



Evaluation of Class Management in the Learning Process at Primary Educational Institutions

Ramdanil Mubarok¹, Juliana², Umi Kalsum³.

^{1,2,3}Sekolah Tinggi Agama Islam Sangatta, Kutai Timur, Indonesia, daniel.education@gmail.com¹.

ABSTRACT

This study aims to analyze the form of classroom management evaluation, the process of implementing classroom management evaluation, and its implications for the learning process at the elementary education level. Although classroom management is a key factor in the effectiveness of learning, there is still a gap in understanding the optimal evaluation strategy to improve the quality of teacher-student interactions. Therefore, this study seeks to provide deeper insight into the evaluation practices implemented by teachers in managing the classroom. This study uses a descriptive-qualitative approach with the research location at Elementary School 006 North Sangatta, East Kutai. Data were collected through observation, interviews, and documentation to obtain a comprehensive picture of classroom management evaluation. The results of the study indicate that classroom management evaluation is carried out through checking student attendance, reprimanding students who are not conducive, seating arrangements, and the use of oral tests in the form of formative and summative assessments. The evaluation process is done by giving assignments and tests, monitoring student involvement, implementing predetermined evaluation criteria, and developing improvement strategies based on the evaluation results. The implications of this study indicate that classroom management evaluation contributes to increasing learning effectiveness, where teachers can adjust teaching techniques based on student needs and available resources. In addition, the evaluation results help teachers in adopting more relevant learning strategies, increasing student participation and understanding, and optimizing managerial skills in creating a conducive learning environment. These findings emphasize the importance of classroom management evaluation as part of efforts to improve the quality of basic education.

Keywords: evaluation, classroom management, learning, basic education.

DOI: [10.70376/jerp](https://doi.org/10.70376/jerp).

Received: 2025-01-15; **Revised:** 2025-01-28; **Accepted:** 2025-02-25; **Published:** 2025-03-08

OPEN ACCESS

Journal of Educational Research and Practice (JERP)

Open access under [Creative Commons Attribution 4.0 International](#) Licence.

(CC-BY) The logo for the Creative Commons Attribution 4.0 International License, featuring the 'CC' and 'BY' icons.

INTRODUCTION

Classroom management evaluation is an assessment and measurement process carried out by teachers to manage the classroom during the learning process.¹ This evaluation encompasses various aspects, including student behavior management, lesson planning, teacher-student interaction, and the creation of a conducive learning environment.² The primary objective of classroom management evaluation is to enhance learning effectiveness and foster an environment that supports students' growth and development in achieving educational goals.³ Therefore, classroom management evaluation plays a crucial role in education, as effective classroom management contributes to a more structured and productive learning environment.

Several strategies have been proposed to improve the effectiveness of classroom management evaluations. Evaluations that consider the classroom context, student needs, and various management aspects yield more comprehensive results.⁴ Monitoring and evaluation activities conducted by teachers should take into account disruptive student behavior, provide constructive feedback, and ensure access to appropriate training.⁵ However, not all primary education institutions are capable of implementing these solutions effectively due to limitations in human resources, infrastructure, and time management. Therefore, continuous evaluation and improvements based on assessment findings are essential in enhancing classroom management and overall learning quality.

These problems certainly have solutions, considering that classroom management evaluations should be designed carefully, taking into account the classroom context, student needs, and various aspects of classroom management. Monitoring and evaluation activities carried out by a teacher need to consider students' disruptive behavior in the classroom, highlighting the complexity of effective classroom management.⁶ Can also provide

¹ Rafael Villena-Taranilla et al., "Effects of Virtual Reality on Learning Outcomes in K-6 Education: A Meta-Analysis," *Educational Research Review* 35 (2022): 100434, <https://doi.org/10.1016/j.edurev.2022.100434>.

² Barbara S Mitchell, Regina G Hirn, and Timothy J Lewis, "Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior," *Teacher Education and Special Education* 40, no. 2 (March 2017): 140–53, <https://doi.org/10.1177/0888406417700961>; Hayley Franklin and Ingrid Harrington, "A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms," *Journal of Education and Training Studies*, 2019, <https://doi.org/10.11114/jets.v7i12.4491>.

³ Anthony E Zimmermann, Ethan E King, and Diptiman D Bose, "Effectiveness and Utility of Flowcharts on Learning in a Classroom Setting: A Mixed-Methods Study," *American Journal of Pharmaceutical Education* 88, no. 1 (2024): 100591, <https://doi.org/10.1016/j.ajpe.2023.100591>; Sofia O Major et al., "Effectiveness of the Incredible Years® Teacher Classroom Management Program: Preschool Children's Outcomes," *Journal of Applied Developmental Psychology* 90 (2024): 101616, <https://doi.org/10.1016/j.appdev.2023.101616>.

⁴ Kaili Lu et al., "Examining the Key Influencing Factors on College Students' Higher-Order Thinking Skills in the Smart Classroom Environment," *International Journal of Educational Technology in Higher Education* 18 (2021): 1–13, <https://doi.org/10.1186/s41239-020-00238-7>.

⁵ Polyxeni Stylianou and Michalinos Zembylas, "Engaging with Issues of Death, Loss, and Grief in Elementary School: Teachers' Perceptions and Affective Experiences of an in-Service Training Program on Death Education in Cyprus," *Theory & Research in Social Education* 49, no. 1 (2021): 54–77, <https://doi.org/10.1080/00933104.2020.1841700>.

