



---

## **Teacher Skills in Classroom Management: Improving the Quality of Learning**

**Algia Rizkania Azzahra<sup>1</sup>, Ravina Azhar Alfyyah<sup>2</sup>, Ruhyat M<sup>3</sup>, Sinta Putri Nur Azizah<sup>4</sup>  
Wina Mustikaati<sup>5</sup>**

<sup>12345</sup>*Universitas Pendidikan Indonesia, Jl.Dr. Setiabudi, Bandung*

*Korespondensi Penulis. E-mail: [Sintaputri05@upi.edu](mailto:Sintaputri05@upi.edu), Tlp: +6289518892343*

### **Abstract**

Copyright (c) 2025 Algia Rizkania Azzahra,  
Ravina Azhar Alfyyah, Ruhyat M, Sinta Putri  
Nur Azizah, Wina Mustikaati

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



Doi:

<https://doi.org/10.47435/jpdk.v10i02.3818>

In the modern era of education, the challenges of classroom management are increasingly complex along with various influencing aspects. Good classroom management plays an important role in creating an effective, conducive learning environment and helps improve the quality of learning in the classroom. Through an in-depth analysis using the literature review method of various relevant literature sources, this research identifies teacher skills as key in classroom management. By mastering various abilities and skills in managing the classroom such as; communication skills, social interaction, time management, behavior control, and adaptability can improve student motivation and learning outcomes. Teachers who are good at classroom management are able to improve students' academic achievement and indirectly help improve the quality of learning.

**Keywords:** *Classroom Management, Learning Quality*

### **1. Introduction**

Classroom management is an essential component of an effective learning process. As a learning facilitator, teachers must have the ability to manage the classroom so that the learning atmosphere becomes fun, conducive, and engaging. The implementation of well-planned and structured learning can help students achieve success in achieving learning goals. The way to achieve quality and quality education requires designing an education system that can create a fun learning atmosphere and process, motivate, and challenge students to develop themselves optimally (Elvira, 2021).

Preparing quality education certainly requires an important role in making it happen. Teachers are one of the important roles in realizing quality education. Quality education comes from qualified teachers. A good teacher must at least master the subject matter, teaching methodology, evaluation system, and learning psychology. An effective teacher is not only smart, but also able to develop students' intelligence. In addition, a good teacher not only has a positive character, but is also able to form a good character in students. They are not only role models who have integrity, but can also make students role models. The main task of a teacher is not only to teach, but also to help students overcome difficulties in learning (elvira, 2021). Therefore, teachers' skills in classroom management are very much needed.

However, with poor classroom management, the learning process is disrupted and learning objectives are not achieved. Teachers' failure to achieve learning objectives is the same as their inability to manage the classroom. Poor academic achievement or not conforming to standards or size limits are examples of failure. As a result, managing the classroom is a very important ability of teachers.

Creating and maintaining a positive learning environment, organizing classroom layouts, managing learning time and activities, and effectively handling student behavior are all part of a



teacher's ability to manage the classroom. These skills improve student learning outcomes and increase their motivation to learn.

In the modern era of education, the challenges of classroom management are increasingly complex along with the diversity of student characteristics, technological advancements, and the implementation of a competency-based curriculum. Therefore, teachers need to continue to develop their professional skills in order to be able to manage the classroom in an adaptive and innovative manner. According to educational research and practice, teachers who are able to manage the classroom well are more likely to produce an effective learning process, build positive relationships with students, and improve the overall quality of learning (Marzano & Marzano, 2003). Therefore, it is important to improve teachers' abilities in this regard as part of efforts to improve the quality of education.

Classroom management skills have a positive and significant effect on the quality variables of the learning process. The results of the second test with a determination coefficient ( $R^2$ ), obtained an  $R$  value of 0.938, meaning that the correlation is very strong. As for the determination coefficient value ( $R^2$ ), showing the  $R$  square number of 0.879 or 87.9%, it means that the variation in the quality of the learning process can be explained by the variable of classroom management skills. The remaining 12.1% can be explained by other variables outside the research variables (Kurni & Susanto, 2018).

