

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE EFFECT OF CLASSROOM MANAGEMENT ON STUDENTS' LEARNING ACTIVENESS AT SD NEGERI LAMPEUNEURUT ACEH BESAR

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Abstract

Received: 21-01-2026

Revised: 22-01-2026

Accepted: 13-05-2026

This study aims to examine the effect of classroom management on students' learning activeness at SD Negeri Lampeuneurut, Aceh Besar. The study employed a quantitative approach using a simple linear regression design. The population consisted of all fifth-grade students totaling 98 students, with a sample of 80 students selected using the Krejcie and Morgan table. Data were collected through a questionnaire measured using a Likert scale and analyzed using regression analysis with SPSS 25. The results showed that classroom management was in the high category with a mean score of 3.85, and students' learning activeness was also in the high category with a mean score of 3.80. Regression analysis indicated a significant effect of classroom management on students' learning activeness, as evidenced by a significance value of $0.001 < 0.05$, a correlation coefficient of 0.478, and a coefficient of determination of 22.8%. The regression equation $Y = 21.963 + 0.690X$ indicates that every one-unit increase in classroom management increases students' learning activeness by 0.690 units. Thus, it can be concluded that effective classroom management has a significant positive effect on improving students' learning activeness at SD Negeri Lampeuneurut, Aceh Besar.

Keywords: Classroom Management, Learning Activeness, Elementary School Students, Teaching Methods, Learning Environment

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INTRODUCTION

Learning activeness during the learning process is a characteristic demonstrated by all students. Learning activeness can take various forms and may be observed through the actions of both students and educators. From the students' perspective, learning is an activity experienced as a process of engaging with instructional materials. Learning activeness can be easily observed when students engage in activities such as reading, writing, listening, and other learning-related actions.

Students' learning activeness is associated with all activities that occur, both physically and non-physically. Activeness creates an active learning environment. Active learning is a teaching and learning system that emphasizes students' active involvement, both physically and emotionally, in order to achieve learning outcomes that integrate cognitive, affective, and psychomotor aspects.

Factors influencing the classroom learning atmosphere can be divided into internal and external factors. Internal factors arise from individual student characteristics, including emotions, thoughts, and behaviors. External factors relate to the learning environment, number of students, seating arrangements, and other classroom conditions. All of these factors must be considered in classroom management efforts to support effective learning.

Classroom management is implemented to improve students' learning success. Each classroom has unique potential and therefore may require different management strategies to ensure that interactions among teachers, students, and learning resources occur in an educational manner. Effective classroom management can provide motivation and stimulation for students to learn more actively. Teachers who are skilled in classroom management are able to create a conducive learning atmosphere and control the classroom when disruptions occur during the learning process.

Based on the researcher's preliminary observations, classroom management implemented by teachers at SDN Lampeuneurut, Aceh Besar, had not yet created a conducive learning environment. During the learning process, teachers tended to use monotonous teaching styles that appeared unengaging. In addition, teachers' abilities to manage classroom conditions—such as organizing students, arranging seating positions, and managing classroom displays—had not met the standards of effective classroom management. As a result, not all students actively participated in classroom activities. Some students did not respond during learning activities, such as when completing assignments, taking notes from the board, or answering teachers' questions. There were also students who felt afraid of the teacher and therefore lacked the confidence to ask questions, and some students were even observed falling asleep during lessons.

Previous studies on classroom management and student activeness have been conducted by several researchers. Nugraha et al. (2023) examined the effect of classroom management skills on elementary school students using a quantitative approach. The results indicated that effective classroom management has a significant impact on improving students' activeness and discipline. Mudarris (2024) investigated effective classroom management strategies in creating a conducive learning environment using a qualitative descriptive approach and found that the implementation of classroom rules and educative sanctions contributed to a positive learning climate.

