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Implementation of Classroom Management and Infrastructure Management in Improving Learning Achievement

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Abstract

This study is motivated by the importance of classroom management and the management of educational facilities and infrastructure in creating an effective learning environment that supports the improvement of elementary school students' academic achievement. Well-managed learning conditions are believed to enhance student engagement, motivation, and learning outcomes. Therefore, this research aims to describe the implementation of classroom management and facilities management, as well as their contribution to improving students' academic achievement in elementary schools in Pangkalan District. The study employs a qualitative approach with a case study design, involving teachers, school principals, and students as the main informants. Data were collected through in-depth interviews, observations, and documentation, and analyzed using the Miles, Huberman, and Saldaña interactive model. The findings indicate that teachers have implemented classroom management through lesson planning, initial classroom conditioning, rule setting, and varied instructional strategies that support student engagement. School facilities are considered adequate, although unevenly distributed, and their utilization has been shown to increase students' motivation and understanding. In conclusion, effective classroom management combined with supportive facilities significantly contributes to improving students' academic achievement.

Keywords

Classroom Management, Elementary School, Learning Achievement, School Facilities.

1. Introduction

Improving the quality of basic education is a strategic agenda in strengthening Indonesia's human resources. At the elementary school level, learning success is strongly influenced by the systematic management of the learning environment, particularly through effective classroom management and adequate educational facilities and infrastructure (Kemendikbud, 2020). A conducive learning environment has been shown to enhance students' motivation, concentration, and academic achievement (Marzano, 2017). In line with the implementation of the Independent Curriculum, teachers are required to foster a comfortable, orderly, and flexible classroom climate that supports active and meaningful learning, aligned with the developmental characteristics of elementary school students (Direktorat Sekolah Dasar, 2022).

In the context of Pangkalan District, students' academic achievement is influenced not only by internal factors such as motivation and family support but also by how teachers implement classroom management and how schools manage learning facilities. Field data indicate that although several schools possess facilities that are administratively adequate, their utilization in instructional practice remains suboptimal. As a result, the quality of teaching and learning does not fully reflect the potential of the available facilities, revealing a gap between infrastructure availability and its practical use in daily learning activities.

Disparities are also evident in classroom management practices among elementary schools in Pangkalan District. While some schools have implemented effective classroom management, others continue to face challenges, including limited classroom organization techniques, a lack of varied behavior management strategies, and insufficient student involvement in maintaining an orderly learning environment (Saragih & Hutapea, 2021; Abidin & Muhammad, 2024). Similar imbalances are found in the management of facilities, where relatively adequate infrastructure has not been optimally integrated into active and contextual learning processes (Nuraini & Hadi, 2020). These conditions indicate ongoing difficulties in aligning pedagogical practices with available educational resources.

Classroom management and educational facilities have direct implications for students' academic achievement. Previous studies have shown that effective classroom management and adequate learning facilities can increase student engagement and improve academic outcomes (Emmer & Sabornie, 2015; Yusuf & Sugandi, 2021). However, in Pangkalan District, significant variations in students' academic achievement persist despite the presence of basic facilities that meet standard requirements. This phenomenon highlights a clear gap between resource availability, management implementation, and learning outcomes.

A clear research gap emerges from prior studies, which predominantly employ quantitative approaches to examine the influence of classroom management and facilities on academic achievement (Fitrah, 2017; Rahmawati & Supriyanto, 2021). While quantitative methods explain relationships among variables, they provide limited insight into implementation processes and contextual dynamics. Moreover, research focusing specifically on elementary schools in Pangkalan District remains scarce, despite the district's unique social and cultural characteristics that may shape educational practices.

Based on this gap, the main research question is explicitly formulated as follows: How are classroom management and the management of educational facilities implemented to improve students' academic achievement in elementary schools in Pangkalan District? Accordingly, this study aims to describe teachers' classroom management practices, analyze how schools manage educational facilities, and understand how both aspects contribute to students' academic achievement in everyday learning contexts.

This study is expected to provide theoretical contributions by enriching the literature on classroom management and educational facilities in Indonesian elementary education from a qualitative perspective. The findings may assist teachers and school principals in improving the effectiveness of learning environment management. From a policy perspective, the results may support local governments in formulating more context-specific strategies to enhance the quality of basic education in Pangkalan District. The scope of the study focuses on public and private elementary schools in the district, emphasizing the experiences of teachers, students, and principals in classroom management and the optimization of educational facilities.