⁶ Johanna Marder, Felicitas Thiel, and Richard Göllner, "Classroom Management and Students' Mathematics Achievement: The Role of Students' Disruptive Behavior and Teacher Classroom Management," *Learning and Instruction* 86 (2023): 101746, <https://doi.org/10.1016/j.learninstruc.2023.101746>.

constructive feedback and ensure that teachers have access to appropriate training so that it can help overcome some of the problems that may arise in the classroom management evaluation process during the learning process.⁷ However, not all basic education institutions are able to implement these solutions, considering that basic education institutions have limitations related to human resources, facilities and infrastructure, and even time management. Continuous evaluation and improvements made based on evaluation findings will help improve classroom management and overall learning quality.

Several previous studies have examined classroom management evaluation from various perspectives. A study conducted by Fatma Sadik found a significant relationship between teachers' classroom management skills and variables such as gender, age, professional experience, prior participation in classroom management courses or seminars, reading classroom management books, and pedagogical background. The study emphasized the need for increased collaboration between teachers, school administrators, parents, and counseling services to address classroom challenges.⁸

Meanwhile, research by Kelly identified three major teacher classroom management profiles: (a) Medium Proactive Profile, characterized by the frequent use of positive strategies and social-emotional learning (SEL) techniques and minimal reliance on punitive measures; (b) Moderate Reactive/Proactive Profile, marked by moderate use of punitive and positive strategies with slightly lower implementation of SEL techniques; and (c) High Proactive Profile, defined by a very high frequency of positive strategies and SEL techniques and minimal use of punitive measures.⁹

While these studies provide valuable insights into classroom management, they do not specifically explore classroom management evaluation in the context of elementary-level education. Therefore, this study focuses on the evaluation of classroom management conducted by teachers within the classroom setting during the learning process. The research is conducted at Elementary School 006 North Sangatta, a public elementary school located on Jalan A. W. Syahrani, RT. 65, Bukit Pelangi, North Sangatta District. Established in 1998, the school currently implements the 2013 Curriculum and the Merdeka Curriculum.

Based on this background, the present study seeks to address three main aspects: the forms of classroom management evaluation applied, the process of implementing classroom management evaluation, and the implications of such evaluations on the learning process in primary education institutions. The findings of this study are expected to serve as a reference and provide practical recommendations for primary education institutions and elementary

⁷ Syamsul Ghufron et al., "Evaluating the Impact of Teachers' Personal and Professional Resources in Elementary Education on School-Based Human Resource Management: A Case Study in Indonesia," *SAGE Open* 14, no. 1 (2024): 21582440241231050, <https://doi.org/10.1177/21582440241231049>.

⁸ Fatma Sadik and Tugay Akbulut, "An Evaluation of Classroom Management Skills of Teachers at High Schools (Sample from the City of Adana)," *Procedia - Social and Behavioral Sciences* 191 (2015): 208–13, <https://doi.org/10.1016/j.sbspro.2015.04.539>.

⁹ Kelly N Clark et al., "Profiles of Teachers' Classroom Management Style: Differences in Perceived School Climate and Professional Characteristics," *Journal of School Psychology* 100 (2023): 101239, <https://doi.org/10.1016/j.jsp.2023.101239>.

school teachers in conducting classroom management evaluations effectively, thereby enhancing the classroom management skills of educators.

METHOD

Research methods play a crucial role in ensuring the validity and reliability of a study. Therefore, selecting an appropriate research approach and type is essential. This study employs a qualitative research method with a descriptive approach. The qualitative method is used to explore and understand social phenomena or human behavior in a descriptive and interpretive manner. Meanwhile, descriptive research aims to provide a detailed explanation of a phenomenon or research object without manipulating or intervening in the variables involved.¹⁰

Research Setting and Duration

This study was conducted at SD Negeri 006 Sangatta Utara, a public elementary school located at Jalan A. W. Syahrani, RT. 65, Bukit Pelangi, North Sangatta District, East Kutai Regency. Established in 1998, SD Negeri 006 is one of the most well-regarded elementary schools in East Kutai, with an A accreditation rating. The research was carried out over a period of three months, from August to October 2024.

Participants and Data Collection Techniques

The study involved teachers, students, and school administrators at SD Negeri 006. A purposive sampling technique was used to select 10 classroom teachers as primary participants, ensuring that those with direct experience in classroom management evaluation were included. Additionally, 30 students from various grade levels and three school administrators were also involved to provide a broader perspective.

To ensure a comprehensive understanding of classroom management evaluation, this research employed multiple data collection techniques, including: Conducted to examine real-time classroom management practices, teacher-student interactions, and the overall learning environment (Classroom Observations). Carried out with teachers, students, and school administrators to gain insights into their experiences and perceptions regarding classroom management evaluation (In-Depth Interviews). Involving a review of lesson plans, classroom management guidelines, and school evaluation reports to identify existing policies and practices (Document Analysis). Distributed to gather additional perspectives on classroom management effectiveness and areas for improvement (Student and Parent Surveys).

¹⁰ Brigitte Smit, Vanessa Scherman, and Linda Liebenberg, "Thinking Qualitatively in the Context of Mixed Methods Research: Implications for Study Design," ed. Robert J Tierney, Fazal Rizvi, and Kadriye B T - International Encyclopedia of Education (Fourth Edition) Ercikan (Oxford: Elsevier, 2023), 478–84, <https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.11084-X>.

