



CLASSROOM MANAGEMENT REPRESENTATION IN STRENGTHENING ACADEMIC ACHIEVEMENT

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ABSTRACT

Classroom management plays a crucial role in shaping both the effectiveness of the learning process and students' academic achievement. This study focuses on exploring the representation of classroom management in strengthening academic achievement among students at SMPN 1 Lakkok. To obtain a comprehensive understanding of how classroom management is practiced and how it influences student engagement and academic outcomes, a qualitative case study approach was adopted. The study involved the school principal, subject teachers, and students who were selected through purposive sampling. Data were gathered using semi-structured interviews, participant observations, and document analysis. The credibility of the findings was established through source triangulation, methodological triangulation, and member checking procedures. Data analysis followed the interactive framework developed by Miles, Huberman, and Saldaña, encompassing data condensation, data display, and conclusion drawing. The findings revealed three major themes representing classroom management in strengthening students' academic achievement: the implementation of active learning through group discussions that increased student engagement, the transformation of teachers' awareness in developing more varied instructional methods, and continuous learning evaluation to improve instructional quality. These strategies contributed to increased learning motivation, student participation, and academic achievement, as reflected in the improvement of students' average scores and the percentage of students achieving the Minimum Competency Criteria. This study highlights that classroom management functions not only as a means of controlling student behavior but also as a pedagogical strategy that supports the creation of a conducive and meaningful learning environment. The findings provide implications for teacher professional development, instructional improvement, and educational policy aimed at promoting active and student-centered learning.

Keywords: *classroom management; academic achievement; active learning*

INTRODUCTION

Improving the quality of education is an important concern in the development of human resources in many countries. In the 21st century education era, the success of the learning process does not solely depend on the quality of the curriculum and the academic ability of teachers, but also on the ability of teachers to organize the learning environment effectively. In this case, classroom management plays an important role because it is directly related to the formation of a conducive learning atmosphere, student involvement, and the achievement of learning outcomes. A number of studies show that well-organized classrooms tend to encourage higher student participation, positive learning behavior, and better academic achievement than classes that are not optimally managed (Putra & Yanto, 2025; Ahmed, 2024). In the global realm, the shift in learning orientation from teacher-centered learning to student-centered learning requires teachers to develop more flexible



and participatory classroom management. In the contemporary learning environment, students are no longer positioned as passive recipients of information, but as active actors in building knowledge. Therefore, teachers need to be able to organize interactions, build a positive classroom climate, and present learning experiences that provide space for collaboration and creativity of students. Jiang, Guo, and Tomek (2024) emphasized that positive teacher-student relationships, accompanied by effective classroom management practices, contribute to improving the learning climate and academic achievement of students.

At the national level, the quality of learning is still a problem faced by many educational units. Various educational evaluation results show that students' academic achievement is not only related to cognitive aspects, but is also influenced by the quality of the learning process in the classroom. As the main implementer of learning, teachers play an important role in building an environment that allows students to be actively involved. However, conventional learning that is still teacher-centered is still widely found in schools, so students' opportunities to actively participate have not been developed optimally (Mustari, 2023).

A similar situation is also seen at the junior high school level. Several research reports reveal that the dominance of lecture methods can make students more passive, less motivated to learn, and less involved in the learning process. This situation has implications for the lack of development of critical thinking, communication, and collaboration skills, even though these are important competencies in 21st century learning. On the other hand, active learning strategies supported by good classroom management have been proven to strengthen students' learning motivation and academic outcomes (Yusof & Manza, 2024).

This condition is also reflected in learning at SMPN 1 Lakkok. Initial observations and interviews show that students' enthusiasm for learning increases when teachers use active learning methods, such as group discussions and collaborative learning. In contrast, learning that relies more on lecture methods tends to make students less involved in the learning process. Field data shows that 75% of students feel more motivated when learning involves group activities and interaction with peers. These findings indicate that classroom management strategies are closely related to the quality of students' learning experiences.