Other studies, such as that conducted by Asratu Aini (2023), examined the role of teachers in classroom management on elementary school students' learning outcomes using a qualitative approach. The findings showed that instructional strategies, role modeling, reinforcement, and habituation positively influenced students' learning outcomes. Ningsih (2021) investigated the effect of student activeness on learning outcomes in economics subjects using a quantitative method and found that learning activeness significantly affected students' learning outcomes. Similarly, Azis (2023) examined the effect of animation video-assisted learning models on students' activeness and learning outcomes in Civics education at the elementary school level and found that the use of instructional media positively influenced students' learning activeness. The findings of Nugraha et al. (2023) also confirmed that classroom management skills significantly affect elementary school students' activeness. Qualitative approaches further indicated that optimizing classroom management can enhance students' motivation and discipline. Meanwhile, Asratu Aini (2023) emphasized that teachers' roles in classroom management—such as instructional strategies, role modeling, and reinforcement—positively influence students' learning outcomes. Studies by Ningsih (2021) and Azis et al. (2023) likewise demonstrated that learning activeness and the use of instructional media have significant effects on students' learning outcomes and activeness.

The above studies indicate a research gap, namely the limited number of studies that specifically integrate classroom management as the main variable with a direct focus on students' learning activeness within a particular elementary school context. Most previous studies have emphasized motivation, discipline, learning outcomes, or instructional media separately, and relatively few have comprehensively examined the relationship between classroom management and learning activeness.

Based on empirical data and the identified research gap, the novelty of this study lies in its focus on directly examining the effect of classroom management on students' learning activeness at the elementary school level within a distinct research context and subject characteristics. This study is expected to provide new empirical contributions to the development of classroom management strategies aimed at enhancing students' learning activeness.

The urgency of this study lies in the crucial role of classroom management in increasing students' learning activeness, which serves as an indicator of student engagement in the learning process. However, in elementary school learning practices, students' activeness has not yet been optimal due to ineffective classroom management. Moreover, studies that specifically examine the effect of classroom management on students' learning activeness remain limited. Therefore, this study is important to provide empirical evidence and serve as a reference for teachers in implementing effective classroom management to improve the quality of learning.

RESEARCH METHOD

This study employed a quantitative approach with a simple linear regression design to measure the effect of classroom management (independent variable X) on students' learning activeness (dependent variable Y). The research was conducted at SD Negeri Lampeuneurut, Aceh Besar, with fifth-grade students as the research population totaling 98 students. The sample was determined using the Krejcie and Morgan table with a 95% confidence level and a 5% margin of error (Krejcie & Morgan, 1970), resulting in 80 students as respondents.

Data were collected using a questionnaire measured on a four-point Likert scale with the following response options: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The four-point scale was chosen to avoid neutral responses, thereby producing more decisive findings and minimizing the central tendency effect (Douven, 2018; Maulana Izza et al., 2023).

Response Options	Score Weights
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The classroom management instrument consisted of 20 statement items covering seven indicators: teaching methods, instructional materials, learning media, evaluation, attendance, leadership, and teacher's voice. The learning activeness instrument also consisted of 20 statement items encompassing five indicators: completing tasks, seeking clarification when concepts are not understood, group discussion, self-assessment, and self-practice in solving problems.

Prior to data collection, the instruments were tested for validity and reliability using SPSS version 25. Validity testing was conducted using the Pearson Product Moment correlation with an r-table value of 0.220 at a 5% significance level. Reliability testing was performed using Cronbach's Alpha, with an instrument considered reliable if the alpha coefficient exceeded 0.60. Data analysis techniques included prerequisite tests (normality and linearity tests) and hypothesis testing using simple linear regression.

The normality test was conducted using the Kolmogorov-Smirnov test, with data considered normally distributed if the significance value exceeded 0.05. The linearity test

was performed using the Deviation from Linearity test, with a linear relationship indicated by a significance value greater than 0.05. Simple linear regression analysis was employed to determine the magnitude of the effect of classroom management on students' learning activeness using the regression equation $Y = a + bX$, where Y represents learning activeness, X represents classroom management, a is the constant, and b is the regression coefficient.