## **2. Method**

This study uses a *literature review* research method that aims to collect, analyze, and summarize various relevant literature on teachers' skills in classroom management in the context of improving the quality of learning. This method was chosen because it provides an opportunity for researchers to explore various perspectives and pre-existing findings. By conducting a literature review, researchers can identify theories that have been developed by experts in the field of education, as well as understand how teachers' skills in classroom management in the context of improving the quality of learning.

Through this method, researchers can also collect data from different types of sources such as journal articles, books, and research reports, which can provide valuable insights into how teachers' skills in classroom management in the context of improving the quality of learning. Thus, the literature review from this study can provide a clear context in relation to teachers' skills in classroom management, as well as related to improving the quality of learning and recommendations of education practitioners in the development of more effective teaching methods.

## **3. Results and Discussion**

### **3.1. Basic Concepts of Classroom Management**

Class management consists of two words, namely management and class. Another concept of management is "management." Management is a word that originally came from the English word "*management*," which means management. According to Suharsimi Arikunto, as quoted by Djamarah in (Azman, Z, 2020) in general management is a systematic process in implementing goals where there is good planning, direction, control and use of existing resources to ensure that all planning goals can be achieved effectively and efficiently. According to Djudju Sudjana in (Astutik, D, 2024) management is a special ability and skill to carry out activities with others to achieve organizational goals. Meanwhile, according to Oemar Hamalik in (Umar & Hendra, 2020), a class is a group of people who participate in learning activities taught by teachers. According to Nawawi in (Astutik, D, 2024), classroom management is the ability of teachers or homeroom teachers to utilize the potential of the classroom in the form of providing the widest possible opportunity for each individual to carry out creative and directed activities, so that the available time and funds can be used efficiently to carry out classroom activities related to the curriculum and student development. Classroom management is the necessary conditions and procedures to establish and maintain an environment in which



teaching and learning can occur. Classroom management consists of the practices and procedures that teachers use to maintain an environment in which teaching and learning can take place.

The purpose of classroom management is basically linked in educational objectives. Classroom management is generally the provision of facilities for various learning activities for students in social, emotional and intellectual environments. According to Suharsimi Arikunto in (Azman, Z, 2020) argues that the purpose of classroom management is to achieve effective and efficient educational goals, because every child can work well in the classroom. Teachers can manage all the conditions that occur in the classroom when they learn, creating mutual communication between teachers and students from the learning process. so in general, the purpose of classroom management is to improve the quality and quality of learning. The quality of learning will be achieved, if a learning goal is achieved

Effective pedagogical interaction occurs, as described as a process that strengthens the material and human elements carried out by teachers to support teaching and learning activities in the classroom. As a process, classroom management has activities that teachers need to implement in their implementation. In classroom management, it should be carried out effectively and on target that is to be achieved and more efficient. The aspects of classroom management greatly affect the success of learning to conditions in the classroom (Wahid & Tahir, 2023) such as: 1) The use of interesting learning methods, the use of effective and interesting learning methods will help students understand and remember learning materials better, this requires teachers' pedagogic skills. 2) The use of media in the learning process, the use of media in the learning process will help students in understanding the learning material better so as to trigger creative and innovative habits for students. 3) The use of strategies can motivate students, the use of appropriate classroom management strategies is able to increase understanding of students. 4) Arrangement of classroom conditions, good classroom conditions can make a full contribution to creating motivation for students in the learning process and can increase focus and can facilitate the learning process. As for other research conducted by Julie P. Sanford in (Wong, H. K., & Wong, R. T, 2018) classroom management is divided into two parts: (a). Effective classroom management: in each class, teachers provide clear and simple direction and are rated as excellent in structuring transitions. Students are always notified of the time left for an activity and warned in advance of the upcoming transition. (b). Ineffective classroom management: Teachers have difficulty transitioning from one activity to another. Teachers often do not complete one activity before giving directions for another, only give directions without attracting students' attention and rarely give the class advance warnings or help students in managing time. A teacher should be able to direct and guide students to be active in teaching and learning activities, so as to create a good atmosphere and interaction between teachers and students and students. In addition, teachers are a factor that affects student learning outcomes at school, they should master teaching skills and apply them in the teaching and learning process (Jannah, 2023).

