

Classroom Quality Management in Improving Elementary School Students' Learning Outcomes (Case Studies at SDN Tanjungsari and SDN Wanaraja in Cianjur Regency)

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ABSTRACT

Improving elementary students' learning outcomes requires classroom quality management that integrates systematic planning, effective implementation, continuous evaluation, and appropriate follow-up actions. This study aimed to examine classroom quality management practices in improving student learning outcomes at SDN Tanjungsari and SDN Wanaraja in Cianjur Regency, including the supporting factors, challenges, and solutions associated with their implementation. A qualitative case study design was employed. Data were collected through classroom observations, in-depth interviews with principals, teachers, and students, as well as document reviews of lesson plans, learning reports, and supervision records. The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing and verification, while data credibility was ensured through member checking. The findings indicated that both schools implemented curriculum-based planning, diverse instructional strategies, formative and summative assessments, remedial programs, and enrichment activities. SDN Tanjungsari demonstrated more structured planning, differentiated instruction, consistent evaluation practices, and stronger parental involvement, whereas SDN Wanaraja emphasized discipline, practical learning activities, peer collaboration, and additional instructional time. The implementation of classroom quality management was constrained by limited facilities, variations in teacher competence, restricted funding, insufficient parental support, and differences in students' learning abilities. The study concludes that integrated and continuous classroom quality management practices contribute to improved student engagement and learning outcomes; however, their effectiveness depends on teacher competence, principal supervision, resource optimization, and sustained collaboration between schools and families.



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INTRODUCTION

The global education system continues to face a learning crisis, in which school participation does not necessarily translate into adequate learning achievement. The UNESCO Global Education Monitoring Report indicates that only 51% of children worldwide achieve minimum reading proficiency by the end of primary education. This challenge is particularly evident in Indonesia, where 53% of children of late primary school age experience learning

poverty, while 49% of students fail to achieve minimum proficiency levels at the end of primary education (World Bank, 2024). Furthermore, the OECD, (2023) reported that only 18% of Indonesian students achieved at least Level 2 proficiency in mathematics, compared with the OECD average of 69%, while only 25% reached the corresponding proficiency level in reading. These conditions demonstrate that improving learning outcomes requires attention not only to curriculum and educational access but also to classroom processes, teacher support, student engagement, and continuous management of learning quality.

Education serves as a fundamental foundation for developing high-quality, competitive, and character-oriented human resources. Law No. 20 of 2003 on the National Education System emphasizes that education aims to develop individual capacities and shape the character and civilization of a dignified nation, while contributing to national intellectual development. Therefore, educational implementation must be oriented toward quality improvement to produce students who are knowledgeable, skilled, responsible, and possess strong moral values.

The quality of education in Indonesia is further regulated through Government Regulation No. 57 of 2021 concerning National Education Standards, which establishes eight national education standards, including process standards. According to this regulation, the learning process must be interactive, inspiring, enjoyable, challenging, and encourage active student participation. This requirement is further strengthened by Permendikbudristek No. 21 of 2022 concerning Process Standards for Primary and Secondary Education, which requires learning activities to be conducted through careful planning, systematic implementation, and objective evaluation. These regulations emphasize that classroom learning quality is a central component in improving the overall quality of national education.

Theoretically, experts have also emphasized the importance of classroom management as a key factor in educational success. Arikunto, (2010) explains that classroom management involves teachers' efforts to create orderly, focused, and controlled learning conditions to achieve instructional objectives. (Borich, 2014) further states that student success is strongly influenced by effective classroom management because a positive learning environment can enhance student motivation and engagement. In addition, W. Edwards Deming's concept of Total Quality Management (TQM) emphasizes several principles, including continuous improvement, constancy of purpose, leadership, engagement of people, and a systematic approach. When adapted to the educational context, these principles require teachers to consistently plan learning objectives, innovate instructional strategies, lead classroom activities effectively, involve students and stakeholders, and implement measurable and sustainable learning processes.