Data Analysis Techniques

The collected data were analyzed using Miles and Huberman's interactive model, which consists of three main stages:¹¹ Data Condensation is Filtering and summarizing relevant data from observations, interviews, and documents. Data Display is Organizing findings in a systematic manner, including thematic categorization of responses. Conclusion Drawing and Verification is Interpreting the results to identify key patterns, trends, and implications for classroom management evaluation. This method helps researchers organize, group, and interpret qualitative data that has been collected in a systematic way. The stages are: data collection, data condensation, data presentation, and drawing conclusions.

DISCUSSION

Result

Research findings regarding forms of classroom management show that the forms of classroom management implemented at Elementary School 006 North Sangatta are: checking student attendance, reprimanding students if they are not conducive, and arranging students' seats to make them more conducive.¹² The next form of classroom management evaluation applied in the learning process uses oral tests, namely formative and summative assessments. Formative assessment is an assessment that is made continuously, meaning that it is an assessment that is carried out throughout the teaching and learning process. Meanwhile, summative is an assessment carried out at the end of learning that aims to assess the final achievement of learning.¹³ Other findings in the RPP used show that classroom management evaluation is carried out through direct action.¹⁴

Research findings regarding the process of implementing class evaluation at Elementary School 006 North Sangatta are: First, give assignments or tests to students based on the subjects they have studied. Second, monitor student involvement in class activities. Third, use predetermined criteria to analyze the evaluation results. Fourth, evaluate and prepare improvement ideas to improve future teaching standards.¹⁵

The results of research on the implications of the learning process at Elementary School 006 North Sangatta are that teachers must choose and create teaching techniques based on the needs of their students and available resources; teachers must choose various teaching strategies that are relevant and interesting to help increase students' understanding and level of participation; and teachers must be aware of their abilities. Each student learns, and teachers must also improve their classroom management skills to provide a good learning environment.¹⁶

¹¹ Matthew B Miles and A Michael Huberman, "Qualitative Data Analysis: A Methods Sourcebook," 2014.

¹² Interview with first Informant as a class teacher

¹³ Firs Observation conducted at SDN 006 North Sangatta

¹⁴ Firs Documentation at SDN 006 North Sangatta

¹⁵ Interview with Second Informant as a class teacher

¹⁶ interview with the third informant a class teacher

Discussion

Forms of Classroom Management Evaluation in Basic Education Institutions

The form of classroom management evaluation in basic education institutions can vary depending on the policies and practices of each institution. However, generally, several forms of classroom management evaluation that are often used in basic education institutions involve: classroom observation, assessment of student behavior, use of learning materials, feedback from students, analysis of student performance, evaluation of teacher portfolio, participation and training, continuous monitoring, and self-evaluation.¹⁷ Holistic and diverse classroom management evaluations can provide a more complete picture of teacher performance in basic education institutions.¹⁸ An approach that involves teachers in the evaluation process can support their professional development and create a more effective learning environment.

Research findings regarding forms of classroom management show that the forms of classroom management implemented at Elementary School 006 North Sangatta are: checking student attendance, reprimanding students if they are not conducive, and arranging students' seats to make them more conducive. The next form of classroom management evaluation applied in the learning process uses oral tests, namely formative and summative assessments. Formative assessment is an assessment that is made continuously, meaning that it is an assessment that is carried out throughout the teaching and learning process. Meanwhile, summative is an assessment carried out at the end of learning that aims to assess the final achievement of learning. Other findings in the RPP used show that classroom management evaluation is carried out through direct action.

Based on the research findings above, the form of classroom management evaluation at the elementary education institution Elementary School 006 North Sangatta includes: checking student attendance; reprimanding students if it is not conducive; arranging students' seating to make it more conducive; and carrying out oral tests. Management evaluation is also carried out through the use of formative and summative assessments.¹⁹ These forms of classroom management evaluation are supported by research conducted which explains that classroom management evaluation is carried out through the form of basic competency

¹⁷ Febblina Daryanes et al., "The Development of Articulate Storyline Interactive Learning Media Based on Case Methods to Train Student's Problem-Solving Ability," *Helion* 9, no. 4 (2023): e15082, <https://doi.org/10.1016/j.heliyon.2023.e15082>; Aesha John and Samantha Bates, "Barriers and Facilitators: The Contrasting Roles of Media and Technology in Social-Emotional Learning," *Social and Emotional Learning: Research, Practice, and Policy* 3 (2024): 100022, <https://doi.org/10.1016/j.sel.2023.100022>.

¹⁸ Zhao Qianyi and Liang Zhiqiang, "Research on Multimodal Based Learning Evaluation Method in Smart Classroom," *Learning and Motivation* 84 (2023): 101943, <https://doi.org/https://doi.org/10.1016/j.lmot.2023.101943>.

¹⁹ Nabila Nayyirotul Fitria, Luk Luk Nur Mufidah, and Puput Setiawati, "Summative Assessment of Islamic Education Subject in Merdeka Curriculum," *Journal of Educational Research and Practice* 2, no. 3 (November 14, 2024): 112–22, <https://doi.org/10.70376/jerp.v2i3.157>.

practice, mastering students, mastering the material being taught, and conveying evaluation results with translation.²⁰

This form of classroom management evaluation was also carried out who explained that management evaluation activities in learning consist of several forms of activities aimed at monitoring, knowing, and developing the various multiple intelligences of students.²¹ Daily evaluation includes assessments conducted regularly in the classroom on a daily basis, using various evaluation tools such as oral questions, daily assignments, mini quizzes, or class discussions to measure student understanding and progress²². Meanwhile, semester evaluation is carried out by including final exams, major projects, or student portfolios.²³ The aim is to provide a comprehensive picture of a student's understanding and abilities over a certain period as a basis for assigning a final grade or providing recommendations for further development.

