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The Influence of Classroom Management on the Learning Outcomes of Students in the Department of Office Management and Business Services at SMK Negeri 4 Makassar

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ABSTRACT

This study analyzes the correlation between classroom management and students' learning outcomes in the Department of Office Management and Business Services at SMK Negeri 4 Makassar. A quantitative associative approach was employed with 63 respondents selected from a population of 75 students. Data were collected through questionnaires, observations, interviews, and documentation and analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The results show that classroom management and learning outcomes are categorized as satisfactory and high, respectively. The correlation coefficient ($r = 0.278$) indicates a positive but low correlation, with a determination value ($R^2 = 0.077$) meaning that classroom management explains only 7.7% of the variation in learning outcomes. Although the effect size is relatively small, the relationship is statistically significant ($p < 0.05$), suggesting that well-organized classroom environments contribute to better academic achievement. This study highlights that other factors beyond classroom management also influence learning outcomes. The novelty of this research lies in its focus on classroom management within vocational education, which differs from regular schools due to its applied learning orientation and discipline-based environment. The findings contribute to understanding how classroom organization supports effective learning in vocational settings.

Keywords: Class Management, Learning Outcomes, Office Management and Business Services.

INTRODUCTION

Excellent quality education requires effective classroom management to build a conducive learning atmosphere. The achievement of maximum student learning outcomes reflects success in education. These learning outcomes reflect behavioral changes that arise as a result of the learning process they undergo. This difference exists in learning to achieve educational goals. A learning process can be considered successful when there is a strong ability to organize the class. In this manner, educators, parents, and the education world can achieve the desired learning outcomes.

Academic achievements, such as exam scores or awards obtained, can reflect learning outcomes. This achievement reflects the extent to which they understand the subject matter as well as their ability to apply it in relevant contexts. If the learning process is well-structured, effective classroom management will yield positive outcomes. Moreover, issues with classroom management can severely impact students' concentration during lessons. Thereafter, the teacher's job is to keep the students focused.

Classroom management refers to the efforts of educators as part of the learning process to ensure that the situation in the classroom runs smoothly and achieves satisfactory results. "Classroom management by educators is expected to be able to design and run effective classroom management, as well as create a learning atmosphere that encourages students to actively and enthusiastically participate in ongoing learning activities" (Akib et al., 2024; Saleh

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& Niswaty, 2020; Suprianto et al., 2021). This section discusses the importance of the topic by referencing the literature and previous research results. Previous studies have shown that classroom management has a significant role in influencing students' learning success rates. However, the majority of research focuses primarily on physical and disciplinary aspects, with little in-depth study of the socio-emotional dimensions and class organization. This shortage creates a research gap that needs to be filled.

The importance of educators who are responsive to the socio-emotional and academic needs of individual students (Hasyim et al., 2024; Nasrullah & Arhas, 2025; Saleh & Elfira, 2025). This concept is known as responsive classroom management theory, which aims to create a positive relationship between educators and students and encourage a supportive learning environment. Positive classroom climate can increase student self-efficacy and have a direct impact on improving learning achievement. This previous research showed that classroom management includes not only physical settings as well as rules, but also the interpersonal skills of educators. However, based on a review of several previous studies, limitations are still found in classroom management, especially in the socio-emotional aspects of students. Some educators focus more on physical and administrative aspects, while research on students' emotional needs and interpersonal interactions is not optimal. This research aims to fill the gap in the previous study by exploring three main aspects of classroom management, namely physical, socio-emotional, and organizational aspects.

Vocational education aims to produce graduates who are not only knowledgeable but also skilled and disciplined in applying what they have learned (Arhas et al., 2024; Darwis, Fitriah, et al., 2023; Elviana et al., 2025). In this context, effective classroom management becomes a key element in creating learning environments that support students' applied competencies. Unlike general education, vocational schools emphasize hands-on learning, structured discipline, and the use of laboratory or office-based facilities that simulate real work situations. However, many vocational classrooms still face challenges related to limited student engagement, low concentration, and insufficiently structured class organization.

