

## **The Influence of Learning Facilities and Class Management on Learning Effectiveness**

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**Abstract:** This study aimed to analyze the effect of learning facilities and classroom management on learning effectiveness at SD Negeri in Sematang Borang District, Palembang. The type of research method used is the quantitative research method with data collection techniques through questionnaires, observation, and documentation. The population was 119 teachers of SD Negeri in Sematang District, Palembang and the sample size was 54 teachers. The instrument test was carried out outside the sample of 30 teachers who were taken randomly from the population of SD Negeri in Sematang District, Palembang. Data were analyzed using simple linear regression and multiple linear regression techniques. Based on the results of the data analysis showed that in the test of the influence of learning facilities variables on the learning effectiveness variable through the t-test obtained a  $t_{count}$  value of 5.254 greater than the  $t_{table}$  2.007, it was concluded that there was an influence of learning facilities on the learning effectiveness of SD Negeri in Sematang Borang District, Palembang, as well as the test of the influence of classroom management variables on the learning effectiveness variable obtained a  $t_{count}$  value of 5.005 greater than the  $t_{table}$  value 2.007, it was concluded that there was an influence of classroom management on the learning effectiveness of SD Negeri in Sematang Borang District, Palembang. The test continues by looking at the effect of learning facilities variables and classroom management variables together on the learning effectiveness variable obtained  $t_{count}$  value 18.605 greater  $F_{table}$  3.168 at a significant level of 5% so it is concluded that there is an effect of learning facilities and classroom management together on the effectiveness of learning in SD Negeri in Sematang Borang District, Palembang.

**Keywords:** Classroom Management, Learning Effectiveness, Learning Facilities

### **A. Introduction**

Education is crucial for a nation's development and progress, shaping its character and civilization. The Law of the Republic of Indonesia Number 20 of 2003 outlines the National Education System, which aims to develop students into responsible,

moral, and democratic citizens. Schools and teachers play a crucial role in this process. To meet the needs of students and the community, educational standards must be met across the country, considering geographical location, culture, community capabilities, and regional potential (Franco & Tracey, 2019). Government Regulation 57 of 2021 establishes National Education Standards as the minimum criteria for the education system in the Unitary State of the Republic of Indonesia. Educational units must meet national education standards, including graduate competency, content, process, assessment, personnel, facilities and infrastructure, management, and financing standards. These standards form a supportive unit, requiring facilities such as furniture, equipment, media, books, and other resources. Teachers play a crucial role in determining success in the learning process, transferring knowledge, and educating students with positive values (Sá & Serpa, 2018). They also manage learning activities, direct them, and act as facilitators and future planners. To achieve these tasks, teachers must increase their competence. Government Regulation Number 57 of 2021 emphasizes the importance of these standards.

Teachers must also be able to plan the classroom and facilities to assess student progress, increase instructional effectiveness, and foresee potential issues (Donohoo, 2018). Teachers who fulfill their managerial responsibilities will significantly advance the school (Ninković & Knežević Florić, 2018). Teachers must be adept in class management, also known as classroom management, in their capacity as managers (Tigert et al., 2022). Teachers who are proficient in class management will find it simpler to fulfill their responsibilities, which will improve the effectiveness of learning. When it comes to assessing the success of the learning process, which is determined by how well students learn, class management abilities play a key role. As a result, effective classroom management is essential to promoting learning (Kim et al., 2019). Teachers who have low skills in the field of class management may have difficulty in completing many things that are their main tasks (Franklin & Harrington, 2019). The concept of class management covers everything, namely teachers must stimulate student involvement and cooperation in all class activities and organize the learning environment to be more productive for the education and learning process.

Mulyadi (2009) asserts that one of the abilities instructors need to possess is the capacity to comprehend, diagnose, make decisions, and take action to enhance a dynamic classroom environment. For this reason, a teacher is crucial and contributes to the effectiveness of education in schools. Teachers are essential to helping kids grow and reach their full potential in life (Appova & Arbaugh, 2018). Teaching activities and class management are the two primary responsibilities of teachers in the classroom. In essence, teaching activities involve setting up the surroundings for students. However, class management duties are not limited to physical facilities, routines, and classroom arrangements (Rodney, 2020). Class management activities

are intended to create and maintain the atmosphere and conditions of the class (Dörnyei & Muir, 2019). So that the learning process can take place effectively and efficiently.

