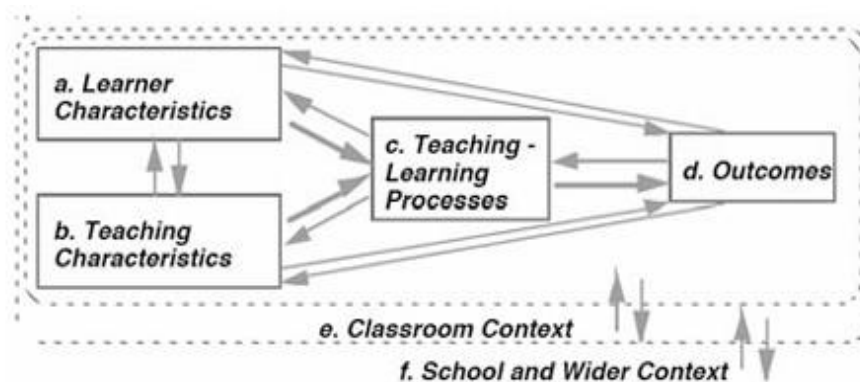

Figure 5. Contextual model for learning in schools, developed by Biggs and Moore (Carnell E & Lodge C, 2002)

This figure represents a linear mechanical model with reciprocal influences, where outcomes affect learning characteristics, and certain outcomes highlight unique learner traits, while the classroom and school contexts significantly impact the learning process, requiring learners to create a conducive environment to support these interactions (Rachmayani, 2019). Active student involvement is crucial in creating a supportive learning environment, where teachers strategically manage physical, social, and emotional aspects, leading to improved student outcomes, especially in problem-solving and analytical skills (Putu &

Ditha, 2024). his case study shows that good classroom management by teachers, including arranging the physical environment and learning strategies, directly contributes to more optimal student learning outcomes (Habbah & Husna, 2024).

Effective learning achieves optimal process and results, creating a pleasant experience, and considers students as the main subject, with their unique characteristics carefully addressed in learning planning (Asmara & Nindianti, 2019). Therefore, a well-designed learning design is needed to support the smoothness and success of the learning process (Hidayat et al., 2020). The learning orchestra approach, designed with student characteristics in mind, creates an interactive, inspiring, and challenging environment, encouraging active participation, initiative, creativity, and accommodating students' talents, interests, and development (Ronald, 2025). The main principle in the learning orchestra is the student-oriented approach. This approach emphasizes the importance of understanding students' experiences, needs, and perspectives, then connecting them to the learning world designed by educators (Sari & Zulfa, 2024).

The deeper the understanding of a student's world, the greater the positive influence on them, making learning an activity that engages their thoughts, emotions, nonverbal expressions, prior knowledge, attitudes, beliefs, and future perceptions (Suryadi, 2019). Orchestral learning actively engages students in meta-cognitive processes like planning, monitoring, and reflection, while highly effective teachers demonstrate characteristics such as classroom management, maximizing learning opportunities, using diverse strategies, presenting material step-by-step, and providing frequent feedback (Rohman, 2020).

From the explanation above, it can be concluded that an effective learning community requires the active role of teachers in designing inclusive and adaptive learning spaces. Teachers must consider student diversity, including abilities, backgrounds, and learning styles, so that every student feels valued and encouraged to participate. Furthermore, the learning processes implemented should foster good interaction between students and between students and teachers. A clear and supportive class structure is also essential for smooth teaching and learning activities. All these factors aim to enhance learning outcomes, strengthen social relationships within the classroom, and create an environment that fully supports students' academic and social development.

2. **Student and Teacher Interactions Contribute to Student Achievement**

Managing interactions between students and teachers is one of the important aspects in creating a classroom atmosphere that is conducive to learning. A conducive classroom atmosphere not only supports the achievement of learning objectives, but also plays a role in developing student character, building positive relationships between students and teachers, and creating a safe and comfortable environment for all students. Student learning outcomes are measured through improvements in test scores, assignments, and individual achievement; for example, in a Malang high school, the use of technology-based classroom management and learning applications raised the class average score from 75 to 85 in one semester (Situmorang & Andayani, 2019). Teachers used online quiz applications to make learning more interesting and interactive, which was proven to motivate students to study harder (Situmorang & Andayani, 2019).