In this study, the measurement technique utilized a Likert scale consisting of two instruments: the classroom management instrument and the students' learning activeness instrument. The Likert scale was used to measure attitudes, opinions, and perceptions of individuals or groups regarding social phenomena and students' learning activeness.

Using the Likert scale, the variables to be measured were operationalized into specific indicators. These indicators then served as the basis for constructing instrument items in the form of statements or questions. Responses to each Likert-scale item ranged from very positive to very negative.

No	Score	Interpretation
1	1 - 2	Low
2	2,1 – 3	Moderate
3	3,1 – 4	High

RESEARCH RESULTS AND DISCUSSION

Research Results

Descriptive Analysis Results

Based on the data analysis conducted on 80 fifth-grade student respondents at SD Negeri Lampeuneurut, Aceh Besar, an overview of the levels of classroom management and students' learning activeness was obtained. Data were collected using questionnaires measured on a Likert scale consisting of 20 statement items for the classroom management variable (X) and 20 statement items for the learning activeness variable (Y). Data interpretation was based on the following categories: scores of 1–2 (low), 2.1–3 (moderate), and 3.1–4 (high).

Classroom Management

The results of the descriptive analysis of the classroom management variable indicate that classroom management implemented by teachers at SD Negeri Lampeuneurut has been carried out effectively. The detailed results are presented in Table 1.

Table 1.

Level of Classroom Management

No.	Indicator	Mean Score	Category
1	Teaching Methods	3.89	High
2	Instructional Materials	3.87	High
3	Learning Media	3.72	High
4	Evaluation	3.83	High
5	Attendance	3.91	High
6	Leadership	3.75	High
7	Teacher's Voice	3.90	High
	Overall Mean	3.85	High

Source: Processed Research Data (2026)

Table 1 shows that classroom management at SD Negeri Lampeuneurut falls within the high category, with an overall mean score of 3.85. The highest indicator is

teacher attendance (3.91), indicating that teachers consistently check student attendance and arrive in the classroom on time. The lowest indicator is the use of learning media (3.72), suggesting that although instructional media have been used effectively, there remains room for improvement in terms of variation and innovation in the media employed.

Students' Learning Activeness

The results of the analysis of the learning activeness variable indicate the level of students' participation and engagement in the learning process. The complete data are presented in Table 2.

Table 2.
Level of Students' Learning Activeness

No.	Indicator	Mean Score	Category
1	Completing Tasks	3.82	High
2	Seeking Information	3.78	High
3	Group Discussion	3.80	High
4	Self-Assessment	3.83	High
5	Self-Practice	3.87	High
	Overall Mean	3.80	High

Source: *Processed Research Data (2026)*

Table 2 shows that students' learning activeness at SD Negeri Lampeuneurut falls within the high category, with an overall mean score of 3.80. The highest indicator is self-practice in solving problems (3.87), indicating that students demonstrate strong abilities in responding to teachers' questions and recalling learning materials. The lowest indicator is seeking information when concepts are not understood (3.78), suggesting that some students still lack confidence in asking questions or seeking additional information when encountering difficulties.

The Effect of Classroom Management on Students' Learning Activeness

To determine the magnitude of the effect of classroom management (X) on students' learning activeness (Y), a simple linear regression analysis was conducted. Prior to hypothesis testing, prerequisite tests—including validity testing, normality testing, and linearity testing—were performed to ensure that the data met the assumptions required for regression analysis.

Validity Test

The validity test was conducted to determine whether a questionnaire is valid or not. This test aims to examine the extent to which the statement items in the research instrument are able to accurately measure the variables under investigation (Sahrul et al., 2025). A questionnaire is considered valid if the questions are capable of revealing or measuring what the questionnaire is intended to measure.