Classroom management significantly influences the effectiveness of learning in the classroom (Gage et al., 2018). It is crucial to implement good classroom management to create a conducive learning atmosphere, increase learning effectiveness, foster a positive learning climate, ensure a safe and comfortable learning environment, and create a motivating atmosphere. This approach allows students to interact with teachers and peers, promoting self-activity and self-control. Classroom managers should use the right time, media, and methods to enhance learning effectiveness (Safapour et al., 2019). They should also facilitate positive interactions between teachers and students, ensuring a safe and comfortable learning environment. Overall, effective classroom management is essential for students to achieve optimal results. Isnanto et al. (2020) assert that a teacher's capacity to assess current issues about students, teachers, and the classroom's physical environment is a critical component in the selection and determination of classroom management tactics.

Based on the results of initial observations of the condition of learning facilities and class management in several SD Negeri in Sematang Borang District, Palembang, it was found that educational units did not have complete learning facilities. The use of learning facilities was not optimal. Computer laboratories were still very lacking and uneven in each educational unit, students still had difficulty in practicing IT-based learning in schools, internet access was relatively varied among educational units so that there were still many students who were not able to access the internet while the development of the learning process was increasingly dynamic with technology-based learning. The impact of which was that learning resources, learning media required internet access that did not support learning. Other facilities such as teaching aids and learning media were still not optimally used, as a result, learning activities became passive and less effective.

Meanwhile, the classroom management in SD Negeri in Sematang Borang District, Palembang can also be said to be ineffective because several facts were found. In terms of classroom management such as the arrangement of classrooms that are not yet varied, student seating patterns are still monotonous, the arrangement of classrooms in terms of beauty and cleanliness is not good, the classroom environment is less conducive, less comfortable and safe, and the lack of provision of teaching aids that can trigger student activity in the learning process. Furthermore, in terms of student management, there was a lack of motivation and readiness of students to participate in learning, learning activities are still centered on the teacher (teacher-centered). Teachers are not proactive in carrying out learning activities. The classroom atmosphere is not active and not pleasant, lack of learning activities based on group work. There are still many students who are not disciplined in obeying the

rules that have been determined, students feel bored because the classroom climate does not change from year to year, and teachers still have difficulty in creating and maintaining classroom conditions, so that the teaching and learning process can take place effectively and efficiently.

On the other hand, the effectiveness of learning in SD Negeri in Sematang Borang District, Palembang is also still considered less than optimal. This can be seen from the learning activities that tend to be dominated by teachers, the lack of activities involving students so that there are still many students who are noisy when the teacher explains the lesson, the lack of use of learning media that triggers students to be less active in following the learning process, and low learning outcomes are seen from many students with scores below the minimum completion criteria. Based on this background, finally, the study entitled "The Influence of Learning Facilities and Class Management on Learning Effectiveness" is important to conduct. This study will be different from previous studies because this study provides an overview of the influence of learning facilities and class management on the effectiveness of learning in elementary schools.

## **B. Methods**

This research was conducted at SD Negeri in Sematang Borang District, Palembang. The research method used in this research is the curative research method because the data to be processed is the data from the questionnaire which is the focus of the research using statistical procedures to find out the influence between the variables studied. This supports the assertion made by Sujarwe (2015) that curative research is a kind of study that yields findings that can be attained (obtained) by the use of statistical techniques or other curation approaches. According to Sugiyono (2018) research that is based on positive sentiment, is based on research research in population or sampling pattern, consists of data analysis based on quantitative or statistical analysis, and is followed by research research on hypotheses that are determined.

The population referred to in this research is the total number of teachers at SD Negeri in Sematang Borang District Palembang, namely 119 teachers. Research sources are the population (Arikunto, 2010). Based on the calculation using the researched rules, it is known that the number of samples is 54 respondents. To obtain the data needed in this study, there are several techniques carried out with questionnaires, observations, and documentation.