Integrating technology in classroom management supports personalized learning,

leading to better academic achievement, with data from their study confirming that technological tools positively impact learning outcomes (Wahyuni & Haryanti, 2024). Positive interaction between teachers and students is crucial. In a case study at a Madrasah Tsanawiyah in Medan, teachers who provided constructive feedback created a supportive relationship, with students feeling more confident to ask questions and express opinions (Kamilah & Furnamasari, 2023). Efendi's research highlights that high-quality interactions between teachers and students boost self-confidence, motivation, and academic achievement, with this study supporting the idea that effective communication is crucial for successful learning (Efendi, 2023).

Teacher competence is a crucial variable in this study; for example, in an elementary school in Bandung, a teacher with over 10 years of experience effectively used a learning differentiation method, allowing students to learn according to their individual levels of difficulty (Komara et al., 2023). Sofia's research highlights that teacher competence, particularly in designing relevant and adaptable lessons, along with strong interpersonal skills, fosters positive relationships and a supportive classroom environment, enhancing student engagement and academic performance (Sofia et al., 2023). A case study in a Jakarta high school found that small group discussions increased student engagement, with 85% of students actively participating in Biology discussions, helping them feel more comfortable expressing opinions and understanding the material (Permatananda, 2022). Active student participation in collaborative learning activities enhances critical cognitive abilities and social skills, with data showing that students highly engaged in these activities achieved better final exam results, highlighting the link between involvement and academic success (Prayogi et al., 2024).

From the explanation above, it can be concluded that managing teacher-student interactions creates a conducive atmosphere that supports the achievement of learning goals, character development, and positive relationships. This, in turn, enhances motivation and improves learning outcomes. By fostering respectful and meaningful interactions, teachers can cultivate an environment where students feel valued, engaged, and encouraged to perform their best. Positive teacher-student relationships contribute to a sense of belonging, which is crucial for both academic success and personal growth. Additionally, a supportive interaction framework promotes a positive classroom culture, where students are motivated to participate actively and achieve their full potential.

3. **Varied Teaching Methods Contribute to Student Achievement**

The use of varied learning methods and active techniques enhances students' critical thinking skills, while a teacher in Makassar established classroom rules with students to foster responsibility, creating a more inclusive atmosphere that improved focus and engagement in learning (Nur'aini, 2021). An effective classroom climate is characterized by mutual respect between students and teachers, transparent communication, and consistent fair discipline, all of which foster an environment that enhances students' focus, motivation, and academic performance (Dewi, 2021). The success of classroom management depends on the teacher's strategies; for example, in a junior high school in Lombok, a teacher uses positive reinforcement during Mathematics lessons, rewarding correct answers with praise or extra points, which has increased student participation (Niayah, 2022). These findings align with Hamna's research, which highlights that implementing strategies like positive

reinforcement and optimizing classroom spatial arrangements can boost student engagement levels by as much as 20%. Observational data and interview responses revealed that this increase in engagement was primarily driven by students feeling acknowledged for their efforts and experiencing a heightened sense of motivation to participate actively in the learning process (BK & Hamna, 2022).

The use of learning styles in education involves three stages: identifying students' learning styles, grouping students, and providing material according to their learning style, which can enhance student engagement based on five indicators: attention, cooperation, ideas, problem-solving, and discipline (Wibowo, 2016). The goal of differentiated instruction is to coordinate learning by considering students' learning interests, readiness, and preferences, helping all students achieve learning objectives; enhancing motivation and learning outcomes; fostering harmonious relationships between teachers and students to encourage enthusiasm in learning; assisting students in becoming independent learners who value diversity; and increasing teacher satisfaction by presenting challenges that encourage the development of teaching skills, leading to greater creativity (Fitriyah & Bisri, 2023). In the teaching and learning process, strategies, particularly student-centered learning (SCL), are used to achieve goals by focusing on students, with teachers acting as facilitators, encouraging innovation, adapting to transitions, and utilizing technology to develop competitive, adaptive human resources (Pertiwi et al., 2022).