In this study, the validity test was conducted on 46 students with a significance level of 5%, resulting in an r-table value of 0.220. As an alternative approach to determine the validity of the questionnaire used by the researcher, calculations were performed using SPSS version 25. According to Arikunto, instrument validity is assessed based on the following criteria:

If $r\text{-calculated} > r\text{-table}$, the instrument is declared valid.

If $r\text{-calculated} < r\text{-table}$, the instrument is declared invalid.

The results of the validity test of students' questionnaire responses analyzed using SPSS 25 are presented in Table 3.

Table 3.
Results of the Classroom Management (X) Validity Test

Item	r-calculated	Description
X1	0,242	Valid
X2	0,299	Valid
X3	0,024	Invalid
X4	0,467	Valid
X5	0,477	Valid
X6	0,476	Valid
X7	0,062	Invalid
X8	0,500	Valid
X9	0,380	Valid
X10	0,605	Valid
X11	0,336	Valid
X12	0,560	Valid
X13	0,276	Valid
X14	0,256	Valid
X15	0,665	Valid
X16	0,444	Valid
X17	0,454	Valid
X18	0,310	Valid
X19	0,578	Valid
X20	0,597	Valid

Based on the validity test results presented in Table 3, with a total of 80 respondents and a significance level of 0.05, the r-table value was 0.220. The findings indicate that out of 20 statement items for the classroom management variable, 18 items have r-calculated values greater than the r-table value and are therefore declared valid, while 2 items are declared invalid.

Thus, the 18 valid statement items were deemed appropriate for use in subsequent data analysis, namely reliability testing.

Table 4.
Hasil Uji Validitas keaktifan Belajar (Y)

Item	r-calculated	Description
Y1	0,489	Valid
Y2	0,419	Valid
Y3	0,527	Valid
Y4	0,556	Valid
Y5	0,394	Valid
Y6	0,357	Valid
Y7	0,265	Valid
Y8	0,677	Valid
Y9	0,496	Valid
Y10	0,525	Valid
Y11	0,650	Valid
Y12	0,501	Valid
Y13	0,298	Valid
Y14	0,051	Invalid

Y15	0,133	Invalid
Y16	0,263	Valid
Y17	0,122	Invalid
Y18	0,297	Valid
Y19	0,348	Valid
Y20	0,063	Invalid

Based on the results of the validity test presented in the table above, with a total of 80 respondents and a significance level of 0.05, the r-table value obtained was 0.220. The test results indicate that out of 20 statement items for the learning activeness variable, 16 items have r-calculated values greater than the r-table value and are therefore declared valid, while 4 items are declared invalid. Thus, the 16 valid statement items were used for subsequent data analysis, namely the reliability test.

Normality Test

The normality test was conducted to determine the distribution of data for the variables used in this study. Data that are considered good and appropriate for research purposes are those that follow a normal distribution. The complete results of the data normality test are presented in the following table.

Table 5.
Results of the Normality Test

Test	Significance Value	Conclusion
Kolmogorov–Smirnov	0.083	Normally Distributed

Based on Table 5, the results of the normality test using the Kolmogorov–Smirnov test show a significance value of 0.083, which is greater than 0.05. According to Ghozali (2019), data are considered to be normally distributed when the significance value exceeds 0.05. Therefore, it can be concluded that the research data are normally distributed and meet the requirements for conducting simple linear regression analysis.

Linearity Test

The linearity test was conducted to determine whether the two variables have a linear relationship. The results of the linearity test were examined based on the significance value of the *Deviation from Linearity*. The testing criteria are as follows:

If the significance value > 0.05 , there is a linear relationship between variable X and variable Y.

If the significance value < 0.05 , there is no linear relationship between variable X and variable Y.