2. Literature Review

2.1. Classroom Management in Elementary School Learning

Classroom management refers to systematic efforts made by teachers to create, organize, and maintain effective, orderly, and supportive learning conditions. Woolfolk (2019) emphasizes that the quality of learning is strongly influenced by how teachers manage classrooms, including physical space arrangement, student behavior management, and the creation of a positive learning climate. Classroom management is not limited to enforcing discipline but also involves fostering an environment that supports active student engagement and psychological safety.

According to Emmer and Sabornie (2015), classroom management comprises two main dimensions: preventive and reactive management. Preventive management focuses on minimizing disruptions through clear rules, consistent routines, and positive reinforcement, while reactive management addresses behavioral issues that arise during instruction. Marzano (2017) further explains that effective classroom management is supported by clear expectations, structured learning activities, and pedagogical strategies that sustain student engagement.

In elementary education, classroom management plays a strategic role because students' social and emotional development is highly influenced by the learning environment (Pianta & Hamre, 2009). National studies support this view. Saragih and Hutapea (2021) found that elementary teachers who apply positive discipline and actively involve students in classroom management experience increased student motivation and improved learning interactions. Similarly, Fitrah (2017) reported a positive relationship between classroom management quality and student learning outcomes, particularly through the creation of a structured, communicative, and conducive classroom climate. Thus, classroom management represents a core professional competency that requires integrated pedagogical, psychological, and organizational skills.

2.2. Educational Facilities and Infrastructure as Learning Support

Educational facilities and infrastructure are essential components that support the quality and continuity of the learning process. Facilities include learning media, instructional materials, textbooks, and educational technology, while infrastructure consists of school buildings, classrooms, libraries, laboratories, and other supporting spaces (Permendiknas No. 24 of 2007). Adequate facilities and infrastructure serve as indicators of school quality and are prerequisites for creating safe and comfortable learning environments.

Earthman (2016) states that the quality of school facilities is directly related to students' comfort, safety, and focus on learning, which ultimately affects academic achievement. Schools with adequate facilities tend to offer more optimal learning experiences, as teachers can implement diverse instructional methods and students can learn in environments that support concentration. This is reinforced by Nuraini and Hadi (2020), who found that well-managed and sufficient facilities enhance instructional effectiveness in elementary schools.

International research also highlights the importance of physical learning environments. Barrett et al. (2015) demonstrated that classroom design, lighting, ventilation, and spatial layout significantly influence elementary students' concentration and academic performance. These findings indicate that facilities and infrastructure are not merely administrative requirements but strategic elements in shaping high-quality learning environments. However, availability alone is insufficient. Munawaroh (2018) noted that limited teacher competence, weak maintenance policies, and budget constraints often hinder optimal utilization of existing facilities. Therefore, effective facilities management is a critical factor in supporting successful learning processes.

2.3. Learning Achievement as an Indicator of Educational Success

Learning achievement represents the outcomes of the learning process across cognitive, affective, and psychomotor domains. Slavin (2020) defines learning achievement as a reflection of the quality of instructional interactions involving student characteristics, teacher competence, and learning environment conditions. In elementary education, learning achievement serves as a primary indicator of instructional success and overall school quality.

A well-organized learning environment supported by effective classroom management and adequate facilities has been shown to significantly influence student achievement. Yusuf and Sugandi (2021) and Cayubit (2022) explain that a structured and comfortable learning environment enhances students' attention, motivation, and engagement, leading to improved academic outcomes. Emmer and Sabornie (2015) and Handini (2024) further argue that effective classroom management increases engaged learning time, reduces disruptive behavior, and strengthens student participation.

National research by Rahmawati and Supriyanto (2021) also indicates that complete educational facilities and their optimal use positively affect student achievement across subjects. These findings confirm that learning achievement is not determined solely by internal student factors but is strongly influenced by the quality of the learning environment. Consequently, learning achievement emerges from the synergy between instructional quality and supportive learning conditions.

3. Methods

The research method in this study was designed to obtain an in-depth understanding of the implementation of classroom management and the management of educational facilities and infrastructure in improving students' academic achievement in elementary schools in Pangkalan District. A qualitative approach was employed because it enables the exploration of processes, practices, and meanings within the natural school context, producing findings that are not only descriptive but also interpretative (Creswell & Poth, 2018).