## **C. Results and Discussion**

### **The Influence of Learning Facilities on Learning Effectiveness**

School facilities are identical to educational facilities and infrastructure (Abbas, 2020). Educational facilities are a set of devices, equipment, materials, and furniture that are directly used in the educational process at school (Sogol Salary et al., 2018). Educational infrastructure is a set of basic equipment that indirectly supports the implementation of the educational process at school (Penuel, 2019). Facilities are very important for the learning process and also arouse the interest and attention of students to facilitate the delivery of material. Learning activities in the classroom require facilities so that the process can run smoothly and orderly. Based on the results of data analysis, it is known that there is an influence of learning facilities on the effectiveness of learning at SD Negeri in Sematang Borang District, Palembang. The existence of adequate learning facilities can provide a separate experience for students, especially in transforming abstract things into real things that can be seen and felt by students, to encourage the learning process to be more effective.

The purpose of learning facilities is to assist and facilitate programs or activities associated with the teaching and learning process so that activities can proceed smoothly (Hidayana, 2021). Even with excellent facilities, learning materials appear to be lacking, which makes pupils less focused on their studies and more industrious. Consistent with the findings of a study by Abdullah (2018) that demonstrates the important role that school facilities have in the efficiency of the teaching and learning process. Subsequent investigation revealed that the variable of school facilities influenced 0.966, or 96.6%, while other factors influenced the remaining portion.

Based on the results of observations at SD Negeri in Sematang Borang District, Palembang, it was obtained that the condition of the school was very good with adequate facilities. Learning facilities provided include Chromebooks, projectors, light reflector teaching aids, oral cavity teaching aids, sports equipment, atlases, globes, practical chemical materials, and lesson plans. In addition to learning tools and resources, based on the results of observations, it was also found that the condition of the school was very good, the facilities were complete and the location was accessible to students. This supports Sambodo's assertion in Dwipurtri et al (2022) that infrastructure and educational facilities are things that hinder schools' ability to meet their learning objectives. More specific tools and equipment that can be utilized directly to enhance the teaching and learning process are called learning facilities. Examples of these include projectors, whiteboards, tables, and chairs. Classrooms, labs, libraries, and other basic facilities with a reasonably long service life are examples of learning infrastructure. How can pupils be able to learn properly

if the school lacks the necessary infrastructure and facilities, such as adequate classrooms or even table and chair equipment?

If every step of facility management activities, including planning, work, procurement, inventory, storage, maintenance, use, and disposal, as well as organizing and arranging all school/educational equipment, is completed completely, then the management of educational facilities and infrastructure can be considered optimal (Dwipurtri et al., 2022). The sufficient learning resources, such as study spaces, illumination for the curriculum, distribution areas, and study aids, are necessary for effective learning (Hidayana, 2021). Additionally, Murdhoffir, cited by Hidayana (2021), clarified the role of learning facilities, which is to assist and promote learning activities to ensure their smooth operation. Several learning facilities, including buildings, study rooms, tables, and chairs at the schools that were the focus of the study, were deemed suitable for use in learning process activities based on the findings of observations made in educational institutions.

Facilities are all devices or equipment, materials, and furniture that can be used in educational activities at school, such as buildings, study rooms, study media, tables, and chairs. Facilities and learning resources that need to be developed to support the implementation of character education include laboratories, study resource centers, and libraries as well as management personnel and improving their management skills. The best use, upkeep, and storage of educational resources and facilities are required (Mulyasa, 2012). As a result, educational facilities are crucial to education. Naturally, the teaching and learning process will not take place and will not advance in tandem with the advancement of current technology if the educational institution lacks learning facilities. If there are comprehensive learning facilities available, the learning process will be implemented in a good and efficient manner. Naturally, it will enable students to learn effectively and experience happiness.

As a result, schools are supposed to build and supply resources that support and promote students' learning outcomes, including their academic success. The enhancement of student achievement is typically impacted indirectly by learning facilities, which are external factors (Febriandy, 2014). The lack of quality learning facilities can be an issue and a barrier to the learning process and the attainment of good learning outcomes because of their neglect. Achieving high learning outcomes signifies that the learning process was successful; conversely, failing to attain high learning outcomes suggests that the learning process was unsuccessful.

Thus, the improvement and management of good learning facilities and environments for the smooth running of the learning process need to be considered by each school. Because the improvement of good facilities and environments can minimize learning difficulties experienced by students. The existence of these learning facilities confirms that the learning process in the school is supported by

existing learning facilities and the use of technology, although its use is not optimal, schools and teachers have made learning facilities in reducing the effectiveness of learning. Facilities and infrastructure are one of the most important parts of education. It can be said that facilities and infrastructure have a very large influence on producing high teacher performance and improving student learning outcomes.