### **3.2. Teacher Skills in Classroom Management**

Classroom management plays a crucial role in determining the level of student learning motivation. Teachers who have the ability to manage the classroom effectively are able to create a positive and supportive learning atmosphere, so that students feel at home in the classroom and are more encouraged to participate in learning. A well-organized, interactive, and appreciative learning environment can foster students' confidence and enthusiasm in pursuing achievements (Tunnisa & Nurfuadi, 2023). Effective classroom management is closely related to students' academic, behavioral, and social-emotional outcomes, even for the well-being of teachers.

Effective classroom management not only creates an orderly and conducive learning atmosphere, but is also able to build a positive psychological climate, minimize distractions, and



optimize student involvement in the learning process. (Putriyani, Wahyuningsih, Muharam, Mustikaati (2023) states that teachers who are skilled in managing the classroom are able to provide fun, interactive, and meaningful learning, so that students feel comfortable and motivated to learn. The teacher's duties in the classroom are not limited to the delivery of material alone, but also include the responsibility to create and maintain a learning environment that supports the achievement of learning objectives. An optimal learning environment includes the physical arrangement of the classroom, the management of social interactions between students and between teachers and students, and the use of learning strategies that are in accordance with the characteristics of the students. Thus, teachers' skills in classroom management are one of the important keys in supporting the achievement of maximum learning outcomes.

Providing positive feedback to students is also crucial to help them understand the achievements and aspects that need improvement. In addition, creating student involvement by inviting them to be active in the learning process can increase their motivation and learning outcomes. Overall, teachers' skills in classroom management are essential for building an effective learning environment. By mastering various abilities and implementing the right strategies, teachers can improve students' motivation and learning outcomes. Therefore, training and professional development for teachers in the field of classroom management need to be continuously improved in order to improve the quality of education.

### **3.3. Quality of Education**

Quality can be interpreted as quality or effectiveness According to Hamdani in (Ardhi Wicaksono & Yanuarita Sutikno, 2019). Effectiveness or quality is usually needed in various fields. Likewise in the field of education, which in its implementation requires effectiveness to provide maximum results. Therefore, learning quality is a teaching and learning process that takes place effectively so that it is able to achieve results with the goals that have been set. The quality of learning can also be interpreted as how far the learning goals are achieved (Ardhi Wicaksono & Yanuarita Sutikno, 2019). The achievement of these goals includes increasing knowledge, skills and attitude development through a structured and continuous learning process. So that students are able to understand the material deeply through application in daily life by showing attitudes that reflect positive values. according to Daryanto in (Ahmadi & Hadi, 2023). According to Uno (Wijaya & Nuraini, 2022), the quality of learning means how the affairs in the learning activities carried out can run well and produce good outputs. Because the quality of learning can be seen in terms of processes and results. Thus, learning is said to be of quality if the learning process is carried out effectively and efficiently and produces optimal learning impacts in accordance with the goals achieved (Wijaya & Nuraini, 2022)

From various opinions of experts, the quality of learning is the level of achievement in learning activities that can be carried out effectively to achieve better goals so that it has quality during learning activities and produces good outputs.

In helping to produce good outputs or results, many learning quality improvements are designed and implemented by teachers by showing learning objectives. Teachers as implementers of education are very influential parties in the learning process according to Yuniati in (Jamilah, 2013). Because in the process of improving the quality of learning activities, there is planning, implementation of the learning process and learning evaluation carried out by teachers by showing the quality of the process of implementing learning activities in the classroom. (Ichsan Mahardika et al., 2021). Therefore, teachers have a very important role in helping the quality learning process. This is because teachers interact directly with students as subjects and objects in learning.

According to the Ministry of National Education in (Gurnito, 2016) there are seven indicators of learning quality: (1) student activities, namely all forms of student activities both physical and non-physical; (2) teachers' skills in managing learning, namely the ability to carry out learning for the sake



of achieving learning goals; (3) student learning outcomes, namely changes in behavior after experiencing learning activities; (4) learning climate, referring to the interaction between learning components such as teachers and students; (5) material, adjusted to the learning objectives and competencies that students must master; (6) learning media, which is a tool to provide learning experiences to students; and (7) the learning system in schools, which is the process that occurs in schools.