School data also shows an increase in students' average academic scores from 75 to 78 in one semester after the implementation of a more active and participatory classroom management strategy. The percentage of students who achieve the Minimum Achievement Criteria (KKM) also increased from 45% to 50%. Although the increase is not too large, the data indicates that effective classroom management plays a role in strengthening students' academic achievement. Thus, classroom management can not only be understood as an effort to maintain order, but also as a pedagogical instrument that affects the quality of learning.

Theoretically, this study relies on the theory of social constructivism developed by Vygotsky. The theory views learning as a process that takes place through social interaction and collaboration between students in a supportive environment. In this framework, classroom management is a means that allows the formation of meaningful interactions between teachers and students as well as between students. A well-managed classroom provides space for students to develop critical thinking, communication, and problem-solving skills more optimally. Previous studies have discussed the relationship between



classroom management and student academic achievement. Khuntia and Sahoo (2025), Ahmed (2024), and Mustari (2023) suggest that effective classroom management has a positive impact on students' learning motivation and academic outcomes. However, most of these studies use a quantitative approach that focuses on measuring relationships between variables. As a result, the experience, meaning, and process of implementing classroom management experienced directly by teachers and students in daily learning have not been studied in depth.

The limitations of previous studies show that there is a research gap that can be answered through a qualitative approach. So far, the discussion of classroom management has more often been directed at technical aspects and its statistical influence on learning outcomes. On the other hand, studies that trace the representation of classroom management practices, teachers' experiences in managing learning, and students' perceptions of classroom management strategies are still limited, especially in the context of junior high schools in rural areas. Therefore, research is needed that is able to in-depth describe how classroom management practices are carried out and interpreted by education actors.

Departing from this description, this study is directed to analyze and describe the representation of classroom management in strengthening students' academic achievement at SMPN 1 Lakkok. The focus of the discussion includes classroom management strategies used by teachers, students' learning experiences in actively managed classrooms, and the contribution of classroom management to improving academic achievement. From a theoretical perspective, this study is expected to enrich the discourse of education management and classroom management through a qualitative perspective. From a practical perspective, the findings can be input for teachers, principals, and education policy makers in designing more effective learning strategies to improve the quality of education and academic achievement of students.

Classroom management occupies an important position in the field of education management because it is closely related to the ability of teachers to develop, organize, and maintain an effective learning environment. In learning practice, this concept is not limited to controlling the order of students, but includes pedagogical strategies that support the formation of interaction, discipline, motivation, participation, and comfort during the learning process. Therefore, classroom management is an important component in the implementation of education that affects the quality of students' learning experience.

In this study, classroom management is operationally defined as a series of teachers' efforts in designing a learning atmosphere, managing learning interactions, determining teaching methods, building communication with students, and carrying out learning evaluations. The scope of the indicators includes the arrangement of the physical classroom environment, student behavior management, diversity of learning methods, the quality of teacher-student relationships, the use of learning media, and the consistency of evaluation implementation. The selection of these indicators is in accordance with the research context at SMPN 1 Lakkok because initial findings show that the application of group discussions, active learning, and evaluation of teaching strategies has a positive impact on student engagement. The understanding of classroom management practices in this study is based on the theory of social constructivism. The theory views learning as a social process that develops through interaction between teachers, students, and the learning environment. In



this perspective, students do not just receive the knowledge conveyed by the teacher, but build it through a process of discussion, collaboration, experience, and reflection. Thus, effective classroom management needs to provide a space for students to ask questions, convey ideas, discuss, and collaborate with peers. This view is in line with research findings that show that SMPN 1 Lakbok students feel more comfortable and at the same time understand the material more easily when learning is carried out through group discussions.

In addition to the theory of social constructivism, this study also utilizes the theory of student engagement as a conceptual foundation. Student involvement is understood through three main dimensions, namely behavioral, emotional, and cognitive. The behavioral dimension is reflected in the attendance, discipline, and participation of students in learning. The emotional dimension can be seen from the feeling of comfort, pleasure, and confidence when learning. The cognitive dimension is seen in the students' efforts in understanding the material and completing the tasks given. In the context of SMPN 1 Lakbok, classroom management that facilitates group discussions is proven to encourage students to be more active, more courageous to ask questions, and easier to remember the material learned.