Previous studies have reinforced the relevance of classroom management practices in improving learning quality. Korpershoek, Harms, de Boer, van Kuijk, and Doolaard (2016), through a meta-analysis study, found that effective classroom management strategies significantly improved academic achievement, student motivation, and positive behavior. Similarly, (Hamre & Pianta, 2005) demonstrated that instructional and emotional support from teachers, particularly in early grades, played an important role in improving learning outcomes and reducing the risk of academic failure. This positive effect was also reported by (Freiberg et al., 1995), who highlighted that classroom management interventions contributed to improved student achievement in urban educational settings.

In the Indonesian context, research has shown that effective classroom management is an important strategy for addressing specific learning challenges, such as difficulties in maintaining student concentration in mathematics learning. Since concentration is a fundamental component of academic success, (Annisa et al., 2019) demonstrated that classroom management practices involving preventive strategies, active learning approaches, and corrective actions could effectively reduce student concentration problems. This finding confirms that teachers' ability to manage classroom dynamics significantly influences students' capacity to remain focused when engaging with complex learning materials. Meanwhile, (Wasliman, 2023) emphasized that humanistic classroom management and effective teacher communication can improve student discipline, participation, and learning achievement.

However, empirical conditions in schools continue to reveal gaps between educational expectations and classroom practices. Based on the preliminary survey, SDN Tanjungsari had attempted to implement classroom quality management by developing relatively comprehensive instructional tools and applying various teaching methods. Nevertheless, implementation remained inconsistent, and several students had not achieved the Minimum Completion Criteria (KKM), particularly in Mathematics and Indonesian Language subjects. In contrast, SDN Wanaraja continued to apply more conventional classroom management practices dominated by lecture-based instruction, with limited utilization of learning media. Consequently, student learning outcomes remained relatively low, with approximately 40% of students not achieving the KKM. Furthermore, limited facilities, low student motivation, and insufficient teacher training in classroom management were identified as significant challenges.

Based on these conditions, a research gap required further investigation. From a policy perspective, national education regulations require learning processes to be interactive, inspiring, and student-centered. Theoretically, classroom quality management concepts and Deming's quality-management principles emphasize the importance of planning, implementation, evaluation, follow-up actions, and continuous improvement. However, empirical classroom management practices at elementary schools, particularly SDN Tanjungsari and SDN Wanaraja in Cianjur Regency, have not fully reflected these principles. Differences in student learning outcomes between the two schools indicate that classroom quality management remains an important factor requiring further optimization.

Although previous studies have demonstrated the positive effects of classroom management on student achievement, behavior, motivation, concentration, and discipline, many have focused on specific interventions or examined relationships between predetermined variables. Limited research has comparatively examined classroom quality management as an integrated cycle consisting of planning, implementation, evaluation, follow-up actions, challenges, and context-specific solutions in elementary schools with different management practices. Therefore, the novelty of this study lies in its comparative case study approach to examining the complete classroom quality management cycle at SDN Tanjungsari and SDN Wanaraja. The findings are expected to enrich the application of continuous quality improvement principles in elementary education and provide practical guidance for principals and teachers in developing classroom management strategies, remedial and enrichment programs, teacher capacity-building initiatives, parental collaboration, and more effective utilization of limited learning resources.

Based on these research gaps, this study focused on examining how classroom quality management was planned, implemented, evaluated, and followed up at both schools, as well as identifying supporting factors, challenges, and solutions applied during the process. The results of this study are expected to provide theoretical and practical contributions to improving learning quality in elementary schools.

METHOD

This study employed a case study method to examine classroom quality management practices at SDN Tanjungsari and SDN Wanaraja in Cianjur Regency. This method was selected because it enabled an in-depth exploration of classroom management practices and their relationship with learning outcomes within the actual school contexts.

The research participants consisted of school principals, teachers, and students who were relevant to the research focus. The research focused on the implementation of classroom quality management and its contribution to improving student learning outcomes. Data were collected through three main techniques: classroom observations, in-depth interviews with school stakeholders, and document analysis of relevant materials, including lesson plans, student learning outcome reports, and supervision documents.

The collected data were analyzed using the Miles and Huberman (1994) interactive model, which involved data reduction, data display, and conclusion drawing. Data credibility was established through member checking to ensure the accuracy and consistency of the findings. This research design provided a comprehensive understanding of how classroom quality management practices contributed to improving learning quality in elementary schools.