The complete results are presented in Table 4:

Table 6.
Results of the Linearity Test

Test	Significance Value	Conclusion
Deviation from Linearity	0.230	Linear

Source: Processed Research Data (2026)

Based on Table 6, the linearity test results show a significance value of 0.230, which is greater than 0.05. According to Sugiyono (2020), the relationship between two variables is considered linear when the *Deviation from Linearity* significance value exceeds 0.05. These results indicate a significant linear relationship between classroom management and students' learning activeness. If no linear relationship exists, regression

analysis cannot be continued because the basic assumptions of regression analysis would not be fulfilled.

Simple Linear Regression Test

Regression analysis was conducted to measure the magnitude of the effect of classroom management on students' learning activeness. The complete results are presented in the following table.

Hypothesis Testing Results
Table 7.
Results of Simple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error
1	0.478	0.228	0.211	3.226

Sumber: Hasil Pengolahan Data Penelitian (2026)

Based on Table 7, the correlation coefficient (R) is 0.478. According to Sugiyono (2020), a correlation value of 0.478 falls within the moderate category. The coefficient of determination (R Square) is 0.228, indicating that the independent variable (classroom management) explains 22.8% of the variance in the dependent variable (students' learning activeness), while the remaining 77.2% is influenced by other factors not examined in this study.

Table 8. Regression Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	21,963	11,803		1,861	0,069
Classroom Management	0,690	0,191	0,478	3,609	0,001

Sumber: Hasil Pengolahan Data Penelitian (2026)

Based on Table 8, the following findings can be identified:

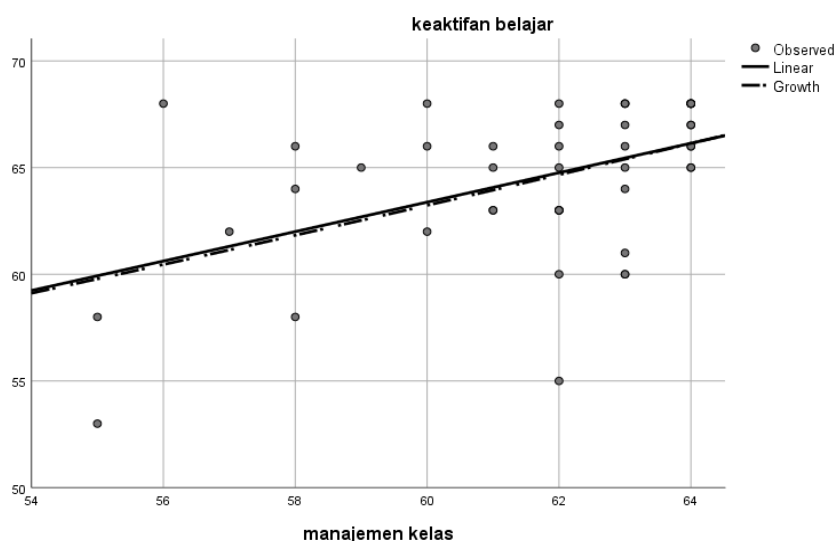
- a. The constant value is 21.963, indicating that when the classroom management variable equals zero, the learning activeness variable has a value of 21.963.
- b. The regression coefficient for classroom management is 0.690, meaning that for every one-unit increase in classroom management, students' learning activeness increases by 0.690 units.

Based on the results obtained using SPSS 25, the values of $a = 21.963$ and $b = 0.690$ were derived. Substituting these values into the regression equation yields

$$Y = a + bX$$

$$Y = 21,963 + 0,690X$$

The regression equation indicates that the initial (constant) value of students' learning activeness is 21.963, while the regression coefficient for the classroom management variable is 0.690. This means that for every one-unit increase in the classroom management variable, the value of the dependent variable (learning activeness) increases by 0.690 units. The regression coefficient is positive, indicating that the direction of the relationship between variable X (classroom management) and variable Y (learning activeness) is positive. Based on the significance value in the *Coefficients* table, the obtained Sig value is 0.001, which is less than 0.05. Therefore, it can be concluded that variable X (classroom management) has a significant effect on variable Y (students' learning activeness).



