



The contribution of classroom management and school climate to pjok learning outcomes at madrasah aliyah negeri: systematic literature review

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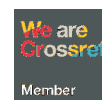
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The contribution of classroom management and school climate to pjok learning outcomes at madrasah aliyah negeri: systematic literature review

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ABSTRACT

The lack of understanding of how the synergy between classroom management and school climate affects student learning outcomes, especially in PJOK, is the main reason for conducting this study. This study aims to understand how effective classroom management strategies and a positive school climate can affect student engagement, motivation, and achievement in the classroom. This study fills a gap in previous research that has not discussed much about the interaction between the two in depth. Using a systematic literature review, article selection uses a prism flow chart by analyzing studies from journals in the last 10 years from nationally accredited journals and reputable international journals searched on Google Scholar, Mendeley, Science direct.com. The results showed that good classroom management increased student focus, while a supportive school climate encouraged motivation and a sense of belonging. The novelty of this research lies in its approach that highlights the synergy of these two factors in Physical Education. However, this study is limited to the scope of the literature and analysis methods that can affect the generalization of the results. These findings provide insights for educators in creating a more effective learning environment.

Keywords:

Student engagement
Academic achievement
School social support
School safety and well-being

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Introduction

Classroom management and school climate are two critical factors that significantly influence the learning outcomes of students (Bakti & Kamaruddin, 2023; Darmawan, 2018). Effective classroom management ensures that teachers can create an organized, focused, and supportive environment that encourages students' active participation and academic success. Meanwhile, the school climate encompasses the overall environment, including the physical setting, emotional atmosphere, and relationships between students, teachers, and the broader school community. A positive school climate fosters student engagement, safety, and motivation, which are key drivers of academic achievement. Previous studies have consistently highlighted the crucial roles that both classroom management and school climate play in shaping students' learning experiences and outcomes (Winei et al., 2023).

Classroom management refers to the strategies and practices applied by teachers to create an orderly, structured, and conducive learning environment for learning, including the setting of rules, discipline, and effective interaction. Meanwhile, the school climate encompasses the overall

atmosphere in the educational environment, which includes the relationship between students and teachers, a sense of security, emotional support, and the involvement of the school community. Both play an important role in increasing student motivation, participation, and learning outcomes, especially in PJOK which requires active involvement. Without good classroom management and a positive school climate, students can lose focus, experience a lack of motivation, and obtain suboptimal learning outcomes, so this study has become increasingly relevant to support educational effectiveness (Theodoriana, 2021). With increasingly complex educational challenges, this study has become urgent to ensure optimal classroom management strategies and school climates. Without both, student motivation and learning outcomes, especially in PJOK, can decrease. This research has a direct impact on the world of education by providing insights for teachers and schools in creating a more effective, inclusive learning environment and supporting student achievement (Nasution & Syaleh, 2021).

In the context of Physical Education, a subject that requires active student participation and engagement, both classroom management and school climate are even more pivotal (Ben Harush, 2024; Guo et al., 2024). Research has shown that a well-managed classroom, coupled with a positive school climate, can significantly enhance students' motivation, enthusiasm, and ultimately, their performance in classes. Effective classroom management in PE ensures that students remain focused, follow instructions, and develop the necessary skills in a structured manner. At the same time, a supportive school climate encourages collaboration, respect, and a sense of belonging, which are essential for creating a conducive learning environment (Chen et al., 2024; Mesloub et al., 2024). Thus, understanding the interplay between classroom management, school climate, and learning outcomes is essential for educators seeking to optimize teaching strategies and foster better student achievement.

Recent research on the relationship between classroom management, school climate, and student learning outcomes emphasizes the interconnectedness of these elements in shaping educational success (Matondang, 2018; Widyaningrum & Mahmudah, 2019). Studies have shown that effective classroom management practices, such as clear communication, consistent discipline, and engaging instructional strategies, contribute significantly to creating a structured and positive learning environment. Furthermore, a positive school climate, characterized by supportive teacher-student relationships, a safe and inclusive atmosphere, and strong school-community involvement, has been found to enhance student engagement, motivation, and overall academic achievement. In the context of Physical Education, studies suggest that these factors are even more pronounced, as requires active participation and a conducive environment for students to develop both physical and social skills (Bili et al., 2022). However, while various studies have explored these components separately, there remains a need for more comprehensive research that integrates classroom management, school climate, and learning outcomes, particularly in the field, to understand how these factors work together to improve educational experiences and results.