RESULTS AND DISCUSSION

Research on classroom quality management in improving student learning outcomes at SDN Tanjungsari and SDN Wanaraja found a number of important things related to planning, implementation, evaluation, follow-up, obstacles, and solutions carried out by teachers and principals.

Based on interviews and observations with the principal of SDN Tanjungsari, it was revealed that the school has established a policy to improve classroom quality through regular supervision, strengthening the preparation of lesson plans (RPP), and providing basic facilities and infrastructure. The principal emphasized that good classroom quality has a direct impact on improving student learning outcomes. Meanwhile, the Principal of SDN Wanaraja stated that the school is committed to implementing a program to improve classroom quality through curriculum-based RPP, the use of simple media, and full support from teachers. According to him, well-managed classroom quality will contribute significantly to improving the quality of learning and student achievement.

From the teachers' perspective, interviews and observations at SDN Tanjungsari showed that lesson planning was carried out by applying differentiation strategies, group discussions, and the use of simple media from the surrounding environment. The choice of media was tailored to the material being taught, while learning methods were varied to make students more enthusiastic and active in the learning process. Teachers at SDN Wanaraja, on the other hand, emphasize the importance of varied learning strategies, including group discussions, question and answer sessions, and hands-on practice in accordance with the subject matter. The selection

of these strategies is based on student characteristics and the context of the material, with frequent use of simple objects found around the school to enrich the learning process.

From the results of interviews and observations with both principals and teachers, it can be concluded that lesson planning at SDN Tanjungsari and SDN Wanaraja is carried out with the full support of the principals. This supervision ensures the completeness of learning administration, including lesson plans, while emphasizing the suitability of learning strategies with educational objectives. Both school policies and teacher strategies are oriented towards improving classroom quality as a means of achieving optimal student learning outcomes.

The results of interviews and observations with teachers at both schools regarding the implementation of classroom quality management at SDN Tanjungsari show that the implementation of classroom quality management is more directed at building cooperation between teachers and students. Teachers strive to create a participatory and interactive learning atmosphere by actively involving students in the learning process. The strategies used include group discussions, simple project-based learning, and the use of learning media sourced from the surrounding environment. The methods are varied to make learning more interesting and motivate students to learn, while also providing space for each student to play a role according to their respective abilities. Meanwhile, teachers at SDN Wanaraja place more emphasis on enforcing classroom rules and implementing mutual agreements from the beginning of the learning process. Discipline is the basis for creating order, for example through rules regarding punctuality, maintaining cleanliness, and building mutual respect among class members. In addition, teachers also integrate various learning methods such as discussions, question and answer sessions, and hands-on practice tailored to the characteristics of the students and the material being taught. The use of simple media from the surrounding environment also supports the creation of contextual and easy-to-understand learning.

Thus, although the two schools have different focuses—SDN Tanjungsari emphasizes collaboration, while SDN Wanaraja emphasizes discipline—both are able to build a conducive classroom climate. This has a positive impact on increasing the motivation, engagement, and learning outcomes of students in each school.

Interviews and observations conducted during the Learning Outcomes Assessment with teachers and the principal at SDN Tanjungsari revealed that learning outcomes assessment is carried out systematically and continuously. The assessment includes daily, formative, and summative assessments, each of which plays an important role in monitoring student progress. Teachers use daily assessments to determine students' understanding of the material that has just been taught, for example through short question and answer sessions, exercises, or observation of attitudes in learning activities. Formative assessments are carried out periodically to assess mastery of basic competencies and provide quick feedback. Meanwhile, summative assessments are conducted at the end of a theme or semester as a comprehensive assessment of learning achievements. The evaluation results are then used as a basis for teachers to determine follow-up actions, such as providing reinforcement of material for students who are still experiencing difficulties or designing enrichment programs for students who have exceeded the learning targets. At SDN Wanaraja, teachers and the principal also emphasize the importance of evaluation as an integral part of classroom quality management. Evaluation is carried out through the assessment of learning processes and outcomes, which include written tests, individual and group assignments, and skills assessments. As at SDN

Tanjungsari, the results of the evaluation are not only used to assess students' academic achievement but also as material for reflection in improving learning methods. Teachers emphasize that information from evaluation results helps them adjust their approach, for example by providing additional exercises, remedial lessons, or using methods that are more suited to student characteristics.