The figure above illustrates the relationship between classroom management and students' learning activeness, where the data points form a pattern that tends to increase as classroom management scores rise. The upward-sloping trend line indicates a positive relationship, meaning that better classroom management is associated with higher levels of student learning activeness. Although the data points are not perfectly clustered along the trend line, the graph still demonstrates that classroom management plays a role in encouraging learning activeness, even though it is also influenced by other factors. *Observed* refers to the original data obtained from observations or respondents' questionnaire responses. *Linear* indicates that the relationship between variables is linear and unidirectional, while *Growth* refers to an increasing tendency in values, such as learning activeness increasing alongside improvements in classroom management.

Thus, the research hypothesis (H_1), which states that "there is a significant effect of classroom management on students' learning activeness at SD Negeri Lampeuneurut Aceh Besar," is accepted, while the null hypothesis (H_0) is rejected.

Discussion

The results of this study indicate that classroom management at SD Negeri Lampeuneurut Aceh Besar is categorized as high, with a mean score of 3.85. This assessment was based on indicators including variation in teaching methods, management of instructional materials, use of learning media, implementation of evaluation, attendance discipline, classroom leadership, and clarity of the teacher's voice during instruction. These findings support the study by Asmara and Nindianti (2019), which states that effective classroom management encompasses planning, organizing, implementing, and supervising all classroom activities in order to create a conducive learning environment. Well-managed classroom practices are also able to enhance students' learning processes (Lailatussaadah, Jamil, et al., 2023; M. Nugraha, 2018).

The highest aspect of classroom management was attendance (3.91), indicating that teachers consistently check student attendance and arrive in class on time. This finding aligns with the results of Sinukaban and Andriani (2024), who emphasize that student discipline is one of the key principles of effective classroom management. Meanwhile, the lowest aspect was the use of learning media (3.72), although it still fell within the high category. This suggests that there is room for improvement in the utilization of more varied and innovative instructional media to further enhance students' learning engagement.

Students' learning activeness at SD Negeri Lampeuneurut was also categorized as high, with a mean score of 3.80. This was measured using indicators such as the ability to complete tasks, participation in learning activities, seriousness in following lessons, initiative in seeking information, activeness in group discussions, self-assessment ability, and willingness to practice through problem-solving exercises. These findings support Murni (2021), who states that active learning is a teaching–learning system that emphasizes students' physical, intellectual, and emotional engagement.

The highest indicator of learning activeness was self-practice in solving problems (3.87), indicating that students have strong abilities in answering teachers' questions and recalling previously learned material. This suggests that students possess a good understanding of the learning content. However, the lowest indicator was seeking information when concepts were not understood (3.78), indicating that some students still lack confidence in expressing their opinions in class. This finding supports Khoir et al. (2024), who highlight that students' self-confidence in expressing ideas is an important aspect of active learning that needs continuous development.

The hypothesis testing results show that classroom management has a significant effect on students' learning activeness, as evidenced by a significance value of $0.001 < 0.05$. The correlation coefficient of 0.478 indicates a positive relationship between classroom management and students' learning activeness. This means that better classroom management implemented by teachers is associated with higher levels of student learning activeness. These findings are consistent with Nugraha et al. (2023), who found that classroom management skills have a significant effect on elementary school students' activeness.

The coefficient of determination of 22.8% indicates that classroom management contributes to students' learning activeness, while the remaining 77.2% is influenced by other factors not examined in this study, such as learning motivation, family environment, teaching style, or the use of instructional media. This is in line with the findings of Aini and Hadi (2023), who suggest that, in addition to classroom management, various other factors also influence students' learning outcomes and activeness.