This study adopted a case study design. A case study allows researchers to examine phenomena comprehensively in real-life contexts, particularly when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2018). This design is appropriate for the research focus, which emphasizes the implementation processes of classroom management and facilities management and their contribution to students' academic achievement in elementary schools. The qualitative case study approach aligns with the purpose of understanding everyday practices, interaction patterns among teachers and students, and the utilization of facilities rather than measuring numerical relationships between variables (Merriam & Tisdell, 2016).

The research was conducted in several elementary schools in Pangkalan District, Karawang Regency. The selection of research sites was based on purposive sampling, considering criteria such as variations in school facilities, school culture, and

classroom management practices relevant to the research focus (Patton, 2015). The research participants included classroom teachers who directly implement classroom management, school principals who are responsible for facilities management and instructional supervision, and students as the recipients of the learning process and academic outcomes. The number of informants was flexible and determined by the principle of data saturation, in which data collection was concluded when information became repetitive and no new insights emerged (Guest et al., 2006).

Data were collected through observation, in-depth interviews, and documentation. Observations were conducted during classroom learning activities using moderate participant observation, where the researcher was present in the learning setting without full involvement (Spradley, 2016). In-depth semi-structured interviews were conducted with teachers, principals, and students, allowing flexibility to explore participants' perspectives on classroom management practices, the use of educational facilities, and their influence on academic achievement. Documentation included school facility records, instructional materials, photographs of classroom conditions, and student achievement data to support observational and interview findings.

Data analysis followed the interactive model proposed by Miles et al. (2014), consisting of data reduction, data display, and conclusion drawing and verification. To ensure data trustworthiness, four criteria proposed by Lincoln and Guba (1985) were applied: credibility through triangulation and member checking, transferability through rich contextual description, dependability through an audit trail, and confirmability by ensuring that findings were grounded in empirical data. Research ethics were a primary consideration due to the involvement of elementary school communities. Informed consent was obtained from adult participants and from parents or guardians of students. Participants' identities were kept confidential, and the research process was conducted to avoid any physical, psychological, or social harm. The study was carried out transparently and responsibly in accordance with established educational research ethics.

4. Results

4.1. Implementation of Class Management

The thematic analysis indicates that classroom management practices implemented by elementary school teachers in Pangkalan District demonstrate relatively consistent patterns, particularly in terms of initial classroom routines, the establishment of classroom rules, and the use of varied instructional strategies. Regarding initial routines, teachers consciously shape the classroom environment before core learning activities begin to build students' focus and discipline. Maya Sofia explained that at the beginning of the lesson, teachers need to first capture students' attention to make the learning atmosphere more conducive. Similar practices were observed among other teachers who began lessons by greeting students, organizing seating arrangements, and directing students' attention to upcoming activities. These findings suggest that teachers recognize the importance of initial routines as a foundation for effective classroom management, in line with Emmer and Sabornie's (2015) and Febryana et al. (2025) view that early routines are essential for establishing order and learning focus.

Lesson planning also emerged as a central element of classroom management. Teachers must prepare teaching modules at the beginning of the academic year and conduct learning activities based on the planned modules. This practice reflects systematic preparation of instructional materials, indicating classroom management that is grounded in careful planning. Well-structured lesson plans enable teachers to manage learning activities more effectively, as the instructional flow is aligned with learning objectives and students' needs.

Another important theme concerns establishing classroom rules and agreements. Formulates classroom rules and involves students in making agreements that must be followed during learning activities. This approach reflects preventive, collaborative classroom management, in which students are actively engaged in maintaining classroom order. Such practices are consistent with Woolfolk's (2019) assertion that positive reinforcement and student involvement in classroom decision-making can enhance student engagement and responsibility.

Furthermore, teachers emphasized the use of varied instructional strategies to minimize distractions and sustain students' attention. Sri Rahayu noted that the use of audio-visual media in learning attracts students' interest, increases attention, and enhances learning motivation. The use of diverse media indicates teachers' efforts to adapt instructional methods to students' characteristics, thereby reducing monotony in the classroom. This finding highlights teachers' awareness of the direct relationship between instructional variation, students' attention, and effective classroom management, as also suggested by Woolfolk (2019).

Thus, the findings show that teachers in Pangkalan District have implemented effective classroom management practices through initial classroom conditioning, systematic lesson planning, collaborative rule-setting, and varied instructional strategies. However, the implementation has not been evenly applied across contexts, particularly in managing external disturbances beyond teachers' control. This suggests that classroom management is a dynamic process that requires continuous support, both in terms of teachers' pedagogical competence and conducive learning environments.