Overall, the results of interviews and observations at both schools show that learning outcomes are evaluated in a planned, comprehensive manner that is oriented toward continuous improvement. Evaluation is not only a tool for measuring student achievement, but also serves as feedback for teachers in developing more effective learning strategies, thereby supporting the improvement of student learning outcomes in the classroom. Follow-up learning is one of the important focuses in improving classroom quality. Teachers at SDN Tanjungsari place more emphasis on remedial programs through repetition of material and additional exercises, while teachers at SDN Wanaraja develop collaborative learning, where students who understand the material better help their friends in group study. In addition, both schools also provide enrichment programs for students who have exceeded the achievement standards.

The results of interviews and observations on obstacles in the implementation of Classroom Quality Management with the principal and teachers at SDN Tanjungsari found that the main obstacle in the implementation of classroom quality management lies in the limited facilities and infrastructure available to the school. The available learning facilities are still minimal, both in terms of quantity and quality, so that sometimes teachers have to be creative in using simple media from the surrounding environment. In addition, one of the significant obstacles revealed was the lack of support from parents in assisting their children with their studies at home. Not all parents are able to give their full attention to their children's learning process, so teachers often have to repeat the material or provide additional guidance at school so that students' learning achievements can meet the targets. Meanwhile, at SDN Wanaraja, the obstacles faced also include limited learning facilities and equipment, especially in the provision of media that can support practice-based learning. However, the challenge that is more emphasized by the school is the limited effective learning time. This is due to the busy school schedule and the fact that students sometimes lack focus, so teachers need to adjust their learning strategies to ensure that the curriculum targets are still achieved. Differences in students' abilities to absorb lesson material also pose an obstacle that must be overcome, as it requires teachers to continuously adjust their methods and approaches.

Regarding the solutions from the interviews with the principal and teachers at SDN Tanjungsari, it was found that the solutions adopted to overcome the obstacles in implementing classroom quality management focused on strengthening communication with parents. The principal emphasized the importance of synergy between the school and families, because parental involvement greatly influences students' success in learning. Teachers actively communicate with parents through regular meetings and informal communication to build awareness that the learning process does not only take place at school but must also be reinforced at home. In addition, teachers strive to increase creativity in learning by utilizing simple media from the surrounding environment and applying collaborative learning strategies, such as group discussions and practical activities, so that students are more enthusiastic and can easily understand the material. Meanwhile, teachers and the principal at SDN Wanaraja emphasized solutions in the form of optimizing learning time by adding extra hours outside of

regular school hours. This was done to overcome the limitations of effective learning time at school. In addition, teachers sought to build collaboration among students through discussion, question and answer, and group work methods to create a more active and participatory learning atmosphere. Teachers' support in the use of simple learning media is also one of the efforts to overcome infrastructure limitations. From the students' perspective, the implementation of this solution provides tangible benefits in the learning process. Students at SDN Tanjungsari feel more comfortable and motivated to learn because teachers often use visual media, educational games, and group learning. They are also accustomed to asking questions directly to teachers or discussing with peers when they encounter difficulties. On the other hand, students at SDN Wanaraja show a tendency to not only ask questions to teachers in class, but also seek guidance from their parents at home, so that family support becomes one of the factors that strengthen learning outcomes.

The solutions adopted by both schools demonstrate a commitment to continuously improving classroom quality through teacher creativity, strengthened collaboration, additional learning time, and parental involvement. Although there are differences in the emphasis of the strategies between SDN Tanjungsari and SDN Wanaraja, both schools have succeeded in creating a more conducive and enjoyable learning environment that has had a positive impact on improving student achievement.

Overall, this study found that classroom quality management contributes significantly to improving student learning outcomes. The main similarities between the two schools are their commitment to lesson plan preparation, tiered evaluation, and the use of simple media. The difference lies in the focus of the strategies: SDN Tanjungsari emphasizes supervision, differentiation strategies, and parental involvement, while SDN Wanaraja prioritizes hands-on practice, additional learning time, and collaboration among students.

