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## The Effect of Classroom Management on Teacher Performance: Evident from *Madrasah Ibtidaiyah* in Indonesia

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*Classroom Management;  
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**Abstract :**

This study examined the effect of classroom management on teacher performance in a State Islamic Elementary School (*Madrasah Ibtidaiyah Negeri*) in Tangerang Regency, Indonesia. A quantitative survey design was used, involving 155 teachers selected through proportional random sampling from a population of 252 teachers. Data were collected using a validated questionnaire measuring classroom management and teacher performance, and analyzed using descriptive statistics and simple linear regression. The results indicated that classroom management had a positive and statistically significant effect on teacher performance ( $\beta = 0.366$ ,  $t = 6.502$ ,  $p < 0.001$ ). The regression model explained 35.5% of the variance in teacher performance ( $R^2 = 0.355$ ), indicating moderate explanatory power. These findings suggest that effective classroom organization, behavior management, and instructional structuring contribute substantially to teacher professional effectiveness. The study concludes that strengthening classroom management competencies is crucial for improving teacher performance in Islamic elementary schools. Practical implications highlight the importance of targeted professional development and instructional supervision focused on classroom-based practices.

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## Introduction

Discussing the performance of State Islamic Elementary School (*Madrasah Ibtidaiyah Negeri*) teachers is indeed a field of its own, given the diverse problems it faces, such as classroom management, learning effectiveness, and the optimal use of class hours (Mila Hasanah et al., 2024; Syamsiah et al., 2024). The findings from the internal supervision conducted by the authors, along with the evaluation of teacher performance at *Madrasah Ibtidaiyah Negeri* Tangerang Regency, revealed that certain teachers have been unable to exhibit satisfactory performance. This includes inconsistent management of student behavior, insufficient time allocated for learning management due to class disruptions, and challenges in fostering a conducive learning environment and atmosphere. This condition certainly affects the effectiveness of teacher-led and student learning, ultimately leading to minimal performance. The findings of several previous studies also indicate that the quality of teacher performance is greatly influenced by pedagogical skills (Kunter et al., 2013; Ningtiyas & Jailani, 2018; Nopriyeni et al., 2019; Samantray et al., 2024), good learning environment management (Imms & Byers, 2017; Manca et al., 2020), and classroom management (Aliakbari & Bozorgmanesh, 2015; Gage et al., 2018). Therefore, strengthening the performance of madrasah teachers has become an important topic of discussion in improving the quality of education in *Madrasah Ibtidaiyah*.

Teacher performance is a crucial determinant of educational quality, influencing learning outcomes, student engagement, and instructional effectiveness (Ahmad et al., 2014; Kanya et al., 2021; Tomaszewski et al., 2022). Therefore, teachers must master subject content, possess pedagogical competence, and demonstrate strong classroom management skills. Effective classroom management enables teachers to create a structured learning environment (Frank, 2018; Kayyali, 2025; Mayer, 2025). Furthermore, effective classroom management can reduce disruptions to teaching and optimize teachers' learning time, thus supporting their professional performance (Dacholfany et al., 2024; Plax, 2008; Skiba et al., 2016; Spilles et al., 2024; Tincani, 2021). Therefore, in line with the demands for quality education in *Madrasah Ibtidaiyah*, strengthening teacher performance is a top priority for policymakers and principals.

Classroom management is a key foundation for effective learning because it encompasses organizing learning activities, creating a favorable classroom climate, and regulating student behavior (Nafisah et al., 2023; O'Neill & Stephenson, 2011; Plax, 2008; Smith & Reimer, 2018; Walters, 2022). Effective classroom management enables teachers to minimize learning disruptions, facilitate more meaningful learning interactions, and optimize learning time (Divoll & Lastrapes, 2024; Skiba et al., 2016; Tincani, 2021). Conversely, weak classroom management often leads to disorganized learning, reduces teacher professional effectiveness, and wastes learning time (Marder et al., 2023; Nafisah et al., 2023; Simpson et al., 2020; Walters, 2022). If we look at *Madrasah Ibtidaiyah*, these challenges are increasingly diverse and complex because teachers are required to deliver lesson materials effectively and to integrate students' moral, character, and ethical development.