4.2. Management and Utilization of Infrastructure Facilities

The interview findings indicate that elementary schools in Pangkalan District generally have adequate educational facilities and infrastructure; however, their availability and quality are still uneven and not yet fully optimal (Earthman, 2016; Rahmawati & Supriyanto, 2021). Most teachers reported using basic learning facilities such as whiteboards, printed teaching materials, laptops, LCD projectors, sound systems, and visual teaching aids (Kemendikbud, 2020; Permendikbud, 2007). Sri Rahayu explained that the use of audio-visual learning media is effective in attracting students' interest, increasing their attention, and enhancing learning enthusiasm (Barrett et al., 2015; Marzano, 2017). This suggests that visual and audio media play an important role in improving student engagement and supporting better understanding of learning materials (Slavin, 2020; Cayubit, 2022).

Nevertheless, limitations in the availability of learning media remain evident. Instructional media are not yet available in sufficient quantities, which restricts teachers' ability to consistently implement innovative learning strategies (Munawaroh, 2018; Nuraini & Hadi, 2020). In line with this, the lack of facilities and learning resources negatively affects students' interest in learning, making the learning process suboptimal (Yusuf & Sugandi, 2021; Abidin & Muhammad, 2024). These findings indicate that although basic facilities are generally available, there are still significant gaps in access and quality of infrastructure among schools (Earthman, 2016).

From a managerial perspective, the management of school facilities and infrastructure has been implemented in a relatively structured manner (Direktorat Sekolah Dasar, 2022; Munawaroh, 2018). The school principal oversees facilities management, which is carried out through needs planning, annual inventory, and periodic maintenance (Nuraini & Hadi, 2020). However, budget constraints and limited land availability remain major obstacles in meeting national education standards (Permendikbud, 2007; Kemendikbud, 2020). As a result, schools tend to prioritize repairing facilities that are most frequently used, such as classrooms, roofs, floors, desks and chairs, libraries, printers, and projectors (Direktorat Sekolah Dasar, 2022). The frequent need for repairs reflects the high level of utilization of these

facilities and underscores the need for continuous improvement in their quality (Earthman, 2016; Rahmawati & Supriyanto, 2021).

Thus, the findings of this study demonstrate that facilities and infrastructure play a crucial role in supporting the learning process in elementary schools in Pangkalan District. However, this potential has not been fully maximized due to limitations in quantity, quality, and equitable distribution of facilities. These results are consistent with Earthman's (2016) theoretical perspective, which emphasizes that the quality of school physical facilities directly influences students' concentration, comfort, and learning effectiveness. Therefore, systematic efforts are needed to improve the availability, accessibility, and quality of educational facilities and infrastructure to support more effective and innovative learning processes.

4.3. Contribution of Class Management and Infrastructure

Teachers consistently reported that effective classroom management directly impacts students' motivation and focus on learning, ultimately contributing to improved academic achievement (Emmer & Sabornie, 2015; Marzano, 2017). When classroom management is implemented properly, students feel more comfortable and are able to concentrate better during learning activities, conditions that support higher learning achievement (Fitrah, 2017; Woolfolk, 2019). This narrative confirms that classroom management plays a central role in creating a positive learning atmosphere and directly influences students' learning outcomes (Slavin, 2020; Saragih & Hutapea, 2021).

In addition to classroom management, teachers emphasized the importance of appropriate learning media in supporting students' understanding (Cayubit, 2022; OECD, 2019). Maya Sofia highlighted that interesting and engaging learning media increase students' enthusiasm for learning and improve the overall quality of the learning process (Barrett et al., 2015; Abidin & Muhammad, 2024). Similarly, Cece Rukanda noted that the use of basic instructional tools such as whiteboards, teaching aids, and projectors makes the delivery of learning materials more effective, allowing students to grasp concepts more easily (Rahmawati & Supriyanto, 2021; Yusuf & Sugandi, 2021). These statements indicate that learning facilities function as a practical bridge between teaching strategies and students' comprehension (Earthman, 2016; Slavin, 2020).

The contribution of facilities and infrastructure to learning achievement was also emphasized from the perspective of school leadership (Munawaroh, 2018; Nuraini & Hadi, 2020). Adequate facilities create learning conditions that are more comfortable, safe, and effective, enabling students to focus better and understand lessons more easily (Barrett et al., 2015; OECD, 2019). In this context, school facilities are viewed as a key supporting factor in achieving learning success (Earthman, 2016; Rahmawati & Supriyanto, 2021).