Based on the analysis that has been carried out by Olis (2023) in his research, it is stated that the achievement of optimal quality education can be realized through an effective learning process. This will result in graduates who have basic skills to learn, are able to keep up with the latest developments and do not play a pioneering role in innovation and change.

### 3.4. The Impact of Classroom Management Skills on Learning Quality

Classroom management skills play a strategic role in determining the effectiveness of the learning process. Teachers who manage the classroom well can create a learning environment that is safe, orderly, and conducive to student engagement. This has a direct impact on improving the quality of learning, both in terms of processes and student learning outcomes. *Supporting teachers in managing classroom dynamics is essential not only for their mental health but also for ensuring a positive and productive learning environment for students (Khan et al., 2025)*. That teachers who manage the classroom well will improve the quality of good learning for students as well.

Effective classroom management allows teachers to minimize distractions, optimize learning time, and build positive interactions between teachers and students. In well-managed classroom conditions, students feel more focused, motivated, and actively involved in the learning process. Conversely, poor classroom management can lead to noise, disorder, and decrease learning effectiveness.

In addition, classroom management skills are also closely related to the achievement of learning outcomes. Research shows that teachers who are good at classroom management are able to improve students' academic achievement by implementing more targeted and systematic learning strategies (Marzano & Marzano, 2003). Other research conducted (Putra & Yanto, 2025) shows that *The results convincingly demonstrate that effective classroom management positively impacts student achievement across various situations, contexts and education levels*. Therefore, strengthening skills in classroom management is an important component in developing teacher professionalism and improving the overall quality of education

## 4. Conlution

Classroom management is a crucial aspect of the educational process that involves the management of resources, both human and material, to create an effective and conducive learning environment. Classroom management not only focuses on the physical setting of the classroom, but also includes social interaction, communication, and student behavior control. The main goal of classroom management is to improve the quality of learning, which can be achieved through good planning, direction, and effective control. The quality of learning is measured by the effectiveness of the process and the results achieved, which are influenced by a variety of factors, including student activities, teacher skills, and learning climate. Therefore, strengthening classroom management skills should be a focus in teacher professional development to improve the overall quality of education. With good classroom management, students will feel more motivated and engaged, which in turn will improve their academic achievement.



Therefore, teachers' skills in managing the classroom have a great influence on the learning atmosphere and student learning outcomes. Teachers need to have good communication skills, social interaction skills, and the ability to manage time and control student behavior. The setting of classroom facilities and physical environment also plays an important role in supporting the teaching and learning process.