Previous studies have confirmed that classroom management plays a crucial role in influencing student achievement (Maliha & Rahmi, 2025; Nasrullah et al., 2024; Sari et al., 2024). Yet, most of these studies were conducted in general education settings, focusing primarily on physical arrangements and discipline. Little attention has been paid to socio-emotional and organizational aspects in vocational schools, where applied learning and self-regulation are essential. This study seeks to fill that gap by analyzing how classroom management correlates with learning outcomes in a vocational education setting.

Based on observations made in class X of MPLB SMK Negeri 4 Makassar, most students seemed to lack concentration when attending lessons, and active participation in class decreased. Educators do not take advantage of a variety of learning strategies and supporting media, making the classroom atmosphere monotonous and reducing students' interest in learning. Educators' indecisiveness in enforcing rules or managing student behavior causes the classroom atmosphere to become uncontrollable, thus reducing student learning concentration. Educators should optimally consider various aspects of classroom management, despite its importance. Additionally, interviews with educators of the Office Management and Business Services Basics subjects revealed that some students are still achieving low grades in their learning outcomes. Therefore, this study aims to examine whether classroom management has a significant correlation with the learning outcomes of vocational students, focusing on three dimensions: physical, socio-emotional, and organizational aspects.

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METHOD

A quantitative approach with an associative research type was used in this study. The goal is to identify the degree of influence or relationship between classroom management and student learning outcomes. The quantitative approach was chosen because the data collected was analyzed to see the relationships between variables expressed in numerical form. All data or information is presented in the form of numbers, and the analysis is carried out based on statistical analysis. Data is collected through pre-designed tools, then analysis uses statistical methods, both to explain the data and to test the hypothesis proposed. This research took place at SMK Negeri 4 Makassar, located at Jl. Bandang No. 140, Makassar City, South Sulawesi. Data collection was conducted with prior approval from the school administration, ensuring that the participation of respondents was voluntary. All responses were treated confidentially and used solely for research purposes.

This research focuses on the influence of classroom management (X) on student learning outcomes (Y). The population includes all students, totaling 75 students divided into classes X MPLB 3 and X MPLB 4. The sample was determined using the Krejcie and Morgan table with a margin of error of 5%, so that 63 students were obtained as research respondents. The methods used for data collection were in the form of observations, questionnaires, interviews, and documentation.

The validity test is used to assess the conformity of the questionnaire item with the variable being measured, while the reliability test measures the consistency of the instrument. The data obtained was analyzed to provide an overview through the distribution of frequencies, percentages, and mean values. Normality and linearity tests were conducted to ensure that the regression model met the assumptions required for parametric analysis. Furthermore, to draw conclusions from the data obtained, a normality test was carried out with the help of SPSS software. Further analysis in the form of an inferential test was carried out through simple linear correlation and regression, to understand more deeply the relationship and influence between the variables studied.

RESULT AND DISCUSSION

Classroom Management

The measurement of class (X) management variables was carried out by considering three indicators, including aspects of physical conditions, socio-emotional conditions, and organizational conditions. The following are the results of the descriptive analysis of the variable. X:

Table 1: Descriptive Analysis Results Per Class Management Variable Indicator (X)

Class Management (X)	Number of Items	Score Achieved (n)	Ideal Score (N)	Percentage Achievements Score	Category
Physical Condition	8	1.998	2.520	79,29%	Good
Socio-Emotional Conditions	6	1.596	1.890	84,44%	Excellent
Organizational Conditions	6	1.459	1.890	77,20%	Good
Sum	**20**	**5.053**	**6.300**	**80.21%**	**Good**

Source: Data processing results using Microsoft Excel

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Classroom management is a complex behavior, and educators use it to create and maintain a classroom atmosphere. In this way, students can achieve teaching objectives effectively and stay focused while learning (Obee et al., 2023; Tian, 2023; Tiranda, 2022). Classroom management is not an easy task to do. In the process, various problems are often faced, one of which is related to personality differences between students. Therefore, understanding the character and personality of students is important for educators because it plays a role in creating effective and harmonious learning. The prevention aspect can consist of the way educators regulate the learning atmosphere, arrange tools, and create a social-emotional environment.