Classroom management plays a crucial role in shaping learning effectiveness. Classroom management encompasses organizing learning activities and regulating student behavior during the learning process (Nafisah et al., 2023; Plax, 2008; Yusof et al., 2016). Furthermore, effective classroom management can foster a favorable classroom climate (Skiba et al., 2016). Teachers must demonstrate strong classroom management skills to facilitate a smoother learning process and create a productive learning environment. However, ineffective classroom management often disrupts student learning (Divoll & Lastrapes, 2024; Reinke et al., 2022), wastes teaching time (Thiel et al., 2012; Walters, 2022),

and reduces teacher effectiveness (Divoll & Lastrapes, 2024; O'Neill & Stephenson, 2011). Therefore, classroom management remains an important aspect in *Madrasah Ibtidaiyah*, where teachers are required to integrate learning with the development of students' morals and character.

Previous research has found that classroom management has a direct and indirect influence on student learning outcomes (Heemsoth, 2014; Smith & Reimer, 2018; Turtura et al., 2024; van Dijk et al., 2019). Turtura et al. (2024), for example, found that good classroom management can lead to greater student academic progress. Smith and Reimer (2018) found that when classes are well managed, students tend to show high academic scores. Similarly, van Dijk et al. (2019) found that classroom management influences student learning motivation, which ultimately affects their academic achievement. Meanwhile, Heemsoth (2014) reported that classroom management did not show a significant relationship with student test scores. However, research on classroom management and its effects on teacher performance remains limited, especially in *Madrasah Ibtidaiyah*. Therefore, this study is necessary to address this research gap. In other words, there is a clear research gap between the dominant focus on student learning outcomes and the minimal exploration of the impact of classroom management on teacher performance itself.

The novelty of this study lies in treating classroom management as a direct predictor of teacher performance, rather than merely a variable associated with learning outcomes, as is the norm in previous studies. Furthermore, the novelty of this study lies in its location at the *Madrasah Ibtidaiyah Negeri* in Tangerang Regency, Banten Province. Unlike previous research that focused on student learning outcomes, this study empirically examines how classroom management contributes to teacher performance. Thus, this study is expected to enrich the global literature by presenting evidence from the *Madrasah Ibtidaiyah*, expanding the concept of classroom management as a core determinant of teacher professional practice, and offering practical implications for teacher professional development in improving the quality of *madrasahs*.

Based on this gap, this study confirms that classroom management is a determinant of teacher performance, not merely a factor related to student achievement. This study also provides empirical evidence on how effective classroom management predicts teacher performance in *Madrasah Ibtidaiyah Negeri*, thereby expanding and enriching the existing literature, which focuses solely on student learning outcomes. Therefore, this study aims to analyze the influence of classroom management on teacher performance in *Madrasah Ibtidaiyah Negeri* located in Tangerang Regency, Banten Province. The findings of this study are expected to contribute to the development of madrasah education, providing practical implications for teacher professional development and school leadership in improving continuous learning.

## **Method**

### **Research Design**

This study used a quantitative, cross-sectional research design to analyze the influence of classroom management on the performance of *Madrasah Ibtidaiyah* teachers. This design was chosen to test the proposed hypothesis: how classroom management influences the performance of elementary school teachers.

### **Research Location, Participants, and Sampling**

This research was conducted in seven *Madrasah Ibtidaiyah Negeri* under the auspices of the Ministry of Religious Affairs in Tangerang Regency, Indonesia. Data collection was conducted between January and December 2024. The study population comprised all 252

Madrasah Ibtidaiyah Negeri teachers in Tangerang Regency, as per official data from the Education Management Information System. Sampling was conducted using the Slovin formula with a 5% error rate, resulting in 155 respondents. This sampling technique used proportionate stratified random sampling, where each Islamic elementary school was treated as a stratum, and the number of respondents from each school was determined proportionally to the size of its teacher population. After that, respondents were randomly selected for each stratum to ensure balanced representation.

### **Instrument**

Research data was collected using a structured questionnaire developed by the researcher based on established classroom management and teacher performance indicators. Classroom management was measured across the following dimensions: lesson planning, classroom rules and norms, teacher-student interaction, motivation and reinforcement, learning organization, technology use, and creative classroom practices. Teacher performance was measured through learning effectiveness, professional competence, and work motivation. All items in this instrument were developed from a literature review and assessed using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Prior to data analysis, the instrument was tested for validity by educational experts and for construct validity using the Pearson product-moment correlation formula. All items exceeded the minimum threshold of  $r > 0.444$ . Reliability testing using Cronbach's alpha yielded values of 0.787 for the classroom management variable and 0.744 for the teacher performance variable, indicating satisfactory internal consistency.

### **Data Analysis**

Data were analyzed using SPSS 24. Descriptive statistics were used to summarize respondents' perceptions of classroom management and teacher performance. Inferential analysis was conducted using simple linear regression to examine the effect of classroom management on teacher performance. Prior to the regression analysis, classical assumption testing was conducted, and all assumptions were met. Hypothesis testing was conducted using a t-test to assess the partial effect of classroom management. In contrast, the coefficient of determination ( $R^2$ ) was used to evaluate the proportion of variance in teacher performance explained by classroom management, with  $p < 0.05$  indicating statistical significance.