The novelty of this research lies in its integrated approach to exploring the combined effects of classroom management and school climate on learning outcomes specifically in the context of Physical Education. While much of the existing literature addresses these factors individually, few studies have focused on how their interaction influences student performance, a subject that demands high levels of engagement and active participation (Retnoningsih et al., 2024). This research seeks to fill this gap by examining not only the direct impact of classroom management and school climate but also how these elements work synergistically to enhance students' motivation, involvement, and achievement (Purwati, 2023; Wulansari, 2023). By focusing on a holistic view of the learning environment in PE classes, this study provides new insights into the complex dynamics of classroom management and school climate, offering valuable implications for educators aiming to improve student outcomes in physical education.

In the context of Physical Education, both classroom management and school climate play a crucial role in determining students' learning outcomes. Effective classroom management ensures that classes run smoothly, with clear instructions, discipline, and engagement, allowing students to focus

on developing their physical skills (Haj-Yahia & Basal, 2024; Law et al., 2024). Simultaneously, a positive school climate, which fosters a sense of safety, belonging, and mutual respect, can significantly enhance students' motivation and participation in PE activities (Dawkins et al., 2024; Wang et al., 2024). Previous research has indicated that these two factors classroom management and school climate have direct and indirect influences on students' academic achievements, including in physical education. However, despite the recognition of their individual importance, few studies have specifically examined how the synergy between classroom management and a positive school climate affects PE students' learning outcomes, an area that this study aims to explore. Understanding this relationship is essential for improving teaching practices and creating environments where students can thrive physically, socially, and academically.

Methods

This study employs a systematic literature review (SLR) methodology to identify, analyze, and synthesize relevant studies regarding the contributions of classroom management and school climate to the learning outcomes of Physical Education. The first step in this process involves searching for relevant articles from various academic databases, such as Google Scholar, JSTOR, and PubMed, using keywords related to classroom management, school climate, and PE learning outcomes. The inclusion criteria for selected articles are those published in the last five years, those focusing on physical education, and studies that employ either quantitative or qualitative research designs that provide in-depth insights into the relationship between classroom management, school climate, and student learning outcomes.

After identifying the articles that meet the inclusion criteria, this study performs a content analysis to assess the key findings of each study. Each article is analyzed to identify the variables investigated, the methodologies employed, and the conclusions drawn regarding the influence of classroom management and school climate on learning outcomes. This analysis is then used to uncover patterns related to the factors contributing to improved student performance in physical education. The results of this analysis are synthesized to provide a comprehensive understanding of the importance of these two factors in supporting optimal learning outcomes in classes.

The PRISMA flowchart in this study is used to describe the systematic steps in the process of selecting the analyzed literature. The first stage is identification, where various articles are searched through academic databases such as Google Scholar, JSTOR, PubMed, Mendeley, Science direct.com using relevant keywords. Next, the screening stage is carried out by evaluating the duplication and relevance of the article based on the title and abstract. Afterwards, the feasibility stage is carried out by reviewing the full text of the article to ensure that only studies that meet inclusion criteria such as focus on classroom management, school climate, and learning outcomes in PJOK are included in the analysis. Finally, the inclusion stage includes the synthesis and analysis of the selected articles to identify patterns and conclusions that support the research objectives.

The data collection method used in this study is the documentation method. The documentation method is a method of collecting data by digging and searching for data from the literature related to what is in the formulation of the problem. The data that has been obtained from various literature is then collected as a single document that will be used in answering the problems that have been formulated.

The article search techniques in this study are through web access to Mendeley, Google Scholar, and Scinece Direct as well as on access to other journals with the keywords "Student engagement, Academic Achievement, School Social SupportSchool Safety and Well-being". Articles or journals that meet the criteria are then taken for further analysis and a summary of the journal including the name of the researcher, the year of publication of the journal, the design of the study, the purpose of the research, samples, instruments, and a summary of the results or findings. The summary of the research journal is included in a table sorted according to the alphabet and year of publication of the journal and in accordance with the format mentioned above. This review literature uses literature that can be accessed in fulltext in pdf format and scholarly (peer reviewed Journal). To further clarify

the abstract and full text, the journal is read and observed. The summary of the journal is analyzed on the content contained in the research objectives and research results/findings. Analysis method used to analyze journal content.