1. Physical Condition

The physical condition in the classroom management was at a percentage level of 79.29% with the "good" category. The total achievement score obtained was 1,998 out of a total score of 2,520. Although it has not reached the very adequate category, the acquisition of a percentage of 79.29% in the physical condition indicator shows that the management of the class in this aspect is quite optimal and needs to be improved to obtain a more satisfactory score.

"The physical environment of the classroom, such as natural lighting, air circulation, and seating flexibility, greatly influences student engagement in the learning process" (Ifeagwazi et al., 2018; Maas et al., 2021). Therefore, a classroom environment that is appropriately designed contributes to the creation of a conducive learning atmosphere, as well as fostering student independence and participation.

The value of the data processing results was analyzed through the level of achievement in the physical condition indicator at the level of 79.29 percent with the "good" category. The study's findings indicate that educators have optimally arranged the classroom, taking into account aspects of cleanliness and orderliness. The learning facilities available in the classroom are also adequate to support the learning process. Before the learning activities begin, the seating position is arranged in such a way as to create a comfortable atmosphere for students. The conducive physical condition of the classroom is also strengthened through effective lighting management, including the act of opening or closing windows and doors as needed. In addition, students are directed to rearrange the learning equipment after use. The arrangement of a neat learning environment is believed to increase the comfort and concentration of students participating in learning and facilitate access to the necessary equipment.

2. Socio-Emotional Conditions

The socio-emotional condition in the context of class management has a total score of 1,890, indicating the maximum number of scores that can be achieved if the indicator is considered perfect. Thus, the achievement score of 1,596 reflects the actual level of achievement against the ideal conditions that have been set. The percentage of 84.44% shows that in general the socio-emotional conditions in classroom management are very satisfactory and there is little room for improvement to achieve a completely optimal condition.

"Educators who are mindful and have high emotional intelligence build warmer, more supportive relationships and increase students' trust and motivation. So the main focus in learning is not on punishment but on building positive relationships and emotional support" (Dassanayake et al., 2017; Sutopo et al., 2020). Educators who have self-awareness and emotional intelligence are able to create a supportive classroom climate, thereby strengthening students' self-regulation, confidence, and motivation to learn.

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The value of data processing results was analyzed through the level of achievement in the socio-emotional condition indicator, at an achievement rate of 84.44 percent with the very high category. The study's results revealed that most educators exhibited a democratic attitude. This provides an opportunity to create a harmonious and friendly relationship between educators and students. The openness in accepting students' opinions reflects this democratic attitude, ultimately creating a conducive and calm classroom atmosphere. Educators also demonstrate patience when communicating with students during learning interactions. The use of clear and strong voice intonation is applied so that all students can receive information properly, although efforts are made so that the tone of voice used does not cause an impression of anger.

3. Organizational Conditions

Organizational conditions in classroom management are at a percentage level of 77.20% with the "good" category. The total achievement score obtained was 1,459 out of a total score of 1,890. However, with a percentage of 77.20%, this indicator results in class management from the organizational side having gone quite well. Even so, continuous improvement efforts are still needed to achieve the excellent category.