By carrying out these two forms of evaluation, educational institutions can monitor student progress regularly through daily evaluations, while semester evaluations provide a more comprehensive picture of student achievement over a longer period of time. The combination of the two helps teachers and educational institutions make more informed decisions regarding student learning progress and design more effective learning strategies. Effective management can increase student engagement, encourage academic success, and minimize undesirable behavior.²⁴ Evaluation is carried out in two forms, namely daily evaluation and semester evaluation.

Thus, the form of classroom management evaluation is very different in each school. Because it is based on the regulations, school culture, and educational goals chosen by each school, classroom management evaluation can take various forms in different schools. However, the main aim of classroom management assessment is to ensure that teaching is successful, children feel comfortable, and the classroom setting is ideal so that learning management is of high quality²⁵. The evaluation of classroom management at Elementary School 006 North Sangatta is included in the category of a good form of classroom

²⁰ Liza Tazkiah et al., "Supervision of Madrasah Principal on the Implementation of English Learning Evaluation," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2022): 388–404, <https://doi.org/10.31538/ndh.v7i3.2613>.

²¹ Yaser Hasan Salem Al-Mamary, "Why Do Students Adopt and Use Learning Management Systems?: Insights from Saudi Arabia," *International Journal of Information Management Data Insights* 2, no. 2 (2022): 100088, <https://doi.org/10.1016/j.jjimei.2022.100088>.

²² Carina Granberg, Torulf Palm, and Björn Palmberg, "A Case Study of a Formative Assessment Practice and the Effects on Students' Self-Regulated Learning," *Studies in Educational Evaluation* 68 (2021): 100955, <https://doi.org/10.1016/j.stueduc.2020.100955>.

²³ Diana Pereira, Maria Assunção Flores, and Laila Niklasson, "Assessment Revisited: A Review of Research in Assessment and Evaluation in Higher Education," *Assessment & Evaluation in Higher Education* 41, no. 7 (October 2016): 1008–32, <https://doi.org/10.1080/02602938.2015.1055233>.

²⁴ Merve Gangal and Arif Yilmaz, "The Effects of Pedagogical Documentation on Preschool Teachers' Classroom Management Skills," *Teaching and Teacher Education* 133 (2023): 104289, <https://doi.org/10.1016/j.tate.2023.104289>.

²⁵ Zahrah Zahrah and Adi Ansari, "Integrated Quality Management as the Focus of Attention and Target of Teaching Supervision at SDTQ-T Irsyadul Aulad," *Journal of Educational Research and Practice* 2, no. 3 (2024): 72–84, <https://doi.org/10.70376/jerp.v2i3.153>.

management evaluation, but improvements still need to be made in terms of teacher skills in evaluating classroom management at Elementary School 006 North Sangatta.

Process of Implementing Classroom Management Evaluation in Basic Education Institutions

The process of implementing classroom management evaluation is carried out through consistency, rules and procedures, understanding the rules, learning to organize, having effective relationships with students, and student involvement. Planning, data collection, assessment, reporting findings, and corrective actions are part of the class evaluation process.²⁶ Planning first includes determining the assessment objectives, establishing assessment standards, and selecting appropriate assessment tools.²⁷ Next, educators collect information using various techniques, including written tests and observation.

Analyzing evaluation results based on predetermined criteria is an important part of the assessment process. Teachers assess additional factors at this time, such as children's attitudes and social skills.²⁸ Therefore, it is critical to provide feedback to students to inform them of their performance and facilitate their understanding of their unique strengths and weaknesses. Reporting evaluation results includes writing a report containing analysis, recommendations, and a summary of findings. Parents and students are also notified of the evaluation results.²⁹ Teachers evaluate their efficacy as teachers by reflecting on the results of the evaluation and taking corrective and remedial action as a final step. To improve future learning standards, areas requiring improvement are identified and improvement methods are developed. Reporting is a cyclical process that supports comprehensive student development and creates a responsive learning environment. In addition to final exams, class evaluations emphasize continuous efforts to improve educational standards through introspection and related actions.

Research findings regarding the process of implementing class evaluation at Elementary School 006 North Sangatta are: First, give assignments or tests to students based on the subjects they have studied. Second, monitor student involvement in class activities. Third, use predetermined criteria to analyze the evaluation results. Fourth, evaluate and prepare improvement ideas to improve future teaching standards. The research findings above show that the process of implementing classroom management evaluation is carried out through giving assignments, involving students, analyzing evaluation results, and increasing learning

²⁶ Rangga Mega Putra et al., "Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research," *Anglophilic Journal* 2, no. 1 (2021): 37–54, <https://doi.org/10.51278/anglophilic.v2i1.269>.

²⁷ Abdulkhay Kosimov, "The Importance Of Choosing Appropriate Assessment Tools In Language Teaching And Its Impact To Second Language Acquisition," *British View* 7, no. 1 (2022).

²⁸ Yejin Yeom, Marcia Ann Miller, and Roberta Delp, "Constructing a Teaching Philosophy: Aligning Beliefs, Theories, and Practice," *Teaching and Learning in Nursing* 13, no. 3 (2018): 131–34, <https://doi.org/10.1016/j.teln.2018.01.004>.

²⁹ Sarah Miller et al., "Texting Parents: Evaluation Report and Executive Summary," *Education Endowment Foundation*, 2017.

standards. This process is different from the research conducted by Charlotte³⁰ explaining that there are several processes for implementing class evaluation, namely: having an evaluation plan, collecting data, verifying data, and analyzing data.