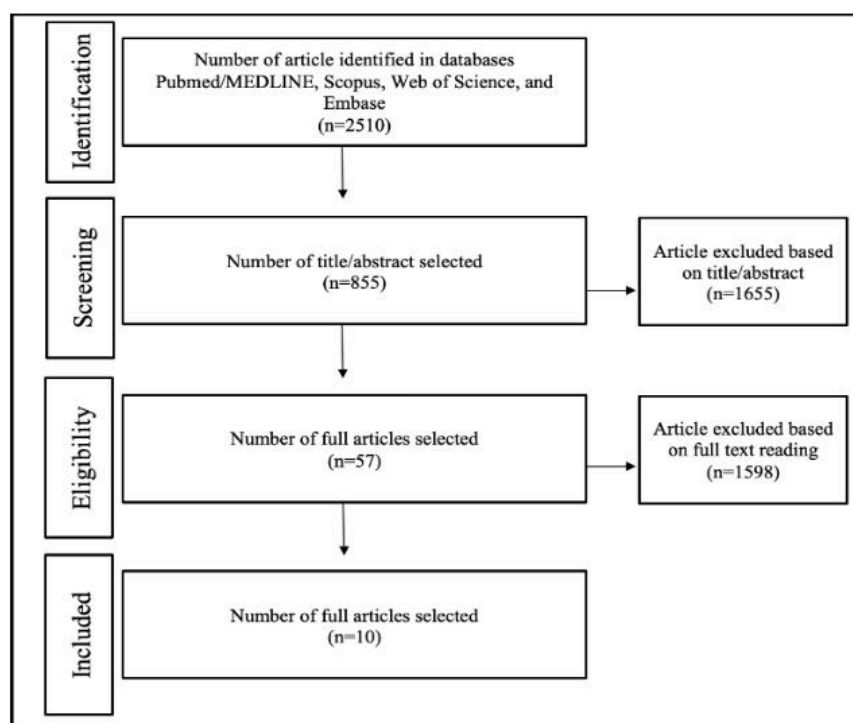


Figure 1. PRISMA flowchart of the article selection process

Results and Discussion

This review literature review was carried out to determine the Contribution Of Classroom Management And School Climate To Pjok Learning Outcomes. The collected literature was analyzed with a critical appraisal table to answer the measurement objectives compared to the results of simple measurements. There are as many as 10 literatures that discuss related to Contribution Of Classroom Management And School Climate To Pjok Learning Outcomes, all of these journals are nationally accredited journals and international journals that are searched on the Google Scholar, Mendeley, Science direct.com portal by typing keywords Student engagement, Academic Achievement, School Social Support, School Safety and Well-being which is then analyzed using critical appraisal analysis to analyze the core of the journal, as well as the results or findings of these journals. The following is a table of critical appraisal analysis from 10 journals.

Table 1. Literature Review Summary of Results

Author(s)	Type of Research	Research Results
(Fahmi et al., 2021)	Quantitative Correlation	There is a positive and significant relationship between classroom management skills, school climate, and work ethic on the informatics learning outcomes of class X students at SMKN 1 Painan.
(Hendriana, 2020)	Quantitative Correlation	Teachers' skills in managing the classroom have a significant effect on the learning outcomes of students in elementary schools.

Author(s)	Type of Research	Research Results
(Setiyadi & Loviansi, 2020)	Quantitative Correlation	There is a positive relationship between classroom climate and learning motivation and student learning outcomes.
(Yuniar & Syafii, 2021)	Quantitative Correlation	Classroom management and school environment have a significant effect on student learning outcomes.
(Grube et al., 2021)	Literature Studies	Effective classroom management in physical education is important for creating a positive learning environment and improving student learning outcomes.
(Nuriansyah & Hilmiatussadiyah, 2020)	Literature Studies	Classroom management has a significant effect on the learning outcomes of students in elementary schools. The better the classroom management by the teacher, the higher the learning outcomes of students.
(F. Rahman & Hidayat, 2021)	Literature Studies	Effective classroom management can improve the quality of learning in the classroom, thereby contributing to the achievement of educational goals.
(Berman & Andersen, 2020)	Literature Studies	A positive school climate encourages high student engagement and provides a sense of security, which contributes to improved student learning outcomes.
(Mason & Wong, 2019)	Literature Studies	A positive classroom climate supports students' enthusiasm for learning, so that learning motivation increases and has an impact on better learning outcomes.
(Kurniawan, 2020)	Literature Studies	Good classroom management by PJOK teachers, including mastery of learning methods, strategies, and models, supports effective teaching and learning activities.

