

## The Implementation of Classroom Management in Improving Student Academic Achievement at MTsN 17 Jombang

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**ABSTRACT :** This study aims to analyse the implementation of classroom management in improving student academic achievement at MTsN 17 Jombang. The study employs a qualitative approach using a case study design, involving observation, interviews and documentation. The results of the study indicate that classroom management is carried out systematically through the stages of planning, organising, implementation, and monitoring, thereby creating a conducive learning environment and improving students' motivation, discipline, and academic achievement in the cognitive, affective, and psychomotor domains. In conclusion, the implementation of effective classroom management contributes positively to improving the quality of learning and the learning outcomes of students at MTsN 17 Jombang.

**Keywords:** Classroom Management, Academic Achievement, Students, Teaching, MTsN 17 Jombang

### INTRODUCTION

Education is a fundamental instrument in human development, playing a strategic role in shaping the quality of a nation's human resources. Education is not merely understood as a process of transferring knowledge, but also as a conscious and planned effort to develop the full potential of learners, encompassing spiritual, intellectual, emotional and social aspects, as well as life skills (A. Rahman et al., 2022), (Aisyi et al., 2025). In the context of national development, education is a key means of fostering a generation that is of good character, possesses noble values, is intelligent, and is capable of adapting to advances in science and technology (Amrullah, 2023), (Setyawan, 2025). Education plays a central role in building a progressive, ethical and highly competitive society amidst the increasingly complex dynamics of globalisation. As such, education serves not only as a means of developing knowledge, but also as the cornerstone for shaping the character, ethics and competencies of learners, enabling them to meet the challenges of the modern world. Consequently, the provision of quality education is a crucial factor in creating outstanding, adaptable, and competitive human resources to support national progress and the sustainable development of society.

Philosophically speaking, education is a process of humanisation aimed at nurturing and developing the full potential of human beings in accordance with the cultural values, social norms and moral teachings that prevail in society. Education and culture are closely intertwined, as they influence and reinforce one another in the process of shaping human identity (Akmal et al., 2023), (Harefa & Harefa, 2024). Through education, cultural values are passed on, developed and adapted to the needs of the times, thereby fostering a society that is adaptable without losing its identity (Mundzir, 2024). Thus, education serves not only as a means of intellectual development, but also as a vehicle for the sustainable development of national character and civilisation. Furthermore, from a psychological and social perspective, education also serves as a means of fulfilling human needs in their entirety. Human needs are not limited to material and biological aspects, but also encompass psychological, social, moral and spiritual needs (Muazaroh & Subaidi, 2019). Through the educational process, students are guided to develop self-confidence, communication skills, social skills and a positive outlook on life when facing life's various challenges. A high-quality education shapes individuals who are not only academically intelligent, but also possess emotional maturity, moral integrity and the ability to interact harmoniously within society (Ayunitha et al., 2025). Therefore, the success of education is not measured solely by academic achievement, but also by a student's ability to put life values into practice.

As a formal educational institution, schools bear a significant responsibility for continuing the educational process that began within the family environment. Schools serve not only as a place for the transfer of knowledge, but also as a space for character building, the development of social skills, and the fostering of discipline among students (Sobri et al., 2024), (Azzahra & Khasanah, 2025). The school environment serves as a strategic platform for fostering a conducive learning culture through interaction between teachers, students, the curriculum, teaching methods and a structured educational management system (Safitri et al., 2025). In this context, teachers play a vital role, as they are the key figures in determining the success of the learning process in the classroom. Teachers' pedagogical, professional and social competencies, as well as their personal qualities, are key factors in creating effective, innovative and meaningful learning experiences for students (Hakim, 2015), (Bekturov & Kozhogeldieva, 2025). As times change and public expectations regarding the quality of education rise, educational institutions are required to continually innovate in order to improve the quality of their teaching services. Modern society is becoming increasingly selective in choosing educational institutions capable of producing high-calibre graduates, both in academic and non-academic terms (Khasanah & Prasetyo, 2023). These circumstances have prompted schools to improve the quality of their educational management, including the management of students and classroom teaching. The success of an educational institution is not determined solely by the adequacy of its facilities and infrastructure, but is also greatly influenced by the school's ability to create

a learning system that is effective, efficient and tailored to the needs of its students. (Bararah, 2020). Therefore, educational management is a key element in supporting the optimal achievement of educational objectives.