To obtain a clearer picture of classroom quality management in improving student learning outcomes, the results of this study are discussed in six main aspects: planning, implementation, evaluation, follow-up, obstacles, and solutions.

In the context of classroom quality management at SDN Tanjungsari and SDN Wanaraja, planning is the initial stage that greatly determines the success of the learning process. It emphasizes that systematic planning is the main foundation for quality improvement. Without careful planning, the entire quality management process has the potential to run aimlessly and make it difficult to achieve the expected targets. Deming (1993) principles emphasize the importance of setting clear objectives, measurable strategies, and specific achievement indicators as the basis for learning implementation and evaluation. Thus, in planning classroom quality at both schools, it is important to develop a good plan. The implementation of learning (RPP) in line with the curriculum and supervision by the principal are strategic efforts to ensure that the quality of learning proceeds in the direction set.

In line with this, Bloom, (1956), through his theory of the Taxonomy of Educational Objectives, emphasizes that learning planning should not only be oriented towards cognitive aspects but should also cover the affective and psychomotor domains. This means that teachers need to develop learning objectives that touch on various dimensions of student development so that learning outcomes are not only seen in mastery of the material but are also reflected in attitudes, skills, and behavior. In this study, this is relevant when teachers at SDN Tanjungsari and SDN Wanaraja develop varied and contextual learning strategies. Both reinforce each other

and are relevant to the results of the study at the two schools, where quality classroom planning is realized through the systematic preparation of lesson plans, learning strategies that are appropriate to student characteristics, and clear indicators of success as a basis for improving learning achievement. The results of the study show that both at SDN Tanjungsari and SDN Wanaraja, teachers have attempted to design learning in accordance with the applicable curriculum, although there are differences in emphasis on certain aspects. Furthermore, the planning stages include: planning through lesson plans (RPP), selection of learning methods and media, and selection of learning strategies.

Thus, the implementation of classroom quality management in both schools is in line with previous theories and research which emphasize that effective classroom management is key to improving the quality of learning and student learning outcomes. The implementation stage is the actual implementation of the lesson plan that has been prepared in the RPP. At this stage, teachers not only deliver material, but also manage the classroom, motivate students, and create a conducive learning atmosphere. The findings of the research at SDN Tanjungsari and SDN Wanaraja show similarities in the commitment to implementation, but there are also differences in the strategies and quality of implementation. In this study, the implementation steps at the two schools included classroom management, student motivation, and a conducive learning atmosphere.

The evaluation of classroom quality management at SDN Tanjungsari and SDN Wanaraja was carried out systematically through daily, formative, and summative assessments. The results of the evaluation were used by teachers not only to measure students' academic achievement but also as a basis for improving learning strategies through remedial and enrichment programs. This is in line with Bloom, (1956) view in *Taxonomy of Educational Objectives*, which emphasizes that “evaluation must cover the cognitive, affective, and psychomotor domains so that learning outcomes are reflected comprehensively”. Similarly, (Wasliman, 2023) research confirms that “consistent evaluation helps teachers understand students' needs, foster learning discipline, and improve the quality of classroom management”. Thus, evaluation in both schools plays an important role not only as a tool for measuring student achievement but also as an instrument for improving the quality of learning and student learning outcomes. Evaluation is an important stage in classroom quality management because it serves as a tool for measuring the achievement of learning objectives and as a basis for making improvements in future planning and implementation. The results of the research at SDN Tanjungsari and SDN Wanaraja show that teachers have carried out evaluations regularly, although there are variations in their completeness and consistency. The evaluation stages carried out by the two schools include: Daily Assessment, Formative Assessment, and Summative Assessment.

Both schools conduct summative assessments in the form of mid-semester tests (UTS) and end-of-semester tests (UAS). At SDN Tanjungsari, summative results are not only used to determine grades, but also as material for quality analysis discussed in evaluation meetings between teachers and the principal. This reflects the principle of Quality Control in Juran Trilogy, which emphasizes monitoring the final results of learning. At SDN Wanaraja, summative assessments place more emphasis on grades and learning completeness. The analysis of the results has not been optimally used as a reference for improving learning strategies, so that follow-up is only carried out before the next exam. This condition shows that

without effective classroom management and evaluation training, teachers tend to focus only on grades rather than the learning process.