From the explanation above, it can be concluded that the use of varied teaching methods can enhance critical thinking skills, reduce boredom, and increase student engagement. By introducing different approaches in the learning process, teachers can provide a more stimulating and challenging experience for students, preventing them from feeling bored or stuck in a monotonous routine. Varied methods also encourage students to think more analytically and creatively, as well as actively participate in discussions and class activities. This ultimately contributes to increased student motivation and better learning outcomes.

4. **Comfortable Classroom Atmosphere Contribute Student Achievement**

A comfortable and organized classroom atmosphere is an important factor that can support the learning process and students' cognitive development. When the classroom environment is designed to create physical and emotional comfort, students tend to concentrate more easily, participate actively, and respond to learning in a more effective way. Here is a more specific explanation of how a comfortable classroom atmosphere affects students' cognitive understanding: first, a supportive learning environment is also the focus of this study. In a study at an elementary school in Surabaya, classes with adequate lighting, neat layout, and motivational decorations were reported to have higher levels of student learning motivation compared to classes with minimalist facilities. The teacher who taught in the class emphasized the importance of students' physical and emotional comfort as a prerequisite for effective learning (Asmara & Nindianti, 2019). This is reinforced by research by Wrdani and Sani, which shows that a supportive physical and emotional environment can increase student engagement and learning outcomes. In this case, the teacher also used a personal approach by providing special time to listen to students' complaints, which strengthened the emotional bond between teacher and student (Wardany

& Sani, 2021).

Second A comfortable classroom encourages students to work together in groups, share ideas, and learn from their peers. This collaboration is important in learning because it provides an opportunity for students to see different perspectives on a problem, and strengthen their understanding of the material by explaining concepts they have not yet mastered. This collaborative learning enriches students' cognitive processes through critical and constructive discussions (Taher, 2023). Third a calm and organized classroom environment helps students stay focused on learning. Adequate seating arrangements, such as a clear position to see the board, reduce physical and visual distractions. When the classroom is free from noise and external distractions, students can more easily concentrate on the material being taught. Increased focus allows students to absorb information more effectively, deepening their understanding of lesson concepts and helping them retain information better (Saputri et al., 2024).

From the explanation above, it can be concluded that a comfortable and well-organized classroom atmosphere can enhance concentration, understanding, and memory retention. By creating a well-arranged classroom environment, students will feel calmer and more focused, allowing the learning process to be more effective. A comfortable atmosphere also supports student engagement in learning, reduces distractions, and makes it easier for them to absorb the lesson material. Therefore, good classroom management can improve students' overall learning outcomes, fostering an environment that supports academic progress and personal development.

D. CONCLUSION

Effective classroom management creates an organized learning environment that supports positive interactions between students and teachers and enhances motivation. It contributes to increased participation, concentration, and overall student learning outcomes. Teachers should design learning spaces that consider student diversity, classroom structure, and the learning process, so as to encourage active participation and strengthen interactions between students and teachers. A well-designed classroom not only boosts learning motivation but also creates an atmosphere conducive to achieving learning objectives. Managing interactions between students and teachers also significantly influences the quality of learning. Positive interactions can strengthen the relationship between students and teachers, which in turn boosts student motivation and supports their character development. A good relationship between students and teachers helps create a comfortable atmosphere, strengthens students' self-confidence, and facilitates a more effective learning process.

Furthermore, the use of varied teaching methods is crucial for enhancing students' critical thinking skills. Diverse methods prevent boredom and increase student engagement in learning. Positive reinforcement from teachers can also significantly boost student participation. A comfortable and well-organized classroom environment will support students' cognitive development. A classroom free from distractions, designed with attention to students' physical and emotional comfort, can improve their concentration, make understanding the material easier, and aid in better information retention. Good classroom management facilitates an effective learning process, contributing to improved student learning outcomes.

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