One important aspect of educational management is classroom management. Classroom management refers to a series of systematic efforts undertaken by teachers to create, maintain and develop conducive learning conditions so that the learning process takes place effectively and efficiently. Student management refers to the organisation or administration of activities relating to students, from their entry into the educational institution until their departure (Arifin, 2022), (Amrona et al., 2023). With the aim of providing the best possible service to students so that they feel comfortable and motivated to take part in all school programmes (Azah et al., 2023). Classroom management is not only about the physical layout of the classroom, but also involves managing student behavior, maintaining discipline, fostering social interaction, and creating a comfortable and enjoyable learning environment (Jannah & Azah, 2023). As classroom managers, teachers are expected to be able to manage classroom dynamics professionally so that students can learn to the best of their ability. Teachers' skills in implementing learning strategies, utilising learning resources and establishing positive communication with their students are important factors in successful classroom management (Mea, 2024), (Ummah et al., 2025). Classroom management is therefore a key component of the success of the educational process, as it plays a role in creating a learning environment that is orderly, comfortable and conducive to learning for students. A teacher's ability to manage the classroom professionally whether through organising the learning environment, managing behaviour, or fostering positive interactions—will significantly determine the effectiveness of learning and support the optimal achievement of educational objectives.

Students' academic achievement is the primary indicator of the success of the educational process at school. Academic achievement reflects the extent to which students are able to understand, master, and apply the learning material that has been taught (Tri et al., 2018). Academic performance is influenced by a variety of factors, both internal and external (Mona & Yunita, 2021). Internal factors include learners' interest in learning, motivation, intelligence, physical condition and psychological readiness. Meanwhile, external factors include the family environment, the school environment, teacher competence, teaching methods, and the classroom management applied during the learning process. Effective classroom management is believed to enhance learners' motivation to learn, active participation, discipline, and concentration, thereby having a positive impact on the improvement of their academic achievement. (D. S. Rahman & Lestari, 2025). Student learning outcomes are not only influenced by individual ability alone, but are also determined by the quality of a learning environment that is managed effectively (Wati & Trihantoyo, 2020). Thus, the application of good classroom management is a key factor in creating a conducive learning environment,

boosting students' motivation and participation, and ultimately supporting the optimal improvement of academic achievement.

Based on the results of initial observations carried out at MTsN 17 Jombang on 17 November 2025, it was found that the implementation of classroom management at the school exhibited interesting and innovative characteristics. Teachers not only applied classroom management in formal learning spaces but also utilised the prayer room as an alternative learning environment to create a religious, comfortable, and more conducive learning atmosphere. Furthermore, teachers employed a variety of learning strategies, such as discussions, group work, the use of digital media, the provision of rewards, and a communicative approach to managing student behaviour. These conditions indicate a systematic effort by the school to create effective and enjoyable learning. Based on this phenomenon, the researcher was motivated to conduct a study entitled "The Implementation of Classroom Management in Improving Student Academic Achievement at MTsN 17 Jombang" as an effort to examine in greater depth the role of classroom management in enhancing the quality of learning and student academic achievement.

## **METHOD**

This study employs a qualitative approach using a case study methodology to examine in depth the implementation of classroom management in improving student academic achievement at MTsN 17 Jombang. The qualitative approach was chosen because this study aims to understand social phenomena in their natural context by exploring the meanings, experiences and interactions that occur within the learning process. The case study method was used to gain an intensive, detailed, and contextual understanding of the classroom management practices implemented at the school. The research was conducted at MTsN 17 Jombang, located in Rejoagung Hamlet, Ngrembang Village, Ngoro Sub-district, Jombang Regency, East Java. The choice of research location was based on the implementation of innovative and conducive classroom management practices in support of improving students' academic achievement. The research data sources consisted of primary and secondary data. Primary data was obtained directly through interaction with informants, whilst secondary data was obtained from supporting documents such as school archives, teaching materials, and activity documentation. Research informants included the headteacher, the deputy headteacher for curriculum, teachers, and students selected purposively based on their involvement in the implementation of classroom management at the school.