The integration of classroom management and facilities infrastructure emerges as a significant finding (Marzano, 2017; Pianta & Hamre, 2009). When effective classroom management is supported by adequate facilities, the learning process becomes more conducive and efficient (Emmer & Sabornie, 2015; Yusuf & Sugandi, 2021). The use of audio-visual media increases students' learning motivation, which in turn enhances attention, understanding, and academic achievement (Barrett et al., 2015; Abidin & Muhammad, 2024). These findings demonstrate that classroom management and facilities infrastructure are interrelated and complementary factors (Munawaroh, 2018; OECD, 2019). Their synergy creates an optimal learning environment with strong supportive capacity, reinforcing students' motivation, focus, and learning achievement without deviating from the core instructional objectives (Woolfolk, 2019; Slavin, 2020).

5. Discussion

The findings indicate that the classroom management practices implemented by teachers largely reflect the principles of preventive classroom management as proposed by Emmer and Sabornie (2015). Strategies such as lesson planning, initial classroom conditioning, and establishing classroom rules function to build order, focus, and readiness to learn among students. Compared with earlier studies reporting weak consistency in classroom management at the elementary level, this study reveals a more positive implementation pattern. However, the uneven application of these practices, particularly in managing external disruptions, suggests that effective classroom management is still influenced by contextual and environmental constraints.

From Woolfolk's (2019) perspective, classroom management effectiveness is not limited to behavioral control but also extends to creating a learning environment that promotes active student engagement. The findings support this view by demonstrating that teachers use varied instructional strategies and learning media to sustain students' attention and motivation. This suggests that classroom management in this context is increasingly understood as an adaptive pedagogical practice oriented toward engagement rather than mere discipline enforcement.

Regarding educational facilities and infrastructure, the findings align with Earthman's (2016) argument that the quality of school physical environments affects student comfort, concentration, and instructional effectiveness. Schools in Pangkalan District have established formal systems for managing facilities through needs planning, routine inventory, and periodic maintenance. Nevertheless, limited budgets and unequal access to facilities remain major obstacles. In contrast to previous studies that emphasized the absence of management systems, this research indicates that the main issue lies not in governance but in resource limitations that hinder facility improvement and equal distribution.

A key contribution of this study is the identification of the interaction between classroom management and facilities and infrastructure. The synthesis of research variables shows that classroom management enhances students' focus and motivation, while adequate facilities support understanding and active participation. This finding reinforces Woolfolk's (2019) assertion that effective learning environments are produced through the synergy between instructional management and physical learning conditions. The study further strengthens existing literature by demonstrating that optimizing only one of these elements is insufficient to significantly improve learning outcomes.

Therefore, students' learning achievement in Pangkalan District should be understood as the result of a systemic interaction between teachers' pedagogical competence in managing classrooms and the availability of supportive educational facilities. These findings emphasize that efforts to improve the quality of elementary education require an integrated approach that simultaneously strengthens teachers' classroom management capacities and enhances the quality and equity of school facilities, as articulated in the theoretical frameworks of Emmer and Sabornie (2015), Earthman (2016), and Woolfolk (2019).

6. Conclusion

This study concludes that classroom management and the management of school facilities and infrastructure play a strategic role in improving students' learning achievement in elementary schools in Pangkalan District. Based on qualitative data collected through interviews, observations, and documentation, the findings indicate that teachers have generally implemented classroom management practices in line with pedagogical principles. These practices include systematic lesson planning through teaching modules, initial classroom conditioning to build students' focus,

the establishment of classroom rules, and the use of varied instructional strategies. Such approaches were found to enhance students' motivation, engagement, and attention, thereby creating a more conducive learning environment.

In terms of facilities and infrastructure, most schools were found to have basic learning resources, such as adequate classrooms, visual media, and educational technology. The use of these facilities supports students' understanding of learning materials. However, the study also revealed unequal availability and limited quantity of instructional media across schools, mainly due to budget constraints and physical conditions of school buildings. This indicates that the management and utilization of facilities have not yet been fully optimized.

Thus, this study addresses the research objectives by confirming that students' learning achievement improves when effective classroom management is supported by adequate facilities and infrastructure. The findings imply that improving educational quality requires the integration of teachers' pedagogical competence and supportive learning environments. Therefore, it is recommended that schools and policymakers strengthen teacher training in classroom management and ensure more equitable provision of learning facilities. Future research is suggested to explore these issues on a broader scale or through mixed method approaches to deepen understanding of their impact on learning outcomes.

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The authors declare that there is no conflict of interest.

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Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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