Thus, after looking at the research results above, it can be understood that the process of implementing classroom management evaluation is carried out through assessment processes, class evaluation, data sources, continuous development, and improving learning standards. Deep knowledge of how students access, understand, and apply information is possible through the evaluation process. Through the class evaluation process, teachers are able to understand class dynamics, the difficulties students face, and how different teaching approaches affect student understanding.

Implications of Classroom Management Evaluation in the Learning Process

Implications in the learning process are the impact or consequences of various choices and actions carried out throughout the planning, implementation, and assessment of learning, which are referred to as implications in the learning process.³¹ It includes the results of various strategies, tactics, and rules used in educational settings.³² These consequences can cover a wide range of topics, including teamwork, classroom management, use of technology, teaching methods, and providing feedback, all of which impact the efficiency and quality of learning.³³

In other words, the consequences or results resulting from decisions and actions taken by educators or other parties involved in planning learning activities are considered implications of the learning process.³⁴ To ensure that every action taken can encourage the

³⁰ Charlotte Dignath and Marcel V J Veenman, "The Role of Direct Strategy Instruction and Indirect Activation of Self-Regulated Learning—Evidence from Classroom Observation Studies," *Educational Psychology Review* 33, no. 2 (2021): 489–533, <https://doi.org/10.1007/s10648-020-09534-0>.

³¹ Yamini Chandra, "Online Education during COVID-19: Perception of Academic Stress and Emotional Intelligence Coping Strategies among College Students," *Asian Education and Development Studies* 10, no. 2 (2020): 229–38, <https://doi.org/10.1108/AEDS-05-2020-0097>; Gheorghe Agache and Elena Vizitiu, "Chapter 26 - Impact of the COVID-19 Pandemic on Psychomotor Components in Chess Games for Children Aged 8–10," ed. Valentina Emilia Balas and Oana B T - Biomedical Engineering Applications for People with Disabilities and the Elderly in the COVID-19 Pandemic and Beyond Geman (Academic Press, 2022), 267–312, <https://doi.org/10.1016/B978-0-323-85174-9.00016-9>.

³² Maher Jesry et al., "Exploring the Value of a Risk-Management Quality-Assurance Model to Support Delivery of Quality Higher Education in the Conflict-Affected Northwest of Syria," *International Journal of Educational Research Open* 3 (2022): 100134, <https://doi.org/10.1016/j.ijedro.2022.100134>; Ayodotun Stephen Ibidunni, Benson Yuichi Nwaodu, and Lerato Education Mdaka, "Bringing Quality Management to Perspective in Higher Education Institutions' Research Output: A Focus on Selected Private Universities in Nigeria," *Helijon* 9, no. 4 (2023): e15443, <https://doi.org/10.1016/j.helijon.2023.e15443>; Ruth Donkoh et al., "Effects of Educational Management on Quality Education in Rural and Urban Primary Schools in Ghana," *Helijon* 9, no. 11 (2023): e21325, <https://doi.org/10.1016/j.helijon.2023.e21325>.

³³ Andi Nur Asnani Nasmin, Nurqarirah Arifin, and Danial Rahman, "Academic Supervision In Improving The Quality Of Learning," *Nazzama: Journal of Management Education* 3, no. 1 (2023): 97–108, <https://doi.org/0.24252/jme.v3i1.40056>.

³⁴ Aleksandr Dekhovich et al., "Cooperative Data-Driven Modeling," *Computer Methods in Applied Mechanics and Engineering* 417 (2023): 116432, <https://doi.org/10.1016/j.cma.2023.116432>; Harry Trip Knoche, "Thinking about Cooperative Learning: The Impacts of Epistemic Motives and Social Structure on Cooperative Learning Environments," *The International Journal of Management Education* 20, no. 2 (2022): 100643,

achievement of learning goals and provide students with the best learning experience, it is important to be aware of these consequences.

The results of research on the implications of the learning process at Elementary School 006 North Sangatta are that teachers must choose and create teaching techniques based on the needs of their students and available resources; teachers must choose various teaching strategies that are relevant and interesting to help increase students' understanding and level of participation; and teachers must be aware of their abilities. Each student learns, and teachers must also improve their classroom management skills to provide a good learning environment.

The findings in the field that have been described above show that there are fundamental differences in the implications of each basic education institution in carrying out management evaluations according to,³⁵ where classroom management evaluation has a very important position so that it is able to measure and assess student success so that can be implemented. There is also research from Weyers³⁶ which discusses the implications of the learning process. The classroom management evaluation process in basic education institutions has implications for the learning process and is influenced by student characteristics.³⁷ Teachers are not rigid in using teaching methods because each student has different characteristics, including their way of learning, so their methods vary.

Thus, looking at the results of the analysis above, it can be understood that knowing the implications of the learning process in depth in terms of increasing teaching efficiency and adapting learning requires a thorough understanding of the consequences of the learning process. This is in accordance with research results Charlotte E Wolff³⁸ regarding classroom management, which can increase the effectiveness of the learning process. Teachers are better able to understand the impact of the teaching methods implemented, and as a result, they are able to modify their lesson plans to suit students' unique learning needs. Additionally, instructors can maximize the use of technology tools to increase student engagement and interaction by having a thorough awareness of the implications of technology in the classroom.

<https://doi.org/https://doi.org/10.1016/j.ijme.2022.100643>; Mohammad Tamimy, Naser Rashidi, and Joyce Hwee Ling Koh, "The Use of Cooperative Learning in English as Foreign Language Classes: The Prevalence, Fidelity, and Challenges," *Teaching and Teacher Education* 121 (2023): 103915, <https://doi.org/10.1016/j.tate.2022.103915>.