Discussion

From the results of the literature study, 10 articles have been reviewed and presented. The interaction between classroom management and school climate is fundamental in shaping the learning outcomes of students, where active participation and motivation are key to success. Classroom management, when executed effectively, creates a structured environment where students can focus, engage in activities, and develop necessary skills without distraction (Hidayat, 2020). This discipline not only enhances students' academic performance but also helps in fostering a sense of responsibility and respect among peers. Meanwhile, a positive school climate strengthens students' emotional and social well-being, providing a supportive atmosphere that encourages participation, reduces anxiety, and nurtures a sense of belonging. Together, these factors do not simply act in isolation but create a dynamic synergy where students feel empowered and motivated to excel. The emotional and social support from a positive school climate boosts the cognitive focus achieved through good classroom management, leading to increased achievement. This highlights that for optimal learning outcomes, educators must address both the organizational aspects of classroom management and the emotional aspects of school climate, ensuring that students are supported holistically (Hia et al., 2023).

The findings from the systematic literature review reveal that both classroom management and school climate play pivotal roles in shaping student learning outcomes, particularly in the context of Physical Education. Effective classroom management ensures that students are engaged, follow instructions, and participate actively in physical activities, which are essential for skill development and academic success. On the other hand, a positive school climate fosters a sense of safety, respect, and belonging, which enhances students' motivation and emotional well-being, leading to improved academic performance (Pratama et al., 2023). The interaction between these two factors appears to

create an optimal learning environment where students feel supported both socially and academically, which is crucial for achieving better results. However, while both factors are influential individually, the synergy between a well-managed classroom and a positive school climate seems to offer the most significant impact on students' motivation and achievement in physical education, highlighting the importance of an integrated approach to teaching and school environment design (Kholisoh et al., 2021).

The research studies reviewed provide valuable insights into the impact of classroom management and school climate on student learning outcomes, but they approach these factors from different perspectives and contexts. Some studies emphasize the role of classroom management as a primary factor influencing academic success. For instance, studies focusing on classroom management techniques, such as clear expectations, consistent discipline, and effective communication, show significant positive effects on student engagement and academic performance. In contrast, other studies highlight the importance of school climate, which includes the emotional and social environment of the school (Z. Rahman et al., 2024). These studies suggest that a supportive school climate, characterized by positive teacher-student relationships and a sense of safety, plays a crucial role in fostering student motivation and emotional well-being, which ultimately leads to better learning outcomes (Adilah et al., 2023).

According to Irawan, (2021) some studies examine the synergy between classroom management and school climate, indicating that both elements together create a more holistic environment for student success. Research shows that a well-managed classroom alone can lead to improvements in student performance, but when combined with a positive school climate, the effects are amplified (Berkowitz & Ben-Artzi, 2024; Wuletu et al., 2024). For example, students who feel safe and supported in their school environment are more likely to engage in classroom activities and show higher levels of motivation, which, when coupled with effective classroom management, enhances their overall academic achievement. This synergy is particularly evident in studies of younger students or those in settings where personal and social development is as important as academic growth (Mardiani et al., 2024; Salsabila & Yulimarta, 2024).

In contrast, other studies focus primarily on one aspect—either classroom management or school climate—suggesting that the influence of these factors may vary depending on the specific educational context or the age group of students (Jesica et al., 2019; Lily, 2022). For instance, in environments where students face significant external challenges, such as high levels of stress or socio-economic difficulties, a positive school climate may play a more crucial role in supporting students' learning outcomes (Arrosyad et al., 2020; Septiana & Saufa, 2024). On the other hand, in settings where students are generally motivated and disciplined, strong classroom management may be sufficient to ensure high academic performance. This comparison underscores the complexity of the relationship between classroom management, school climate, and learning outcomes, and it suggests that both factors should be considered in a balanced way depending on the unique needs of the student population.

Conclusion

In conclusion, this research highlights the significant contributions of both classroom management and school climate in shaping student learning outcomes. The findings suggest that effective classroom management creates an organized, engaging, and productive learning environment, while a positive school climate fosters emotional support, motivation, and a sense of belonging. When combined, these two factors work synergistically to enhance student engagement, participation, and academic success. The study underscores the importance of addressing both the organizational and emotional aspects of the educational environment to optimize learning outcomes. Therefore, educators and school administrators should prioritize not only the implementation of effective classroom management strategies but also the cultivation of a supportive and inclusive school climate to ensure holistic student development and achievement. Education practitioners are advised to

implement structured classroom management with clear rules, interactive methods, and positive communication to increase student engagement. Schools need to create a safe and inclusive climate through mentoring programs, extracurriculars, and teacher training. In PJOK, teachers should use activity-based learning that encourages student cooperation. This strategy will increase student motivation, well-being, and learning outcomes.

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