From the three indicators, the score achieved was 5,053, and the ideal score was 6,300. The indicator of this figure is 80.21%, which shows the picture of the research. As for the descriptive analysis of classroom management in the learning process, it can be seen, namely:

Table 2: Average Analysis Results and Standard Deviation of Variables (X)

Descriptive Statistics

	N	Min.	Max.	Mean	Hours of deviation
Class Management	63	61	94	80.21	8.792
Valid N (listwise)	63				

Source: Data processing results using SPSS 23

Referring to the descriptive analysis, 63 respondents regarding the class management variable had the lowest score of 61 and the highest score of 94. The mean of this data is 80, with a standard deviation of 8.792. This information comes from the class management indicator (variable x).

"Educators are the most important part of the teaching and learning process in both formal and informal learning paths. Therefore, despite the improvements in the quality of education in the country, various problems related to the role of educators cannot be separated. Learning is essentially a causal process" (Arhas & Aryandi Septian, 2023; Darwis, Indra, et al., 2023; Niswaty et al., 2021). So educators are the main drivers in the effective learning process. By implementing a participatory approach, educators can build a classroom atmosphere that is communicative, collaborative, and conducive to active student engagement.

The value of data processing results was analyzed through the level of achievement in the indicator of organizational condition, at an achievement rate of 77.20 percent in the acceptable category. This study shows that educators form a classroom organizational structure in an effort to create a conducive learning atmosphere. When the educator is not present in class, activities are usually continued with the presence of a substitute educator or through independent learning carried out by students, either by reading textbooks in class or visiting the library. In these conditions, if there are students who experience difficulties, the educator still takes an active role in providing assistance and helping to find solutions to the problems faced. This approach allows problem solving to be carried out directly without

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having to involve guidance and counseling services, so that the closeness between students and the classroom environment is maintained.

Learning Outcomes

Learning outcomes are a description of the achievements achieved by students, often marked by grades or scores received after undergoing the learning process. The three main aspects used to evaluate this achievement include cognitive, affective, and psychomotor. The following are the results of the analysis on the learning outcome variable (Y):

Table 3: Frequency Distribution of Learning Outcomes

Interval	Frequency	Percentage	Category
< 60	0	0%	Very Low
61-70	0	0%	Low
71-80	16	25,40%	Enough
81-90	44	69,84%	Tall
91-100	3	4,76%	Very High
Total	63	100%	

Source: Processed from the accumulated student report card scores for variable Y

Referring to Table 3, it can be seen that class X MPLB at SMK Negeri 4 Makassar describes the achievement of good learning outcomes in the subject of office management fundamentals. The average score obtained by students is in the high category. Student learning achievement is categorized as high, as evidenced by the scores students receive based on cognitive, affective, and psychomotor criteria. This success also shows that classroom management by educators is well done, which includes the use of appropriate learning methods.

Table 4: Average Analysis Results and Standard Deviation of Variables (Y)

Descriptive Statistics

		N	Minimum	Maximum	Mean	Hours of deviation
Learning Outcomes		63	75	94	83.87	3.912
Valid (listwise)	N	63				

Source: Data processing results using SPSS version 23

Referring to the results of data processing, it is known that the learning outcome scores of 63 respondents are in the range of 75 to 94. The average score achieved was 83.87 with a standard deviation of 3.912. This data is obtained through indicators representing the Y variable.

"Learning outcomes are the final results obtained by students within a certain period of time, and high learning outcomes indicate the success of students in the learning process" (Darwis et al., 2024; Wahyuni et al., 2024). Learning outcomes for students include a wide range of skills that develop through experiential learning experiences and processes. This includes cognitive, affective, and psychomotor aspects that develop over time. Learning outcomes are a representation of the intensity of learning efforts, the higher the effort, the better the achievement of learning outcomes.

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This study classified the students' learning outcomes as high, with other variables influencing the rest. In this study, proper data processing revealed that student achievement in basic lessons can be assessed through three aspects: cognitive (knowledge), affective (attitude), and psychomotor (skill), all of which indicate a high level based on the quantitative grouping analysis.