**Reference:**

- Ahmadi, & Hadi, S. (2023). Upaya Peningkatkan Kualitas Pembelajaran Melalui Persiapan Mengajar Guru. *Jurnal Jendela Pendidikan*, 3, 50–58.
- Ardhi Wicaksono, R., & Yanuarita Sutikno, P. (2019). *Peningkatan Kualitas Pembelajaran Ipa Melalui Model Example Non-Example Berbantuan Media Audio Visual* (Vol. 9, Issue 3). [Http://Ejournal-Pasca.Undiksha.Ac.Id/Index.Php/Jurnal\\_Ipa/Index](Http://Ejournal-Pasca.Undiksha.Ac.Id/Index.Php/Jurnal_Ipa/Index)
- Astutik, D. (2024). Konsep Pengelolaan Kelas. *Jurnal Muaddib*. 2 (2). Hal. 454-467.
- Azman, Z. (2020). Pengelolaan Kelas dalam Pembelajaran. *Edification Journal: Pendidikan Agama Islam*. 2 (2). Hal. 51-64.
- Elvira. (2021). Faktor Penyebab Rendahnya Kualitas Pendidikan dan Cara Mengatasinya (Studi Pada: Sekolah Dasar di Desa Tonggolobibi). *Jurnal Ilmu Kependidikan dan Keislaman*. 16(2), 93-98.
- Gurnito. (2016). Peningkatan Kualitas Belajar Siswamelalui Model Pembelajaran Contextual Teaching And Learning. *Jurnal Inovasi Pembelajaran Karakter*, 1(1).
- Ichsan Mahardika, A., Wiranda, N., & Pramita, M. (2021). *Pembuatan Media Pembelajaran Menarik Menggunakan Canva Untuk Optimalisasi Pembelajaran Daring* (Vol. 4, Issue 3).
- Jamilah. (2013). Evaluasi Program Pembelajaran Dalam Meningkatkan Kualitas Pendidikan. In *Jamilah Kariman* (Vol. 01, Issue 01).
- Jannah, R. (2023). Peran Guru Dalam Pengelolaan Kelas Terhadap Hasil Belajar Siswa di SDN 1 Kayangan Kabupaten Lombok Utara. *JUPE : Jurnal Pendidikan Mandala*, 8(2), 208–224. <https://doi.org/10.58258/jupe.v8i2.5454>
- Khan, U. J., Khan, I. U., & Akhtar, T. (2025). *Journal For Current Sign A Study To Investigate Student Behavior And Classroom Management In Teachers' Work And Its Overall Impact On Well-Being: A Case Study Of Secondary Schools* (Vol. 3, Issue 2). <Https://Currentsignjournal.Com/Index.Php/Jcs/Index>
- Kurni, D. K., & Susanto, R., (2018). Pengaruh Keterampilan Manajemen Kelas Terhadap Kualitas Proses Pembelajaran di Sekolah Dasar Pada Kelas Tinggi. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* (Vol. 2, No 1). Hal 39 - 45.
- Marzano, R. J., & Marzano, J. S. (2003). *The Key To Classroom Management*. <Https://Www.Researchgate.Net/Publication/283749466>



## JURNAL Pendidikan Dasar dan Keguruan

Volume 10, No. 2, 2025

P-ISSN: 2527-578X

E-ISSN: 2715-2818

Homepage: <https://journal.uiad.ac.id/index.php/IPDK/index>

- 
- Olis. (2023). Upaya Peningkatan Kualitas Pendidikan Di Sekolah Dasar Cibojong. *Jurnal KADES: Jurnal Teknologi dan PAK*. 6(1). 46-60
- Putra, E., & Yanto, M. (2025). Classroom Management: Boosting Student Success—A Meta-Analysis Review. In *Cogent Education* (Vol. 12, Issue 1). Taylor And Francis Ltd. <https://doi.org/10.1080/2331186x.2025.2458630>
- Putriyani, F., Wahyuningsih, L., Muharam, A., & Mustikaati, W. (2022). Pengaruh Keterampilan Guru Dalam Pengelolaan Kelas Terhadap Hasil Belajar Siswa Sekolah Dasar (Vol. 7, Issue 1). <http://ejournal.upi.edu/index.php/jpmanper>
- Tunnisa, H. N., & Nurfuadi. (2023). Keterampilan Guru Mengelola Kelas Dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Citra Pendidikan*, 3(3), 1052–1059. <https://doi.org/10.38048/jcp.v3i3.1892>
- Umar & Hendra. (2020). Konsep Dasar Pengelolaan Kelas dalam Proses Pembelajaran di Sekolah. *Jurnal Ilmiah Kreatif*. 18 (1). Hal. 99-112.
- Wahid, A., Muhandi, M., & Tahir, M. (2023). Analisis Pengelolaan Kelas Dalam Meningkatkan Kepuasan Belajar. *Al-Irsyad: Journal Of Education Science*, 2(2), 120-131.
- Wicaksono, R. A., & Sutikno, P. Y. (2019). Peningkatan Kualitas Pembelajaran Ipa Melalui Model Example Non-Example Berbantuan Media Audio Visual. *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia*, 9(3), 131-138.
- Wijaya, H., Haryadi, H., & Nuraini, B. (2022). Analisis Kualitas Pembelajaran IPS Melalui Pembelajaran Luring Pada Masa Pandemi Covid-19 di Kelas V Sekolah Dasar Negeri 3 Penujak Tahun Ajaran 2020/2021. *JPIIn: Jurnal Pendidik Indonesia*, 5(2), 137-148.
- Wong, H. K., & Wong, R. T. (2018). *The Classroom Management Book*. Harry K. Wong Publications, Inc.