Data collection techniques were carried out through observation, in-depth interviews and documentation. Observation was used to obtain a realistic picture of the learning process, teacher-student interactions and classroom conditions. Interviews were conducted in a structured and in-depth manner to obtain information regarding

the planning, implementation and evaluation of classroom management in improving students' academic achievement. Meanwhile, documentation was used to supplement the research data in the form of photographs of activities, learning materials, school records, and various other relevant documents. Data analysis in this study utilised the Miles and Huberman model, which encompasses data reduction, data presentation, and the drawing of conclusions and verification on an ongoing basis throughout the research process. To ensure the validity of the data, this study applied tests of credibility, transferability, dependability, and confirmability through extended observation, increased persistence, source triangulation, methodological triangulation, temporal triangulation, peer discussion, and member checking. Consequently, the research findings are expected to possess a high degree of validity and objectivity, thereby being scientifically accountable.

## **RESULTS AND DISCUSSION**

### **1. Classroom Management at MTsN 17 Jombang**

Classroom management at MTsN 17 Jombang is carried out through management functions comprising planning, organising, directing, and controlling. During the planning stage, teachers develop teaching materials such as syllabuses, annual programmes, term programmes, and Lesson Plans (RPP) tailored to the characteristics of the students and the learning objectives. This planning is not only focused on the delivery of subject matter but also encompasses classroom management strategies, the arrangement of the physical environment, the use of teaching aids, and the establishment of classroom rules to create a conducive learning atmosphere (Saputri & Nur, 2025), (Ardiansyah et al., 2025). The research findings indicate that teachers at MTsN 17 Jombang have endeavoured to design lessons systematically through coordination meetings and the alignment of a shared vision, ensuring that the learning process proceeds in accordance with the academic calendar and the needs of the students. This is consistent with the view that planning is the process of selecting facts and devising actions to achieve predetermined objectives (Waruwu & Halawa, 2024). Careful planning is therefore a key foundation for the successful implementation of classroom management.

The organisational stage involves the systematic allocation of tasks and management of all aspects of the learning process. Teachers organise students by forming study groups, arranging seating, managing lesson time, and making optimal use of learning resources and teaching materials. (Mustikaati et al., 2025). This approach aims to foster active, effective and focused learning interactions. Teachers build good communication with their students to foster harmonious interpersonal relationships within the classroom (Hidayat & Eliasa, 2024). Research findings indicate that the organisation carried out by teachers is capable of enhancing students' concentration, cooperation and active participation in learning. This demonstrates that organisation is

not merely a matter of task allocation, but also concerns the teacher's ability to manage classroom dynamics professionally. Consequently, the function of organisation plays a strategic role in supporting the delivery of effective and efficient learning.

During the implementation phase, teachers put all their planning and organisation into practice within the actual learning process through introductory, main, and concluding activities. Teachers use various teaching methods, such as lectures, discussions, question-and-answer sessions, and group work, to boost students' enthusiasm and motivation to learn (Ruslandi et al., 2025). Teachers also manage behaviour by enforcing discipline, providing positive reinforcement and giving constructive feedback to students who break the class rules (Fadilah et al., 2021). The management of the physical classroom environment, such as cleanliness, tidiness and the comfort of the learning space, is also a key focus in the implementation of classroom management at MTsN 17 Jombang. Research findings indicate that effective classroom management creates a comfortable and conducive learning environment, enabling students to be more focused and active in their learning. Consequently, the implementation of classroom management at MTsN 17 Jombang demonstrates that the application of varied teaching strategies, the management of student behaviour, and the proper organisation of the classroom environment can create a conducive and enjoyable learning atmosphere. These conditions have a positive impact on increasing students' focus, engagement, and motivation in participating in the learning process, thereby enabling learning objectives to be achieved more effectively.