### **The Influence of Classroom Management on Learning Effectiveness**

Classroom management significantly influences the effectiveness of learning in the classroom. It is crucial to implement good classroom management to create a conducive learning atmosphere, increase learning effectiveness, foster a positive learning climate, ensure a safe and comfortable learning environment, and create a motivating atmosphere. This approach allows students to interact with teachers and peers, promoting self-activity and self-control. Classroom managers should use the right time, media, and methods to enhance learning effectiveness. They should also facilitate positive interactions between teachers and students, ensuring a safe and comfortable learning environment. Overall, effective classroom management is essential for students to achieve optimal results.

By understanding the objectives of classroom management, educators can regulate the rhythm of the learning process so that learning objectives can be achieved according to expectations. This indicates that the application of effective classroom management has a connection to the accomplishment of learning objectives. To effectively and efficiently apply classroom management, teachers need to have a comprehensive understanding of how to run the classroom (Mulyasa, 2017). Additionally, teachers must fulfill their role as educators by enhancing the learning process through coaching, classroom management, and giving students constructive criticism. Additionally, teachers and students need to engage in idea-sharing. This is corroborated by the findings of a study Jelahi (2017), which highlighted that the main sources of factors that diminish and impede the efficacy of PAI learning are students, teachers, and school infrastructure and amenities.

A teacher must be able to comprehend and select the best classroom management strategy to reduce the efficacy of learning in the classroom and create a conducive climate for the learning process. This will ensure that the learning objectives are met. According to Wati & Trihantoyo (2020), if teachers can effectively plan and run their classes to create learning environments that support students' learning, then teaching objectives can be met. The actions pupils take to enhance their learning are known as learning strategies. Through the development of language abilities, self-confidence, and motivation during the learning process, the active use of learning language strategies empowers students to take charge of their education.

Classroom management is a process used to control student behavior, involving the teacher creating and maintaining discipline, increasing threats, and maximizing freedom. The teacher's role is to create a disciplined environment, ensuring students obey rules and avoid clashing with them. The recipe approach provides a list of actions teachers should take in response to classroom problems, while the Learning Approach suggests that teachers should plan and implement good lessons to prevent and solve problems. Overprotective teachers may cause discomfort for students. The Recipe Approach encourages open discussions and feedback, while the Learning Approach suggests that teachers should plan and implement effective lessons to change student behavior. The behavioral modification approach, based on behavioral psychology, assumes that all good and bad behaviors are a result of the learning process. Teachers design programs and environments to stimulate good behavior, reducing stimulants that encourage deviant behavior, especially among students, based on fundamental psychological processes.

Classroom Management Approach According to Werber (Widiasworo, 2018) the classroom management approach is classified into three as follows:

1. Authoritarian Approach

The authoritarian approach views classroom management as an activity carried out by teachers to control student behavior.

2. Permissive Approach

The permissive approach views classroom management as an effort made by teachers to provide freedom to students in carrying out various desired activities in the classroom.

3. Behavior modification approach.

This approach views classroom management as a process of behavioral change. In this approach, classroom management is an effort to develop and facilitate positive changes in student behavior.

Because this approach pattern is part of the teacher's strategy to increase the effectiveness of learning in the classroom, the teacher can manage the class effectively. According to Fatma & Trihantoyo (2020), teachers' classroom management strategies can increase the effectiveness of learning and produce good performance. Teachers can improve the effectiveness of learning in the classroom by establishing a conducive environment, encouraging students, providing various learning opportunities, and directing work patterns and learning hour arrangements.

Based on the results of observations at State Elementary School in Sematang Borang District, Palembang, it was concluded that the management of the classrooms was quite good, which was indicated by the teachers who began to innovate in organizing the students' study places, creating a dialogic learning climate, pictures on the classroom walls were neatly arranged by the class schedule. Each class level

has a person in charge, namely the homeroom teacher who is directly responsible for the class, including the condition of the students, the classroom used and the arrangement of the student's study schedule. The management of the retired class is already quite good, the teachers have started to innovate in creating a good and creative classroom environment. Almost every class has good lighting and good ventilation, but a small number of teachers still use conventional seating positions.