³⁵ Mujamil Qomar and Agus Zaenul Fitri, "Innovative Learning Strategies for Islamic Religious Education Based on Merdeka Belajar Curriculum in Vocational High Schools," *Al-Hayat: Journal of Islamic Education* 8, no. 3 (2024): 966–81, <https://doi.org/10.35723/ajie.v8i3.587>.

³⁶ Jonas Weyers et al., "Measuring Pre-Service Teachers' Decision-Making in Classroom Management: A Video-Based Assessment Approach," *Teaching and Teacher Education* 138 (2024): 104426, <https://doi.org/10.1016/j.tate.2023.104426>.

³⁷ Ramdanil Mubarok, Makherus Sholeh, and Ika Irayana, "Classroom Management Strategy in Implementing the Merdeka Curriculum (Independent Curriculum) in Primary Education Institutions," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 13, no. 2 (December 31, 2023): 189–202, <https://doi.org/10.18592/aladzkapgmi.v13i2.11356>.

³⁸ Charlotte E Wolff, Halszka Jarodzka, and Henny P A Boshuizen, "Classroom Management Scripts: A Theoretical Model Contrasting Expert and Novice Teachers' Knowledge and Awareness of Classroom Events," *Educational Psychology Review* 33, no. 1 (2021): 131–48, <https://doi.org/10.1007/s10648-020-09542-0>.

Teachers can assess the achievement of learning objectives more precisely and comprehensively by understanding their impact. This encourages continuous progress, helps in assessing the efficacy of curriculum and teaching techniques, and ensures that each student can realize their greatest learning potential.³⁹ A learning environment that is more responsive and appropriate to the needs of today's students can be created by implementing appropriate learning methods after considering the consequences.

CONCLUSION

Classroom management evaluations consider student participation, the use of successful teaching techniques, and maintaining a classroom environment that promotes learning in addition to rule enforcement and punishment. This form of classroom management evaluation can be done by checking student attendance, reprimanding students if they are not conducive, arranging students' seats to make them more conducive, and using oral tests, namely formative and summative assessments. The classroom management evaluation process is carried out through planning, which includes determining assessment objectives, setting assessment standards, and selecting appropriate assessment tools. Next, educators collect information using various techniques, including written tests and observation. Analyzing evaluation results based on predetermined criteria is an important part of the assessment process. The implications for the learning process in basic education institutions include creating a curriculum that suits their needs, placing a strong emphasis on student-based learning, and using teaching strategies that encourage deep understanding. Primary education institutions can design learning environments that promote good student development by considering these consequences.

REFERENCES

Agache, Gheorghe, and Elena Vizitiu. "Chapter 26 - Impact of the COVID-19 Pandemic on Psychomotor Components in Chess Games for Children Aged 8–10." edited by Valentina Emilia Balas and Oana B T - Biomedical Engineering Applications for People with Disabilities and the Elderly in the COVID-19 Pandemic and Beyond Geman, 267–312. Academic Press, 2022. <https://doi.org/10.1016/B978-0-323-85174-9.00016-9>.

Al-Mamary, Yaser Hasan Salem. "Why Do Students Adopt and Use Learning Management Systems?: Insights from Saudi Arabia." *International Journal of Information Management Data Insights* 2, no. 2 (2022): 100088. <https://doi.org/10.1016/j.jjimei.2022.100088>.

Chandra, Yamini. "Online Education during COVID-19: Perception of Academic Stress and Emotional Intelligence Coping Strategies among College Students." *Asian Education and Development Studies* 10, no. 2 (2020): 229–38. <https://doi.org/10.1108/AEDS-05-2020-0097>.

³⁹ John Carlo Maturan et al., "Assessing Student Satisfaction with Student Leaders' Performance," *Journal of Educational Research and Practice (JERP)* 2, no. 3 (November 4, 2024): 1–20, <https://doi.org/10.70376/jerp.v2i3.204>.

Clark, Kelly N, Madeline S Blocker, Oceann S Gittens, and Anna C J Long. "Profiles of Teachers' Classroom Management Style: Differences in Perceived School Climate and Professional Characteristics." *Journal of School Psychology* 100 (2023): 101239. <https://doi.org/10.1016/j.jsp.2023.101239>.

Daryanes, Febblina, Darmadi Darmadi, Khusnul Fikri, Ilda Sayuti, M Arli Rusandi, and Dominikus David Biondi Situmorang. "The Development of Articulate Storyline Interactive Learning Media Based on Case Methods to Train Student's Problem-Solving Ability." *Helion* 9, no. 4 (2023): e15082. <https://doi.org/10.1016/j.helion.2023.e15082>.

Dekhovich, Aleksandr, O Taylan Turan, Jiaxiang Yi, and Miguel A Bessa. "Cooperative Data-Driven Modeling." *Computer Methods in Applied Mechanics and Engineering* 417 (2023): 116432. <https://doi.org/10.1016/j.cma.2023.116432>.

Dignath, Charlotte, and Marcel V J Veenman. "The Role of Direct Strategy Instruction and Indirect Activation of Self-Regulated Learning—Evidence from Classroom Observation Studies." *Educational Psychology Review* 33, no. 2 (2021): 489–533. <https://doi.org/10.1007/s10648-020-09534-0>.