Academic achievement in this study is interpreted as learning outcomes that are reflected through academic scores, the level of KKM achievement, and the development of students' abilities during the learning process. These achievements are influenced by various factors, such as learning motivation, learning methods, relationships between teachers and students, classroom climate, and learning environment support. Research data shows an increase in the average student score from 75 to 78 in one semester, accompanied by an increase in the percentage of KKM achievement from 45% to 50%. These findings indicate that strengthening academic achievement can be done through the implementation of more targeted and active classroom management.

The relationship between classroom management and academic achievement can be understood through the establishment of a conducive learning climate. A supportive classroom environment makes students feel safe, valued, and encouraged to engage in learning. Teachers' ability to effectively manage the classroom contributes to reduced passive behavior, increased focus on learning, and the creation of more meaningful learning interactions. Conversely, monotonous and overly teacher-centered learning has the potential to inhibit student participation. Research data still shows that lecture methods are used by 60% of teachers, while discussions only reach 25% and practice by 15%. This condition confirms the importance of developing more diverse classroom management strategies.

The study by Larson, Pas, Bottiani, Kush, and Bradshaw (2021) is one of the previous studies relevant to this topic. The results of the study show a relationship between classroom management practices and student involvement at the secondary education level. Their findings emphasize that instructional management and student behavior control need to be implemented in an integrated manner so that the learning process is effective. These results support the context of this study because student involvement at SMPN 1 Lakbok increases when teachers implement active learning through group discussions. The research of Erdem and Kaya (2024) also makes an important contribution by showing the relationship between the classroom climate, the school climate, and the



academic achievement of students. The findings confirm that academic achievement is not solely determined by individual students' abilities, but is also influenced by the quality of the learning environment. In the context of SMPN 1 Lakkok, the increase in academic achievement can be understood as a consequence of creating a more interactive, conducive, and supportive classroom atmosphere.

The study of Arwinda and Ferawati (2025) on classroom management at the junior high school level also has strong relevance to this study. They found that classroom management that is not optimal and the use of monotonous learning methods can reduce the level of student involvement. These findings are in line with the conditions at SMPN 1 Lakkok which still shows the dominance of lecture methods and the need for innovation in learning. The similarity of the context strengthens the empirical relevance of this study to the results of previous studies.

Although the relationship between classroom management and academic achievement has been extensively researched, there is still a space for study that has not been explored much. Most previous research has focused more on analyzing the relationship between variables through a quantitative approach. Studies that explore how teachers and students interpret classroom management practices in daily learning experiences are still relatively limited. To fill this gap, this study uses a qualitative approach to understand the representation of classroom management in strengthening student academic achievement at SMPN 1 Lakkok. The conceptual framework used places classroom management as a pedagogical practice that shapes the learning climate, strengthens learning motivation, increases student involvement, and ultimately supports the improvement of academic achievement.

RESEARCH METHODS

This study uses a case study design within the framework of a qualitative approach to explore in depth the representation of classroom management in strengthening students' academic achievement. This approach was chosen because it allows researchers to gain a complete understanding of classroom management practices and the dynamics that surround them based on the context and experiences of the participants. The selection of this approach is based on the need to examine the experiences, perceptions, and practices carried out by teachers and students in the context of learning at school. The focus of the research is directed at one specific case, namely the practice of classroom management at SMPN 1 Lakkok, so that the case study design is considered to be able to provide a complete picture of the phenomenon being studied in real situations. As stated by Creswell and Poth (2024), case studies are an appropriate approach to explore a phenomenon in depth by considering the limitations of certain spaces, time, and contexts.

The research was carried out at SMPN 1 Lakkok, which is located in Ciamis Regency, West Java. The location was chosen because the school is developing various active learning strategies as part of efforts to improve student academic achievement. The data collection activity took place in the odd semester of the 2024/2025 Academic Year, precisely from October to December 2024. This period allows researchers to directly observe the dynamics of classroom management, the learning process, and the development of students' academic achievements during one learning cycle.