Follow-up learning is an important component of classroom quality management because it serves to bridge differences in student learning abilities. This follow-up ensures that each student receives learning services according to their needs, whether they have not yet achieved proficiency or have exceeded the achievement target. Follow-up from the evaluation of learning outcomes at SDN Tanjungsari and SDN Wanaraja was carried out as an effort to improve and enhance the quality of learning. Teachers and principals use the results of daily, formative, and summative assessments as a basis for determining improvement strategies. This follow-up is not only directed at students who have not reached the target but also at students who have exceeded the achievement standard. This is in line with the opinion of (Ijudin et al., 2022) in their article *The Effect of Integrated Quality Management on Teacher Performance to Improve Student Learning Outcomes*, which emphasizes that follow-up on evaluation results is an integral part of quality management to ensure continuous improvement in the learning process. Furthermore, (Deming, 1993) in *The New Economics for Industry, Government, Education* emphasizes the importance of a continuous improvement cycle (continuous improvement) through targeted follow-up so that the quality of the learning process and outcomes can be optimized.

Thus, the follow-up at both schools reaffirmed their commitment to improving the quality of learning through concrete efforts oriented towards the needs of students. As an implementation of this follow-up, teachers at both schools carried out various programs tailored to the conditions and achievements of the students. These efforts included remedial programs, enrichment, and additional coaching for students.

In implementing classroom quality management at SDN Tanjungsari and SDN Wanaraja, a number of obstacles were found that affected the optimization of learning. Teachers and principals acknowledged that the main obstacles did not only come from internal school factors, but were also influenced by external conditions related to parental support and limitations in the learning environment. According to (Hartanto & Sukartono, 2022) in their article *The Influence of Learning Facilities and Classroom Management on Elementary School Students' Mathematics Learning Outcomes*, limited facilities and suboptimal management can have a direct impact on the quality of student learning outcomes. Similarly, (Osher et al., 2010) emphasize that obstacles in classroom management are generally related to human resources, supporting facilities, and funding consistency, which affect program continuity. More specifically, the obstacles to classroom quality management in both schools can be grouped into three main aspects, namely human resources, infrastructure, and financing.

As a follow-up to the obstacles faced, teachers and principals at SDN Tanjungsari and SDN Wanaraja have attempted to implement various solutions to ensure that classroom quality management continues to run optimally. These solutions are aimed at addressing the main obstacles related to limited human resources, infrastructure, and financing. The implementation of classroom management in improving the quality of learning in elementary schools emphasizes that the success of improving learning quality is greatly influenced by the creativity of teachers in overcoming limitations in facilities and the support of schools in facilitating the learning process. Through good classroom management, students will feel encouraged to learn, especially when the classroom atmosphere is arranged as well as possible, which is important

to help them think clearly during lessons. With a pleasant atmosphere in Islamic Religious Education, students will be more motivated to explore their creative potential. The learning process is a change that occurs in a person, while learning is part of that process which can take the form of various changes, such as knowledge, attitudes, behavior, skills, and habits. All of these aspects are related to the individual who is learning. Student behavior as a result of the learning process is influenced by several factors, both internal and external. Internal factors include student abilities, such as interest, attention, study habits, and motivation. Meanwhile, external factors in education can be divided into three main environments: family, school, and community. All these elements greatly influence the learning process, especially at school, where good classroom management plays an important role in improving teaching effectiveness (Nurlatifah, Yanah, & Asmoro, 2024).

In addition, Ijudin et al., (2022) also stated that integrated quality management-based solutions, such as improving teacher competence, utilizing simple facilities, and more targeted financing planning, can improve the quality of student learning outcomes. Despite facing various obstacles, both SDN Tanjungsari and SDN Wanaraja strive to find solutions to ensure that classroom quality management continues to run well. These solutions focus on strengthening human resources, utilizing facilities and infrastructure, and optimizing funding, including human resources, facilities and infrastructure, and funding.