Donkoh, Ruth, Wing On Lee, Ahotovi Thomas Ahoto, Josephine Donkor, Portia Oware Twerefoo, Martin Kudwo Akotey, and Seth Yeboah Ntim. "Effects of Educational Management on Quality Education in Rural and Urban Primary Schools in Ghana." *Helion* 9, no. 11 (2023): e21325. <https://doi.org/10.1016/j.helion.2023.e21325>.

Fitria, Nabila Nayyirotul, Luk Luk Nur Mufidah, and Puput Setiawati. "Summative Assessment of Islamic Education Subject in Merdeka Curriculum." *Journal of Educational Research and Practice* 2, no. 3 (November 14, 2024): 112–22. <https://doi.org/10.70376/jerp.v2i3.157>.

Franklin, Hayley, and Ingrid Harrington. "A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms." *Journal of Education and Training Studies*, 2019. <https://doi.org/10.11114/jets.v7i12.4491>.

Gangal, Merve, and Arif Yilmaz. "The Effects of Pedagogical Documentation on Preschool Teachers' Classroom Management Skills." *Teaching and Teacher Education* 133 (2023): 104289. <https://doi.org/10.1016/j.tate.2023.104289>.

Ghufron, Syamsul, Fifi Khoirul Fitriyah, Mokhamad Sodikin, Nopriadi Saputra, Siti Maghfirotun Amin, and Hitta Alfi Muhammah. "Evaluating the Impact of Teachers' Personal and Professional Resources in Elementary Education on School-Based Human Resource Management: A Case Study in Indonesia." *SAGE Open* 14, no. 1 (2024): 21582440241231050. <https://doi.org/10.1177/21582440241231049>.

Granberg, Carina, Torulf Palm, and Björn Palmberg. "A Case Study of a Formative Assessment Practice and the Effects on Students' Self-Regulated Learning." *Studies in Educational Evaluation* 68 (2021): 100955. <https://doi.org/10.1016/j.stueduc.2020.100955>.

Ibidunni, Ayodotun Stephen, Benson Yuichi Nwaodu, and Lerato Education Mdaka. "Bringing Quality Management to Perspective in Higher Education Institutions' Research Output:

A Focus on Selected Private Universities in Nigeria." *Helijon* 9, no. 4 (2023): e15443. <https://doi.org/10.1016/j.helijon.2023.e15443>.

Jesry, Maher, Fuad Alhaj Omar, Abdulkader Rashwani, Imad Bark, Khaled Jammo, Suhaib Ajam, and Zekeriya Kassab. "Exploring the Value of a Risk-Management Quality-Assurance Model to Support Delivery of Quality Higher Education in the Conflict-Affected Northwest of Syria." *International Journal of Educational Research Open* 3 (2022): 100134. <https://doi.org/10.1016/j.ijedro.2022.100134>.

John, Aesha, and Samantha Bates. "Barriers and Facilitators: The Contrasting Roles of Media and Technology in Social-Emotional Learning." *Social and Emotional Learning: Research, Practice, and Policy* 3 (2024): 100022. <https://doi.org/10.1016/j.sel.2023.100022>.

Knoche, Harry Trip. "Thinking about Cooperative Learning: The Impacts of Epistemic Motives and Social Structure on Cooperative Learning Environments." *The International Journal of Management Education* 20, no. 2 (2022): 100643. <https://doi.org/https://doi.org/10.1016/j.ijme.2022.100643>.

Kosimov, Abdulkhay. "The Importance Of Choosing Appropriate Assessment Tools In Language Teaching And Its Impact To Second Language Acquisition." *British View* 7, no. 1 (2022).

Lu, Kaili, Harrison H Yang, Yinghui Shi, and Xuan Wang. "Examining the Key Influencing Factors on College Students' Higher-Order Thinking Skills in the Smart Classroom Environment." *International Journal of Educational Technology in Higher Education* 18 (2021): 1–13. <https://doi.org/10.1186/s41239-020-00238-7>.

Major, Sofia O, Maria F Gaspar, Ana C Palos, and Marco D Pereira. "Effectiveness of the Incredible Years® Teacher Classroom Management Program: Preschool Children's Outcomes." *Journal of Applied Developmental Psychology* 90 (2024): 101616. <https://doi.org/10.1016/j.appdev.2023.101616>.

Marder, Johanna, Felicitas Thiel, and Richard Göllner. "Classroom Management and Students' Mathematics Achievement: The Role of Students' Disruptive Behavior and Teacher Classroom Management." *Learning and Instruction* 86 (2023): 101746. <https://doi.org/10.1016/j.learninstruc.2023.101746>.

Maturan, John Carlo, Mathena Pauline Comandante, Nova Jane Jabines, Maria Kolonas, Hyacinth Payosing, Ceikan Rosalejos, Michel Galavia, et al. "Assessing Student Satisfaction with Student Leaders' Performance." *Journal of Educational Research and Practice (JERP)* 2, no. 3 (November 4, 2024): 1–20. <https://doi.org/10.70376/jerp.v2i3.204>.

Miles, Matthew B, and A Michael Huberman. "Qualitative Data Analysis: A Methods Sourcebook," 2014.

Miller, Sarah, Jenny Davison, Jamie Yohanis, Seaneen Sloan, Aideen Gildea, and Allen Thurston. "Texting Parents: Evaluation Report and Executive Summary." *Education Endowment Foundation*, 2017.

Mitchell, Barbara S, Regina G Hirn, and Timothy J Lewis. "Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior." *Teacher Education*

and Special Education 40, no. 2 (March 2017): 140–53. <https://doi.org/10.1177/0888406417700961>.