School principals, subject teachers, and students of SMPN 1 Lakbok who are involved in learning activities are participants in this study. The selection of informants is carried out through purposive sampling techniques by considering their relationship to the phenomenon being studied. The selected teachers are educators who actively teach in the research semester and have experience in implementing various learning strategies in the classroom. The students are selected based on their level of involvement in learning activities, especially in group discussions and active learning activities. The use of purposive sampling allows for the acquisition of rich information that is relevant to research needs.

Three techniques were used in the data collection process, namely semi-structured interviews, participatory observations, and documentation. Interviews were conducted by involving principals, teachers, and students to obtain data on their experiences, perceptions, and meanings of classroom management practices that took place in schools. This technique allowed researchers to uncover more in-depth information about how classroom management is understood and applied by education actors in the context of daily learning. The interview guidelines are designed flexibly so that researchers can tailor questions to the information that develops during the data collection process. These characteristics allow for more in-depth data about the participants' experiences.

The implementation of participatory observation is carried out directly during the learning process taking place in the classroom. Observations are focused on how teachers manage the learning environment, the use of learning methods, interaction patterns between teachers and students, the level of student participation, and the management of learning behaviors during learning activities. In this activity, the researcher acts as an observer with a limited level of involvement so that they are able to understand the phenomenon that occurs in a more contextual way without interfering with the course of learning.

As a complement to the data from interviews and observations, this study also utilizes documentation studies. The documents analyzed include Learning Implementation Plans (RPP), teaching modules, student attendance lists, learning evaluation results, student academic reports, and documentation of learning activities. The use of these various documents is intended to present a more complete picture of the implementation of classroom management in the learning process. In addition, the results of the documentation analysis are used as triangulation materials to strengthen the validity of findings obtained from other data collection techniques, so that the interpretation of the phenomenon being studied becomes more comprehensive.

Efforts to maintain the validity of the data are carried out through the application of source triangulation, method triangulation, and member checking. In the source triangulation stage, the researcher compares data from principals, teachers, and students to identify the suitability and differences in information, so that the resulting interpretation has a higher level of credibility. Validation through method triangulation is carried out by observing the suitability of the data sourced from interviews, observations, and documentation. Meanwhile, the member checking procedure is applied by involving informants in the process of verifying the results of the research interpretation to ensure that the interpretation carried out by the researcher accurately reflects the experience and meaning they express. The application of these various techniques aims to increase credibility while strengthening the level of trust in the research results.



In addition, trail audits are used to maintain the dependability and confirmability of the research. All stages of research are recorded and documented systematically, starting from the data collection process, preparation of interview transcripts, recording of field observation results, data analysis, to the preparation of the final report. Complete documentation allows the research process to be traced back by other researchers so that transparency and accountability of research can be maintained.

Data analysis was carried out using an interactive model developed by Miles, Huberman, and Saldaña with stages consisting of data condensation, data presentation, and conclusion drawing or verification. In the condensation stage, the data that had been obtained through various data collection techniques was selected, summarized, and rearranged according to the focus of the study. Furthermore, the data that had been organized was presented in the form of a matrix, narrative description, and categorization of themes that emerged from field findings to facilitate the interpretation process. The last stage was carried out by identifying the patterns, relationships, and meanings contained in the data so as to produce conclusions that could be accounted for.

The analysis process produced three main themes that describe classroom management practices at SMPN 1 Lakbok. These themes include the application of active learning as a means of increasing student involvement, teacher awareness in developing learning method innovations, and the implementation of continuous evaluation to support the improvement of student academic achievement. The three themes are then used as a basis for interpreting the representation of classroom management in a contextual and in-depth manner in an effort to strengthen students' academic achievement.

RESULTS AND DISCUSSION

Data analysis obtained through interviews, observations, and documentation resulted in three main themes that represent classroom management practices in strengthening students' academic achievement at SMPN 1 Lakbok. The three themes include active learning as a strategy to increase student involvement, transformation of teacher awareness in developing learning methods, and continuous evaluation as an effort to improve academic achievement.