The regression equation $Y = 21.963 + 0.690X$ indicates that each one-unit increase in classroom management is followed by an increase of 0.690 units in students' learning activeness. This demonstrates that effective classroom management is able to create learning conditions that encourage students to be more active in participating in learning activities, including asking questions, engaging in discussions, and completing tasks. These findings strengthen the theory proposed by Mutia (2016), which states that effective classroom management is one of the main factors in creating a conducive learning environment that supports active student participation.

Although classroom management and students' learning activeness were both categorized as high, the results indicate that there is still room for improvement, particularly in the use of instructional media and in enhancing students' self-confidence in expressing their opinions. Therefore, schools should provide support in the form of training, supervision, and adequate facilities to promote effective classroom management. In addition, students should be given more opportunities to develop self-confidence and active communication skills in classroom learning activities.

The findings of this study are also consistent with Karwati and Priansa (2022), who state that effective classroom management involves planning, organizing, implementing, and supervising classroom activities to create a conducive learning environment. The highest aspect of classroom management was teacher attendance, which aligns with Kayikci (2009), who emphasizes that teacher discipline in attendance is a fundamental principle of classroom management.

Furthermore, this study supports the findings of Nugraha et al. (2023), who reported that classroom management skills significantly influence students' activeness and discipline in elementary schools. They explain that effective classroom management enhances students' learning enthusiasm through the application of varied teaching methods and supportive physical classroom environments. Similarly, Mudarris (2024) found that optimizing classroom management through clear rules and educational sanctions can improve students' motivation and discipline in learning activities.

Effective classroom management creates a structured and conducive learning environment. Lailatussaadah, Hayati, et al. (2023) argue that teachers must be able to create an enjoyable learning atmosphere to motivate students to actively participate in learning. This is reflected in the teacher's role in providing exemplary behavior, positive reinforcement, and appropriate guidance throughout the learning process. Slameto (2020) further adds that effective classroom management does not only focus on the physical arrangement of the classroom, but also on managing socio-emotional interactions between teachers and students, as well as among students.

Students' learning activeness at SD Negeri Lampeuneurut is also categorized as high, with a mean score of 3.80. This was measured using indicators such as the ability to complete tasks, participation in learning activities, seriousness in following lessons, initiative in seeking information, activeness in group discussions, self-assessment ability, and willingness to practice through problem-solving exercises. These findings support Nurmayuli (2024), who states that active learning is a teaching-learning system that emphasizes students' activeness both physically, intellectually, and emotionally.

The highest indicator of learning activeness was self-practice in solving problems (3.87), indicating that students have good abilities in answering teachers' questions and recalling previously learned material. This suggests that students possess a strong understanding of the learning content. However, the lowest indicator was seeking information when concepts were not understood (3.78), indicating that some students still lack confidence in expressing their opinions in the classroom. This finding is consistent with Weinstein and Tomlinson-Clarke (2004), who emphasize that students' self-confidence in expressing opinions is an important aspect of active learning that needs continuous development.

High levels of students' learning activeness have a positive impact on learning achievement. Ningsih (2021) found that student activeness has a significant effect on learning outcomes in economics subjects. Active students tend to have a deeper understanding of learning materials because they are directly involved in the knowledge construction process. This is further supported by Azis et al. (2023), who found that the appropriate use of instructional media can enhance students' learning activeness, which in turn contributes to improved learning outcomes.

The hypothesis testing results indicate that classroom management has a significant effect on students' learning activeness, as evidenced by a significance value of $0.001 < 0.05$. The correlation coefficient of 0.478 indicates a positive relationship between classroom management and students' learning activeness. This means that the better the classroom management implemented by teachers, the higher the level of students' learning activeness. These findings support Nugraha et al. (2023), who reported that classroom management skills have a significant effect on elementary school students' activeness.

The coefficient of determination of 22.8% indicates that classroom management contributes to students' learning activeness, while the remaining 77.2% is influenced by other factors not examined in this study, such as learning motivation, family environment, teaching style, or the use of instructional media. This is in line with Gage et al. (2018), who state that in addition to classroom management, various other factors also influence students' learning outcomes and activeness.