The Influence of Classroom Management on the Learning Outcomes

1. Normality Test

This test is intended to ensure eligibility in further analysis. On the other hand, if the data does not follow the normal distribution, then it is necessary to transform the data or apply a more appropriate non-parametric analysis method for the state of the data. The results of the normality test on the data in the variables are:

Table 5: Normality Test Results of Variables X and Y

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters[a,b]	Mean	.0000000
	Hours of deviation	3.75767028
Most Extreme Differences	Absolute	.078
	Positive	.056
	Negative	-.078
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200 [c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Data processing results using SPSS version 23

Referring to Table 5, the results of the data normality test showed a significant value of 0.200. In the One Sample Kolmogorov-Smirnov test normality test, the data is declared to be normally distributed if the significant value is greater than 0.05. Thus, we can interpret the variable data to mean that both X and Y are normally distributed, since the significant value of 0.200 exceeds the predetermined limit.

2. Correlation Test

The analysis of the relationship between Pearson moment products through SPSS version 23 is presented, namely:

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Table 6: Product Moment Correlation Test Results

Correlations

		Class Management	Learning Outcomes
Class Management	Pearson Correlation	1	.278*
	Sig. (2-tailed)		.027
	N	63	63
Learning Outcomes	Pearson Correlation	.278*	1
	Sig. (2-tailed)	.027	
	N	63	63

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Data processing results through SPSS version 23

Referring to Table 6, the significance value for both variables is 0.027, and the calculated r value is 0.278. The decision was made based on the criterion that if the significance value is below 0.05. Thus, there is a relationship (correlation) between the two variables. The influence of high or low coefficient of determination is:

Table 7: Results of Interpretation of Correlation Coefficients

Internal Coefficients	Relationship Level
0.00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Keep
0,60 – 0,799	Strong
0,80 – 1,000	Very Powerful

Referring to table 7, it was found that the variables of class management (X) and student learning outcomes (Y) had a relatively low relationship level. This situation is reflected in the magnitude of the correlation coefficient value (r calculated) of 0.278, which is in the low correlation category. In addition, the significance value of 0.027 is below the limit of 0.05, and the r count (0.278) is greater than the r of the table (0.244). Thus, there is a significant relationship between classroom management and learning outcomes, although the strength of these relationships is still relatively low.

3. Hypothesis Test (t-Test)

Referring to the results of the t-test provides clearer information about how much classroom management affects student learning achievement. In addition, it serves as a valid basis in formulating strategic policies to improve the quality of the learning process. The following are the results of the hypothesis testing, namely:

Table 8: Hypothesis Test Results (T Test)

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	73.937	4.415		16.747	.000
	Class Management	.124	.055	.278	2.264	.027

a. Dependent Variable: Learning Outcomes

Source: Data processing results using SPSS version 23

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Referring to table 8, a significance value of 0.027 and a calculated t-value of 2.264 were obtained. With a calculated t_{value} exceeding t_{table} (2.264 > 1.669), the decision is to reject H_0 and accept H_a. The results of the data processing showed that there was a positive and significant influence of classroom management on student learning outcomes.

4. Simple Linear Regression Analysis

The purpose of this analysis is not only to determine the direction of the influence but also to assess the magnitude of the influence as well as to predict the value of the bound variable of the independent variable. Meanwhile, the value of the determination coefficient obtained from the analysis is as follows:

Table 9: Value of Determination Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278a	.077	.062	3.788

a. Predictors: (Constant), Class Management

Source: Data processing results using SPSS version 23

Referring to table 9, the correlation value between the analyzed variables is 0.278. In addition, the value of the determination coefficient (R Square) found is 0. 077, which indicates that 7.7 percent of student learning outcomes are influenced by classroom management. On the other hand, the remaining 92.3 percent were caused by elements outside the scope of this study. Furthermore, the findings of the linear regression analysis are simple, namely:

Table 10: Results of Simple Linear Regression Analysis

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Itself.
1	(Constant)	73.937	4.415		16.747	.000
	Class Management	.124	.055	.278	2.264	.027

a. Dependent Variable: Learning Outcomes

Source: Data processing results using SPSS version 23

Referring to table 3.10, the value of the constant coefficient is 73.937 with t calculated as 16.747 and significant at 0.000 while the class management coefficient is 0.124. So the simple linear regression formula is

$\hat{Y}$ = 73.937 + 0.124 X

Based on these equations, it can be interpreted, namely:

a. The constant coefficient is 73.937, which means that the consistent variable of student learning outcomes is 73.937.
b. The variable coefficient of classroom management is 0.124, this shows that every 1 percent increase in the score will increase the value of learning outcomes by 0.124.
c. The class management coefficient also indicates a positive trend, suggesting that it is subject to influence.

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Referring to the results of the comparison on the value of t calculated with the t table (2,264 > 1,669), it is concluded that the coefficient of the variable of classroom management has statistical significance in predicting the variable of student learning outcomes.

Effective classroom management, such as proper timing, clear learning structure, and excellent relationships between educators and students, will result in an environment that supports the achievement of optimal learning outcomes. According to Simonsen et al. (2019), the theory of responsive classroom management emphasizes the importance of educators being responsive to the emotional, social, and academic needs of students individually in classroom management. Classroom management is not only about rules and structure but also adaptation to the character and condition of students in real time. Simonsen et al.'s research shows that responsive classroom management can significantly increase student engagement and learning outcomes.

This study involved 63 students as respondents from SMK Negeri 4 Makassar**.** Based on the results of data analysis, it was found that classroom management influences student learning outcomes**.** These findings conclude that educators must actively contribute to improving learning outcomes through effective and optimal classroom management. "Good classroom management affects not only order and discipline but also creates an environment that supports student involvement in learning."

The findings of this study indicate a positive and significant influence. These findings are in line with previous theories and research, confirming that effective classroom management is a crucial practice in improving learning achievement. This study's new findings focus on vocational education within vocational schools, which have received less attention in classroom management research. The research identified that classroom management in vocational schools has unique characteristics, such as the need for more flexible scheduling and more intense social interaction between educators and students, which play a role in supporting learning success. Therefore, it is recommended that classroom management strategies be developed adaptively, adjusting to the characteristics of students and the curriculum at vocational schools.

The correlation value ($r = 0.278$) and determination coefficient ($R^2 = 0.077$) indicate that classroom management has a positive yet relatively weak correlation with learning outcomes. This suggests that while effective classroom management supports students' academic achievement, other factors such as teaching methods, learning motivation, and resource availability may exert stronger influences. The findings imply that the classroom environment alone cannot guarantee optimal performance without comprehensive instructional strategies. Structured practicum, teacher guidance, and consistent behavioral supervision must complement classroom management in vocational contexts, where practice-based learning dominates. These contextual characteristics distinguish vocational education from general schooling and highlight the complexity of managing applied learning environments.

CONCLUSION

Referring to the results and discussion of the influence of classroom management and student learning outcomes on the department of office management and business services at SMK Negeri 4 Makassar, it was concluded that the management of class (X) at school is classified as satisfactory. The measurement of class management variables includes three main indicators, namely aspects of physical condition, socio-emotional condition, and organizational condition. Meanwhile, students' learning outcomes (Y) are classified as high, which is obtained through report card assessments in DMPLB subjects, which reflect students' cognitive, affective, and psychomotor aspects. These findings reveal a positive and significant

influence between classroom management and learning outcomes. However, there is still the possibility of involvement of other variables that are beyond the scope of this study. The results indicate a positive and significant correlation between classroom management and student learning outcomes, although the relationship remains low. This means that classroom organization contributes to better academic performance, but its effect is limited and must be supported by other pedagogical factors. The study contributes to the growing body of research on classroom management in vocational schools, emphasizing the importance of contextualized strategies that combine discipline, emotional climate, and participatory organization to improve learning effectiveness.

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