Table 1. Summary of Research Themes and Findings

Theme	Category	Key Findings
Active Learning	Group discussions, collaboration, participation	Students are more active and motivated
Teacher Awareness	Method innovation, learning reflection	Teachers start implementing varied strategies
Continuous Evaluation	Monitoring the Learning Outcomes	Academic performance shows improvement

Theme 1. Active Learning as a Representation of Classroom Management in Strengthening Student Engagement and Academic Achievement

Observations showed that active learning was the most prominent strategy in classroom management practices at SMPN 1 Lakbok. Teachers provided opportunities for



students to discuss, express opinions, and work together in groups. These activities created a more interactive learning atmosphere compared to teacher-centered learning. During the observation, students seemed more enthusiastic when given group assignments than when they participated in learning with the lecture method. Most students were involved in discussions, asking questions, and responding to the opinions of their group friends. This condition shows that student involvement increases when they gain space to actively participate in the learning process. One student said: "Learning through group discussions makes me happier and more enjoyable, I can ask questions directly to my friends and not be awkward to comment if someone doesn't understand. I also remember lessons more easily." (EV, grade VIII student). A similar statement was made by another student: "If I study in a group, I will be more courageous to speak. If someone does not understand, they can immediately discuss it together." (AR, grade VIII student). The results of the interview showed that active learning had an impact not only on the understanding of the material, but also on students' confidence and communication skills.

Table 2. Students' Perception of Learning Methods

Learning Methods	Positive Response
Group Discussions	75%
Presentation	15%
Lecture	10%

Graph 1. Students' Perception of Learning Methods



Academic documentation shows an increase in average student scores from 75 to 78 at the end of the semester. Although the increase is not too high, teachers and students view the change as a result of increased student involvement during the learning process.

Table 3. Development of Students' Academic Scores

Indicator	Beginning of the Semester	End of Semester
Grade Point Average	75	78
MOH's Achievements	45%	50%

Theme 2. Transformation of Teacher Awareness in the Development of Learning Methods

The next findings show that there has been a change in teachers' perspective on the importance of learning method innovation. Some teachers are beginning to realize that the success of learning is not only determined by the delivery of the material, but also by the involvement of students during the learning process. Observations show that teachers are starting to take advantage of group discussions, presentations, and activity-based learning.

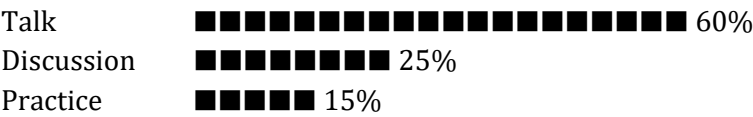


However, the lecture method is still the dominant approach. One teacher said: "I feel that the lecture method is more practical for delivering the material. I can control the class more easily and deliver the material quickly." (MT, subject teacher). Another teacher stated: "Group discussions do take longer, but students seem to be more active and understand the material more easily." The observational data shows the distribution of learning methods as follows:

Table 4. Use of Learning Methods by Teachers

Method	Percentage
Lecture	60%
Discussion	25%
Practice/Activity	15%

Graph 2. Use of Learning Methods

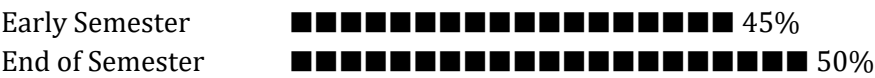


The findings show that pedagogical transformation is underway, although its implementation has not completely shifted the dominance of conventional learning.

Theme 3. Continuous Evaluation as a Strategy to Strengthen Academic Achievement

The third theme is related to the importance of continuous evaluation in learning management. The principal emphasized that evaluations are carried out periodically to determine the effectiveness of the learning strategies implemented by teachers. This is shown by a statement from the Principal "We must continue to review the teaching strategies used so that student learning outcomes can increase and be in accordance with school targets. The statement was corroborated by the classroom teacher who stated "After seeing the results of the evaluation, we try to improve the methods used so that students are more active in learning" (interview, May 26, 2026). Documentation data shows an increase in KKM achievement from 45% to 50% in one semester. Increasing student KKM achievement is a form of changing the learning strategy that is process-oriented. The implementation of a maximum learning strategy has an impact on the quality of student grades, while encouraging students to get meaningful learning experiences (deep learning). Continuous evaluation of learning strategies has progressive improvement stages, so that it can be carried out by teachers in the classroom to facilitate learning. Thus, the existence of continuous evaluation in learning is a form of convenience for teachers to control children's stages in understanding the material and achieving optimal learning outcomes (Mao, 2023).