The regression equation $Y = 21.963 + 0.690X$ indicates that each one-unit increase in classroom management is followed by an increase of 0.690 units in students' learning activeness. This demonstrates that effective classroom management is able to create learning conditions that encourage students to be more active in participating in learning activities, such as asking questions, engaging in discussions, and completing tasks. These findings reinforce previous studies indicating that effective classroom management is one of the main factors in creating a conducive learning environment and supporting active student participation (Adnan et al., 2020; Fitriyawany et al., 2022).

Therefore, teachers' ability to manage classrooms effectively is essential in order to provide positive impacts on students. Teachers need to master various classroom management skills, including lesson planning, classroom organization, implementation of varied instructional strategies, and evaluation with appropriate follow-up. Through effective classroom management, teachers can create learning environments that support optimal student development, increase student activeness and participation, and ultimately improve the overall quality of learning.

CONCLUSION

Based on the results and discussion, the following conclusions can be drawn. First, classroom management implemented by teachers at SD Negeri Lampeuneurut Aceh Besar is categorized as high, with a mean score of 3.85. This indicates that teachers have managed classrooms effectively through various aspects such as teaching methods, instructional materials, learning media, evaluation, attendance discipline, leadership, and clarity of voice during instruction. Second, students' learning activeness at SD Negeri Lampeuneurut is categorized as high, with a mean score of 3.80. This indicates that students are actively involved in the learning process through task completion, participation in learning activities, seriousness in following lessons, initiative in seeking information, activeness in group discussions, self-assessment ability, and self-practice in problem-solving. Third, there is a significant effect of classroom management on students' learning activeness at SD Negeri Lampeuneurut Aceh Besar, as evidenced by a significance value of $0.001 < 0.05$, a correlation coefficient of 0.478, and a coefficient of determination of 22.8%. The regression equation $Y = 21.963 + 0.690X$ indicates that each one-unit increase in classroom management leads to an increase of 0.690 units in students' learning activeness. Thus, it can be concluded that effective classroom management has a positive and significant effect on improving students' learning activeness at SD Negeri Lampeuneurut Aceh Besar.

Limitations

This study has several limitations. First, the research sample was limited to fifth-grade students at SD Negeri Lampeuneurut Aceh Besar, with a total of 80 respondents. Therefore, the findings cannot be fully generalized to all elementary schools. Further studies involving a larger and more diverse sample, including multiple grade levels and schools, are needed to obtain more representative results that can be generalized to broader educational contexts.

Second, this study employed a quantitative approach, which limits the ability to explore in depth the underlying factors contributing to the strong influence of classroom management on students' learning activeness. Future research is therefore encouraged to use qualitative approaches or mixed-method designs to more deeply investigate the processes and dynamics of classroom management and how they influence students' learning activeness. Such approaches would enable the development of a more comprehensive classroom management model for enhancing student engagement.

SUGGESTIONS/RECOMMENDATIONS

Based on the research findings, several recommendations can be proposed. First, teachers are encouraged to continuously improve the quality of classroom management, particularly in terms of physical classroom arrangement, management of students' emotions, and the dynamics of classroom interactions. Although classroom management has already been categorized as high, consistent reinforcement and refinement can further optimize students' learning activeness.

Second, schools should provide support in the form of professional training, supervision, and adequate facilities to promote effective classroom management. A comfortable and well-organized learning environment will help improve students' concentration and engagement in learning activities.

Third, students are encouraged to actively participate in maintaining classroom order and comfort. Discipline, attentiveness during lessons, and positive cooperation among students will contribute to the creation of a conducive learning atmosphere and positively impact learning activeness.

Fourth, future researchers are advised to examine other factors that may influence students' learning activeness, such as learning motivation, family environment, teachers' instructional styles, and the use of instructional media, in order to obtain more comprehensive research findings.

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