### **Research Ethics**

This research complies with the principles of research ethics. All participants were provided with complete information regarding the research objectives, data collection procedures, and the guarantee of respondents' identities, including name, address, school of origin, email address, and contact telephone number, being kept confidential. Participation in the instrument was voluntary, and prior informed consent was obtained from participants. The data obtained will be used solely for academic and research purposes.

## **Result**

### **Descriptive Statistics**

The results of the study of 155 teachers at State Elementary Madrasahs in Tangerang Regency are presented descriptively in Table 1 below.

Table 1. Descriptive Statistics ( $N = 155$ )

		Classroom Management (X)	Teacher Performance (Y)
N	Valid	155	155
	Missing	0	0
Mean		78.43	80.15
Std. Deviation		6.87	7.12
Minimum		62	62
Maximum		95	95

Table 1 above shows that classroom management received an average score of 78.43 (SD = 6.87), indicating that teachers generally demonstrate moderate to high classroom management practices. Teacher performance also showed a relatively high average score (M = 80.15; SD = 7.12), indicating that teacher performance across the seven madrasas was positive. The average scores were grouped into five categories: very low (1.00-1.80), low (1.81-2.60), moderate (2.61-3.40), high (3.41-4.20), and very high (4.21-5.00). Based on the score conversion, the classroom management variable is in the high category, and teacher performance is in the high-to-very high category. These findings indicate that teachers in *Madrasah Ibtidaiyah Negeri* have implemented effective classroom management practices and demonstrated professional performance, although variations among participants are still evident in the standard deviation values.

### Reliability Test

To ensure the instruments used are consistent and reliable, a reliability test was conducted using Cronbach's Alpha, and the results are shown in Table 2 below.

Table 2. Reliability Test

Variables	Cronbach's Alpha
Classroom Management (X)	0.787
Teacher Performance (Y)	0.744

Table 2 shows Cronbach's alpha values of 0.787 for classroom management and 0.744 for teacher performance. Both values exceed the minimum threshold (0.70), indicating good internal consistency. Thus, all items in each construct are shown to measure the same concept and are stable, indicating that this research instrument is reliable and suitable for inferential data analysis.

### Normality Test

To assess whether the data used in this study are normal, a normality test was conducted, and the results are shown in Table 3 below.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		155
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.126532
Most Extreme Differences	Absolute	.064
	Positive	.051
	Negative	-.064
Test Statistic		.064

Asymp. Sig. (2-tailed)	.200 <sup>c,d</sup>
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- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 3 shows a p-value of 0.200 ( $p > 0.05$ ) and normally distributed residuals. Therefore, the normality assumption required in the analysis in this study has been met.

## Model Summary

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin–Watson
1	.596	.355	.351	4.982	1.995

a. Predictors: (Constant), Classroom Management

Table 4 summarizes the regression model, with an R-squared of 0.355, indicating that classroom management explains approximately 35.5% of the variance in teacher performance. Factors outside the model influence the remaining variance. The adjusted R-squared (0.351) indicates a stable model fit. Furthermore, the Durbin–Watson statistic of 1.995 confirms the absence of autocorrelation, thus meeting the classical assumptions of the regression model. This value indicates a moderate to strong contribution to social research and confirms that classroom management is an important predictor of teacher professional performance.

## ANOVA

Table 5 below presents the ANOVA results of the regression model.

Table 5. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1046.317	1	1046.317	42.273	.000 <sup>b</sup>
	Residual	1903.458	153	12.441		
	Total	2949.775	154			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Classroom Management

Based on Table 5 above, the F value is 42.273, with a p-value of  $< 0.001$ , indicating that the model is statistically significant. Thus, this study's findings indicate that classroom management can significantly predict teacher performance.

## Regression Coefficients

Table 6. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	41.672	5.213		7.993	.000
	Classroom Management	.366	.056	.366	6.502	.000

a. Dependent Variable: Teacher Performance

Table 6 above shows that classroom management has a positive and significant influence on teacher performance ( $\beta = 0.366$ ,  $t = 6.502$ ,  $p < 0.001$ ). Thus, this study's results indicate that improved classroom management practices are associated with higher teacher performance. A positive beta coefficient confirms the direction of the relationship between the variables. A positive  $\beta$  value indicates that an increase in classroom management practices is associated with an increase in teacher performance. In practice, these results confirm that the quality of classroom management is not only associated with, but also directly contributes to teacher professional effectiveness, including in the implementation of learning, the utilization of learning time, and the control of student behavior.