Graph 3. Development of MOH Achievement



These findings show that systematic evaluations help schools identify learning barriers while designing more targeted improvement strategies. The findings of the study show that classroom management practices at SMPN 1 Lakbok are realized through active learning, learning method innovation, and continuous evaluation. These three aspects are interrelated in forming a learning environment that supports student engagement and improved academic achievement.

The results of the study strengthen the theory of social constructivism which places social interaction as the basis for the formation of knowledge. The group discussions and collaborative learning found in this study provide opportunities for students to build understanding through interaction with teachers and peers.

These findings are in line with Larson et al. (2021) who explained that student involvement increases when teachers implement classroom management practices that support active participation. The same condition is seen at SMPN 1 Lakbok, where students show higher motivation and confidence when engaging in collaborative learning. In addition, the results of the study support Erdem and Kaya (2024) who found a positive relationship between the classroom climate and academic achievement. A more conducive learning environment allows students to concentrate better, which has an impact on increasing the average score and achievement of KKM. However, the dominance of the lecture method shows that the transformation of learning towards a more student-centered approach is still taking place gradually. Factors such as teaching habits, teacher readiness, and school culture are aspects that influence the change process (Wahidi et al., 2025).

Theoretically, this study expands the understanding of classroom management as a pedagogical practice that not only functions to control student behavior, but also builds meaningful learning experiences. Practically, the findings of the study confirm the importance of teacher training, professional learning communities, and continuous learning evaluation as strategies to improve the quality of education (Salsabilla et al., 2023).

CONCLUSION

Classroom management has proven to play an important role in supporting the improvement of students' academic achievement at SMPN 1 Lakbok. The results of the study show that classroom management practices are represented through three main aspects, namely the implementation of active learning that is able to increase student involvement, the development of teacher awareness to implement more diverse learning methods, and the implementation of continuous learning evaluations. These three practices contribute to building a conducive learning atmosphere, fostering learning motivation, increasing student participation during the learning process, and strengthening their academic achievements.

From a theoretical perspective, the findings of this study support the view of social constructivism that places interaction, collaboration, and meaningful learning experiences as important elements in the learning process. The opportunity given to students to actively participate in learning activities allows the knowledge construction process to take place more optimally. In addition, the results of the study show that classroom management is not only related to efforts to maintain order and discipline in the classroom, but also functions as a pedagogical strategy that affects the quality of learning and academic development of students. Therefore, this research contributes to the enrichment of the



classroom management literature at the junior secondary education level, especially through a qualitative approach that focuses on learning experiences and practices in a real context.

From a practical perspective, the findings emphasized the importance of strengthening teachers' competencies in implementing active, innovative, and student-oriented learning. School support through professional training, academic supervision, learning communities, and forums for sharing good practices is an important factor to help teachers develop more effective classroom management strategies. In addition, continuous learning evaluation needs to be placed as an integral part of efforts to improve the quality of education so that the impact of each learning strategy on student development can be identified and measured more accurately.

The policy implications that emerge from this study show that improving the quality of learning is not only determined by the curriculum and the availability of educational facilities. The ability of teachers to manage the classroom professionally is also a factor that greatly determines the success of learning. Thus, strengthening the capacity of teachers in the field of classroom management needs to receive greater attention from schools and education policy makers as part of a strategy to improve the quality of education that is sustainable.

However, the findings of this study still have limitations because they are obtained from one school with certain characteristics so that they are contextual. To obtain a broader picture, it is recommended that the next research involve schools with more diverse backgrounds. In addition, further studies can be directed at exploring the relationship between classroom management, school culture, learning leadership, and student academic achievement. The development of studies in various school contexts is expected to be able to produce a more comprehensive understanding of the contribution of classroom management to improving the quality of education.

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