The monitoring phase is carried out through academic supervision, learning evaluations, classroom observations, and inspections of learning materials conducted by the headteacher and the deputy headteacher for curriculum. Monitoring aims to ensure that the learning process proceeds in accordance with the established plan and achieves learning objectives optimally (Aswaruddin et al., 2024). The evaluation is carried out by assessing students' cognitive, affective and psychomotor skills, as well as through teachers' reflections on the delivery of lessons. Ongoing monitoring helps teachers to identify learning difficulties and make improvements to their teaching methods and classroom management strategies (Lastini et al., 2024). Supervision serves not only as a means of control, but also as a means of developing and enhancing teachers' professionalism in managing their classes effectively (Darmansyah, 2022), (Zauabi et al., 2025). Thus, the monitoring phase in classroom management plays a vital role in ensuring that the entire learning process proceeds in line with the planned objectives. Continuous monitoring not only helps to improve the quality of learning but also serves as a means of evaluation and guidance for teachers in developing their professionalism and refining their classroom management strategies, so that the learning process becomes more effective and optimal.

## **2. Improving Student Academic Achievement at MTsN 17 Jombang**

Student academic achievement at MTsN 17 Jombang is the result of a learning process influenced by various internal and external factors. Academic achievement not only reflects students' cognitive abilities but also encompasses the affective and psychomotor aspects that develop throughout the educational process (Mulia et al., 2021), (Zaldie & Hanif, 2025). The improvement in academic achievement at MTsN 17 Jombang has been achieved through systematic teaching management, the use of a variety of teaching methods, and the creation of a conducive learning environment. Teachers play a vital role as learning facilitators in guiding students to fully grasp the subject matter and develop independent learning skills (Nabila et al., 2022), (Sapitri et al., 2023). This indicates that learning is a process of behavioural change through experience and interaction within the learning environment.

The research findings also indicate that students' academic achievement at MTsN 17 Jombang still faces several challenges. Some students demonstrate low levels of motivation to learn, are not very active in discussions, and have irregular study habits. Furthermore, the continued dominance of the lecture method in teaching causes some students to become easily bored and less interested in participating in lessons. Differences in students' academic abilities also present a particular challenge for teachers in creating effective learning experiences. These conditions result in students' poor understanding of the subject matter and suboptimal achievement of the Minimum Passing Criteria in several subjects (Roswita & Prahagia, 2024). Observations revealed that the classroom learning environment is generally conducive, though some disruptions were noted, such as noise, a lack of student discipline, and limited learning resources, all of which affect the effectiveness of teaching and learning. Therefore, improving students' academic achievement requires support from all members of the school community—teachers, the headteacher, students, and an adequate learning environment. In this context, the implementation of effective classroom management is one of the key strategies for improving student motivation, engagement, and learning outcomes at MTsN 17 Jombang.

### **3. Implementation of Classroom Management to Improve Student Learning Outcomes at MTsN 17 Jombang**

The implementation of classroom management to improve student learning achievement at MTsN 17 Jombang is carried out through the integration of educational management functions applied systematically and continuously. During the planning stage, teachers devise learning strategies that include arranging the physical classroom environment, establishing classroom rules, utilising learning media, and analysing student characteristics. Teachers also apply differentiated learning by adapting teaching methods and strategies based on students' abilities and learning styles. Effective planning enables teachers to create a more focused learning environment and minimise obstacles in the learning process (Elviya & Sukartiningsih, 2023), (Efrianeфриan, 2024).

The use of visual aids, learning technologies and a variety of teaching methods can boost students' interest and motivation to learn (Dani et al., 2023), (Yusnaldi et al., 2025). During the organisational phase, teachers divide students into learning groups, schedule lesson times and manage learning resources effectively. The aim of this organisation is to foster collaborative learning and enhance interaction among students (Apriliani et al., 2024). In addition, teachers also establish an open and interactive communication style so that students feel comfortable expressing their opinions and asking questions during the learning process. Good organisation has been shown to increase student engagement and make it easier for teachers to manage classroom dynamics. This demonstrates that organisation makes a significant contribution to the effectiveness of learning and students' academic achievement.