## Discussion

Effective classroom management can influence teacher performance, ultimately affecting the quality of education. Classroom management encompasses the design, organization, and establishment of a supportive learning environment that together fosters successful educational experiences (Nafisah et al., 2023; Plax, 2008; Yusof et al., 2016). Putra and Yanto (2025) found that effective classroom management strategies positively influence student success. Garwood and Vernon-Feagans (2017) similarly discovered that classroom management affects the literacy development of male pupils. Reinke et al. (2022) argue in their book that an effective classroom management system can foster a favorable classroom atmosphere. Consequently, the quality of learning, including the discipline and student engagement components of teacher performance, can be enhanced by proficient classroom management.

Effective classroom management is associated with several favorable educational outcomes (Garwood & Vernon-Feagans, 2017; Heemsoth, 2014; Reinke et al., 2022; Mubarak et al., 2023; Thiel et al., 2012; Yusof et al., 2016). Teachers' capacity to regulate the learning environment (Rohmansyah & Hiruntrakul, 2022), structure educational activities (Heemsoth, 2014; Smith & Reimer, 2018; van Dijk et al., 2019), and uphold behavioral standards has been associated with enhanced student engagement and achievement, which indirectly indicates teaching efficacy and educator performance (Reinke et al., 2022; Vlčková et al., 2019). Moreover, effective classroom management is emphasized as essential in fostering an atmosphere conducive to the achievement of both teachers and students (Kayyali, 2025). Consequently, their study focuses on student learning outcomes and the processes that highlight the structural and procedural dimensions of classroom management, which may enhance teacher effectiveness.

The model's moderate explanatory power ( $R^2 = 0.355$ ) indicates that although classroom management is a very important predictor of elementary school teacher performance, other factors likely contribute to elementary school teacher effectiveness, accounting for 64.5% of the variance. This means that these factors may influence elementary school teacher performance, such as ongoing professional development, institutional support, teacher motivation and self-efficacy, workload balance, external environmental variables, and other variables not examined in this study. This finding aligns with previous research in educational settings that identifies classroom management as a factor influencing teacher performance.

Moreover, the modest  $R^2$  value suggests that study results on classroom management might explain a considerable, though not overwhelming, fraction of the variation in educational performance indicators in madrasas. Other research indicates that classroom management strongly influences learning outcomes, while also emphasizing the importance of other complementary elements (Garwood & Vernon-Feagans, 2017; van Dijk et al., 2019). This resemblance indicates that enhancing teacher performance likely requires a

comprehensive strategy that integrates classroom management with professional development, peer collaboration, and madrasah leadership support.

In Islamic elementary schools, learning practices shaped by the synergy of religion, community, and culture are expected to enhance teachers' ability to manage classes effectively. Well-managed classrooms not only support cognitive development but also shape students' moral and social dimensions, which are integral to the vision, mission, and goals of Islamic elementary schools. Therefore, these findings empirically contribute to understanding madrasah teacher performance and broaden the generalizability of classroom management literature.

The findings of this study provide evidence that improving classroom management skills should be a top priority for ongoing teacher professional development programs to improve their performance and ultimately improve the quality of education in Islamic elementary schools. However, because classroom management accounts for only a small portion of the variation in Islamic elementary school teacher performance, future research should consider other factors, such as determinants of teacher effectiveness across a broader range of regions and levels.

For future research, we recommend expanding the research model by incorporating several mediating and moderating variables, such as teacher self-efficacy, principal leadership, or madrasah organizational climate. A mixed methods approach could also be used to delve more deeply into classroom management practices in real classrooms. Furthermore, replicating the study across more diverse levels and regions could strengthen the generalizability of the findings and enrich the literature on teacher performance in Islamic education.

## **Conclusion**

This research finds that classroom management positively and significantly affects teacher performance at State Islamic Elementary Schools in Tangerang Regency, Indonesia. A variance of 35.5% indicates modest explanatory efficacy. This discovery indicates that proficient classroom management may improve instructors' professional efficacy in planning, executing, and assessing their educational activities. These results advocate prioritizing the enhancement of classroom management skills in continuous teacher professional development programs, supplemented by ongoing oversight from school administrators and government legislation. This study reveals that a significant portion of the variance in teacher performance remains unexplained; therefore, subsequent research should incorporate additional factors, including transformational, prophetic, and instructional leadership, teacher motivation, and professional development, and employ mixed-methods to yield more comprehensive insights into the dynamics of Islamic elementary school teacher performance.

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