Mubarok, Ramdanil, Makherus Sholeh, and Ika Irayana. "Classroom Management Strategy in Implementing the Merdeka Curriculum (Independent Curriculum) in Primary Education Institutions." *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 13, no. 2 (December 31, 2023): 189–202. <https://doi.org/10.18592/aladzkapgmi.v13i2.11356>.

Nasmin, Andi Nur Asnani, Nurqarirah Arifin, and Danial Rahman. "Academic Supervision In Improving The Quality Of Learning." *Nazzama: Journal of Management Education* 3, no. 1 (2023): 97–108. <https://doi.org/0.24252/jme.v3i1.40056>.

Pereira, Diana, Maria Assunção Flores, and Laila Niklasson. "Assessment Revisited: A Review of Research in Assessment and Evaluation in Higher Education." *Assessment & Evaluation in Higher Education* 41, no. 7 (October 2016): 1008–32. <https://doi.org/10.1080/02602938.2015.1055233>.

Putra, Rangga Mega, Siti Solekhah, Diyah Dwi Agustina, and Bobur Sobirov. "Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research." *Anglophilic Journal* 2, no. 1 (2021): 37–54. <https://doi.org/10.51278/anglophilic.v2i1.269>.

Qianyi, Zhao, and Liang Zhiqiang. "Research on Multimodal Based Learning Evaluation Method in Smart Classroom." *Learning and Motivation* 84 (2023): 101943. <https://doi.org/https://doi.org/10.1016/j.lmot.2023.101943>.

Qomar, Mujamil, and Agus Zaenul Fitri. "Innovative Learning Strategies for Islamic Religious Education Based on Merdeka Belajar Curriculum in Vocational High Schools." *Al-Hayat: Journal of Islamic Education* 8, no. 3 (2024): 966–81. <https://doi.org/10.35723/ajie.v8i3.587>.

Sadik, Fatma, and Tugay Akbulut. "An Evaluation of Classroom Management Skills of Teachers at High Schools (Sample from the City of Adana)." *Procedia - Social and Behavioral Sciences* 191 (2015): 208–13. <https://doi.org/10.1016/j.sbspro.2015.04.539>.

Smit, Brigitte, Vanessa Scherman, and Linda Liebenberg. "Thinking Qualitatively in the Context of Mixed Methods Research: Implications for Study Design." edited by Robert J Tierney, Fazal Rizvi, and Kadriye B T - International Encyclopedia of Education (Fourth Edition) Ercikan, 478–84. Oxford: Elsevier, 2023. <https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.11084-X>.

Stylianou, Polyxeni, and Michalinos Zembylas. "Engaging with Issues of Death, Loss, and Grief in Elementary School: Teachers' Perceptions and Affective Experiences of an in-Service Training Program on Death Education in Cyprus." *Theory & Research in Social Education* 49, no. 1 (2021): 54–77. <https://doi.org/10.1080/00933104.2020.1841700>.

Tamimy, Mohammad, Naser Rashidi, and Joyce Hwee Ling Koh. "The Use of Cooperative Learning in English as Foreign Language Classes: The Prevalence, Fidelity, and Challenges." *Teaching and Teacher Education* 121 (2023): 103915. <https://doi.org/10.1016/j.tate.2022.103915>.

Tazkiah, Liza, Suswati Hendriani, M Yusuf Salam, Asmendri Asmendri, and Devi Aisyah. "Supervision of Madrasah Principal on the Implementation of English Learning

Evaluation." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2022): 388–404. <https://doi.org/10.31538/ndh.v7i3.2613>.

Villena-Taranilla, Rafael, Sergio Tirado-Olivares, Ramón Cózar-Gutiérrez, and José Antonio González-Calero. "Effects of Virtual Reality on Learning Outcomes in K-6 Education: A Meta-Analysis." *Educational Research Review* 35 (2022): 100434. <https://doi.org/10.1016/j.edurev.2022.100434>.

Weyers, Jonas, Charlotte Kramer, Kai Kaspar, and Johannes König. "Measuring Pre-Service Teachers' Decision-Making in Classroom Management: A Video-Based Assessment Approach." *Teaching and Teacher Education* 138 (2024): 104426. <https://doi.org/10.1016/j.tate.2023.104426>.

Wolff, Charlotte E, Halszka Jarodzka, and Henny P A Boshuizen. "Classroom Management Scripts: A Theoretical Model Contrasting Expert and Novice Teachers' Knowledge and Awareness of Classroom Events." *Educational Psychology Review* 33, no. 1 (2021): 131–48. <https://doi.org/10.1007/s10648-020-09542-0>.

Yeom, Yejin, Marcia Ann Miller, and Roberta Delp. "Constructing a Teaching Philosophy: Aligning Beliefs, Theories, and Practice." *Teaching and Learning in Nursing* 13, no. 3 (2018): 131–34. <https://doi.org/10.1016/j.teln.2018.01.004>.

Zahrah, Zahrah, and Adi Ansari. "Integrated Quality Management as the Focus of Attention and Target of Teaching Supervision at SDTQ-T Irsyadul Aulad." *Journal of Educational Research and Practice* 2, no. 3 (2024): 72–84. <https://doi.org/10.70376/jerp.v2i3.153>.

Zimmermann, Anthony E, Ethan E King, and Diptiman D Bose. "Effectiveness and Utility of Flowcharts on Learning in a Classroom Setting: A Mixed-Methods Study." *American Journal of Pharmaceutical Education* 88, no. 1 (2024): 100591. <https://doi.org/10.1016/j.ajpe.2023.100591>.