The implementation phase is at the heart of classroom management as all planning and organisation are put into practice during learning activities. Teachers begin the lesson by creating a classroom atmosphere conducive to learning through apersepsi, motivation, and classroom conditioning. During the core activities, teachers use various active learning methods, such as group discussions, question-and-answer sessions, educational games, and the use of technology-based learning media to increase student participation. Teachers also apply positive reinforcement by giving praise to students who are active and disciplined (Triana et al., 2024). Classroom discipline is enforced consistently through the implementation of rules that have been agreed upon by all (Nurrohmat et al., 2025). Research findings indicate that the implementation of effective classroom management can increase student engagement, create a pleasant learning environment, and improve student's academic and non-academic learning outcomes. The monitoring phase involves evaluating student's learning outcomes, academic supervision, reflection on teaching, and providing feedback to both students and teachers. Monitoring is carried out to assess the effectiveness of the teaching strategies and classroom management practices that have been implemented (Novitasari, 2022). The headteacher and the deputy headteacher for curriculum play an active role in supervising the delivery of teaching and providing guidance to teachers on classroom management. Evaluations are carried out not only on students' learning outcomes, but also on the teaching methods, resources and strategies used by teachers (Kaniawati et al., 2023), (Wardani et al., 2024). Through ongoing monitoring, teachers can make continuous improvements, thereby optimising the quality of teaching and students' academic achievement.

#### **4. Factors Supporting and Hindering the Implementation of Classroom Management**

The successful implementation of classroom management at MTsN 17 Jombang is influenced by various supporting factors, including teachers' competence, leadership, and discipline. Teachers' pedagogical competence is a key factor in creating effective learning, as it enables them to understand the characteristics of their students, select

appropriate teaching methods, and manage the classroom professionally (Rosni, 2021), (Gunadi & Sumarni, 2023). Furthermore, teachers' professional competence in mastering the subject matter helps to ensure the learning process runs smoothly, making it easier for student to understand the material being taught (Fitriani et al., 2017). Teachers' social and personal skills also play a vital role in building harmonious relationships with students and creating a comfortable learning environment. Teachers' leadership in guiding, motivating and making appropriate decisions in dynamic classroom situations also helps to foster a conducive learning environment (Rahmalia, 2024). Furthermore, teachers' discipline in managing time, enforcing rules and carrying out their duties consistently serves as a role model for students in fostering a positive learning culture. Consequently, the successful implementation of classroom management at MTsN 17 Jombang is greatly influenced by teachers' competence, leadership and discipline in conducting the learning process. Teachers who possess professional, pedagogical, social, and personal competencies are able to create a conducive learning atmosphere, build harmonious relationships with students, and serve as role models in instilling a culture of discipline and responsibility. Therefore, teacher quality is a crucial factor in supporting the effectiveness of classroom management and improving the quality of learning at the madrasah.

The implementation of classroom management also faces several obstacles, such as limited facilities and infrastructure, a lack of support from the school, and low levels of discipline among some students. Limited learning facilities, such as inadequate classrooms, a lack of learning resources, and limited learning materials, cause teachers to face difficulties in creating varied and engaging lessons (Maharani et al., 2025). Furthermore, the lack of support from schools in the form of policies, teacher training and effective supervision also affects the effectiveness of classroom management (Ramandani et al., 2025). Low levels of discipline among students, such as tardiness, lack of attention during lessons, and low motivation to learn, also pose a challenge in creating a conducive learning environment. Therefore, cooperation between teachers, headteachers, students, and the entire school community is required to overcome these various obstacles so that classroom management can be implemented optimally and have a positive impact on improving students' academic achievement. Consequently, synergy and effective cooperation between teachers, headteachers, students, and the entire school community are essential to ensure that the classroom management process is implemented optimally, thereby creating effective learning and supporting improvements in students' academic performance..

## CONCLUSION

Based on the research findings, the implementation of classroom management at MTsN 17 Jombang has been carried out systematically through the integrated stages of planning, organising, implementation and evaluation. Teachers are able to develop

teaching materials, manage the classroom environment, apply varied teaching methods, and carry out continuous evaluation in collaboration with the headteacher. The implementation of classroom management has been shown to make a positive contribution to improving students' learning outcomes, in terms of cognitive, affective, and psychomotor aspects. Students have demonstrated improvements in discipline, responsibility, motivation to learn, and skills aligned with learning objectives. The findings of this study confirm that effective classroom management plays a crucial role in creating a conducive learning environment, enhancing students' active engagement, and optimising learning outcomes. Therefore, sustained support is required from the Ministry of Religious Affairs, schools, and various educational institutions through the provision of training, the strengthening of facilities and infrastructure, and the development of innovative learning strategies to continuously improve the quality of classroom management and educational standards.

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