Based on the results of research on Classroom Quality Management in Improving Student Learning Outcomes at SDN Tanjungsari and SDN Wanaraja, it can be concluded that the implementation of classroom quality management in both schools has been running well despite facing various limitations. In terms of planning, both schools developed lesson plans as learning guidelines, but with different emphases. Teachers at SDN Tanjungsari are more detailed in developing lesson plans with a differentiated approach, while teachers at SDN Wanaraja are more straightforward, prioritizing hands-on practice and the use of simple media. In the implementation of learning, SDN Tanjungsari emphasizes collaboration between teachers and students in managing the classroom, providing motivation, and creating an active and enjoyable learning atmosphere. Meanwhile, at SDN Wanaraja, classroom management emphasizes rules and discipline, resulting in a more controlled learning atmosphere, although student participation is not yet optimal. At the evaluation stage, both schools conduct daily, formative, and summative assessments in stages.

However, teachers at SDN Tanjungsari are more consistent in utilizing evaluation results as a basis for improving learning, while at SDN Wanaraja, evaluation still tends to focus on administrative aspects. In terms of follow-up, both schools implement remedial programs for students who have not achieved the minimum passing grade and enrichment programs for high-achieving students. The difference is that at SDN Tanjungsari, remedial programs are carried out through repetition of material and personal guidance, while at SDN Wanaraja, they rely more on additional assignments and group learning. Additional coaching is also provided at both schools ahead of exams, although with varying intensity. The obstacles faced include human resources, facilities and infrastructure, and financing. At SDN Tanjungsari, the main obstacles were the varying abilities of teachers in using innovative methods and the lack of parental support. At SDN Wanaraja, the obstacles were more related to the limited number of teachers, limited classroom space, and a lack of budget. As for the solutions adopted, both schools demonstrated creativity and collaboration. SDN Tanjungsari focused on improving

teacher competence through KKG and training, utilizing simple media, and strengthening cooperation with parents and the committee. Meanwhile, SDN Wanaraja prioritized internal teacher coaching, efficient use of the budget, and creativity in utilizing available facilities.

CONCLUSION

Based on the findings of the study on classroom quality management in improving student learning outcomes at SDN Tanjungsari and SDN Wanaraja in Cianjur Regency, lesson planning was found to align with the applicable curriculum requirements. At SDN Tanjungsari, planning was conducted more systematically through the preparation of lesson plans and relatively comprehensive instructional materials, whereas SDN Wanaraja still experienced limitations in the consistency of preparing learning documents. These differences influenced variations in the quality of classroom learning implementation. The implementation of classroom quality management at SDN Tanjungsari demonstrated the use of diverse instructional methods and simple learning media to create a conducive learning environment.

Meanwhile, classroom instruction at SDN Wanaraja tended to rely on more conventional approaches, particularly lecture-based methods, resulting in less optimal student engagement. Learning evaluation was conducted through formative and summative assessments to measure student learning outcomes. Teachers at SDN Tanjungsari demonstrated greater consistency in providing feedback, whereas evaluation practices at SDN Wanaraja tended to focus more on administrative requirements with limited follow-up actions. Follow-up activities, including remedial programs, enrichment activities, and additional learning support, had been implemented; however, their intensity and quality varied between the two schools. SDN Tanjungsari showed more structured implementation of remedial and enrichment programs, while SDN Wanaraja continued to face challenges in optimizing follow-up activities. The main challenges identified included limited facilities and infrastructure, low motivation among some students, and variations in teacher competence in implementing quality-oriented instructional strategies. Efforts to address these challenges included improving teacher competence through training programs, optimizing available resources, strengthening collaboration with school principals, and increasing parental support. Thus, despite differences in implementation levels, both schools demonstrated continuous efforts to improve classroom quality as a means of achieving better student learning outcomes.

Overall, this study confirmed that effective classroom quality management played an important role in improving student learning outcomes. Schools that implemented systematic planning, innovative instructional practices, consistent evaluation, and continuous follow-up activities were more likely to achieve improved academic performance.

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