This is in Wiyani's opinion (Rohmawati, 2015) who said that there are at least three core activities in classroom management, namely:

1. Developing a suitable and engaging classroom environment is the first step in developing an appropriate learning climate, which aims to inspire students to learn effectively in accordance with their developmental stage and aptitudes.
2. The second step is to arrange the learning space. In this case, the classroom, the arrangement of tables, chairs, cupboards, affirmation pictures, displays of exceptional student work, various teaching aids, learning media, and musical accompaniment that are in line with the material being taught or musical nuances that can build students' enthusiasm for learning. These elements work together to create a pleasant learning environment and can ignite enthusiasm and a desire to learn well.
3. Managing the interplay between teaching and learning activities requires active participation from both teachers and students. Active in terms of disposition, introspection, and action. Teachers must at least become proficient in and practice several fundamental teaching techniques to design successful teaching and learning interactions.

### **The Influence of Learning Facilities and Class Management on Learning Effectiveness**

One of the criteria for evaluating the quality of education is learning effectiveness, which is frequently assessed by the accomplishment of objectives or by "doing the right things" or accurately handling the situation (Rohmawati, 2015). Human, material, facility, equipment, and procedures are all part of effective learning, which aims to improve student behavior based on their individual differences and potential to meet the established learning objectives (Supardi, 2013).

Based on the observation results, it is concluded that the effectiveness of learning is good. Teachers are starting to develop into more professionals in carrying out their duties. Teachers use learning facilities to support the implementation of their curriculum. The picture of the learning process is running smoothly, teachers carry out their duties according to the schedule that has been set, in addition, the school has implemented its curriculum. In addition, the results of classroom observations also show a dynamic learning process that is characterized by students actively expressing opinions even though they are very simple within certain limits,

interacting with each other with the material in a way that students themselves encourage questions to their teachers. From this condition, it is clear that the learning process carried out by the teacher has been able to provide space for students to learn dynamically.

In line with Supardi's opinion states that the effectiveness of learning can be seen from the following characteristics:

1. Through observation, comparison, and discussion of similarities and differences, as well as the development of concepts and generalizations based on the parallels discussed, students become active researchers of their surroundings.
2. Teachers give students resources to help them think and interact while they are studying.
3. All of the student activities are grounded in research.
4. Teachers actively participate in giving guidance and rely on students to analyze data.
5. The development of thinking skills and the learning orientation of the subject.
6. Depending on their teaching style and direction, teachers employ a variety of learning strategies.

The existence of learning facilities in the educational unit to improve the learning process balanced with good classroom management carried out by teachers has an impact on the effectiveness of learning. The existence of learning facilities as a support for learning activities certainly affects the effectiveness of learning, because the existence and condition of learning facilities can affect the smoothness and continuity of the learning process so that the learning process can run effectively as expected.

According to Ratna's research findings Wibowo (2010), effective classroom management is a methodical, collaborative process that makes use of resources and can lower students' stress levels. The study concludes that effective classroom management affects how stressed-out pupils are when they are trying to learn. Multiple research findings confirm that classroom management has a significant impact on learning effectiveness, which is further supported by Almeida's (2016) findings that effective classroom management activities can increase reciprocity between students and teachers, creating appropriate learning conditions.

Learning facilities and classroom management are factors that greatly influence learning effectiveness. The results of the study indicate that learning facilities and classroom management, both partially and completely, have a simultaneous influence on learning effectiveness. Partially there is a moderate correlation between learning facilities and learning effectiveness, and in general with classroom management and learning achievement which is moderately correlated. However,

the simultaneous correlation between learning facilities and classroom management and learning effectiveness has a strong correlation with a larger correlation coefficient value compared to the partial correlation. Thus, in order to increase optimal learning effectiveness, it is necessary to improve the synergy of learning facilities and classroom management together and continuously.

#### **D. Conclusion**

Based on the results of the analysis of the results in this study, there are several things that are points of conclusion as follows:

1. There is an influence of learning facilities on learning effectiveness. The influence of the variable gap is included in the very errat category and the contribution of the influence of learning facilities on learning effectiveness is included in the high category.
2. There is an influence of class management on learning effectiveness. The influence of the variable gap is included in the very errat category and the contribution of class management to learning effectiveness is included in the medium category.
3. There is an influence of learning facilities and classroom management together on learning effectiveness. The relationship between variables is included in the very erratic category and the contribution of the influence of learning facilities and classroom management together on learning effectiveness is included in the high category.

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