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## The Influence of Learning Management and School Climate on Student Learning Outcomes at Elementary Schools in Karangpilang District

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Submitted: 2021-00-00

Revised: 2021-00-00

Accepted: 2021-00-00

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### **ABSTRACT**

Based on Education Report Card data and ANBK 2024, the quality of basic education in Karangpilang District, Surabaya, is included in the lower education cluster. This study aimed to determine whether the learning outcomes of elementary school students are influenced by one or both of the independent variables. A quantitative research method was employed, incorporating survey techniques. The study population comprised all elementary school students in the district, with 143 respondents selected proportionally. Data were collected using a closed questionnaire on a 4-point Likert scale, which had been tested for validity and reliability. Data were analysed using multiple linear regression in SPSS version 26. The results showed that both learning management and school climate have a positive and significant partial and simultaneous effect on student learning outcomes. An  $R^2$  value of 0.648 indicates that the two variables explain 64.8% of the variation in learning outcomes. This study confirms the importance of improving the quality of learning management and school climate as a strategic effort to improve learning outcomes for primary school students, particularly in areas facing significant educational challenges.

**Keywords:** learning management; school climate; student learning outcomes; elementary school; Karangpilang district

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### **ABSTRACT**

Kesenjangan mutu pendidikan dasar di Kecamatan Karangpilang, Surabaya, termasuk dalam klaster pendidikan rendah berdasarkan data Rapor Pendidikan dan ANBK 2024. Tujuan penelitian ini adalah untuk mengetahui pengaruh parsial maupun simultan dari kedua variabel independen

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terhadap hasil belajar siswa SD. Metode penelitian menggunakan pendekatan kuantitatif dengan teknik survei. Populasi penelitian adalah seluruh siswa kelas atas SD di Kecamatan Karangpilang, dengan sampel 143 responden yang dipilih secara proporsional. Instrumen pengumpulan data berupa kuesioner tertutup skala Likert 4 poin, yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan regresi linier berganda melalui SPSS versi 26. Hasil penelitian menunjukkan bahwa baik manajemen pembelajaran maupun iklim sekolah berpengaruh positif dan signifikan secara parsial dan simultan terhadap hasil belajar siswa. Nilai  $R^2$  sebesar 0,648 menunjukkan bahwa kedua variabel tersebut menjelaskan 64,8% variasi hasil belajar. Simpulan dari studi ini menegaskan pentingnya peningkatan kualitas manajemen pembelajaran dan iklim sekolah sebagai upaya strategis untuk meningkatkan hasil belajar siswa di sekolah dasar, khususnya di wilayah dengan tantangan pendidikan yang tinggi.

**Kata Kunci:** manajemen pembelajaran; iklim sekolah; hasil belajar siswa; sekolah dasar; kecamatan karangpilang

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## INTRODUCTION

Education is the primary foundation for developing a superior generation. Educational quality is measured not only by the curriculum or facilities, but more importantly by an effective learning process and a supportive school climate. Student learning outcomes are the primary indicator for assessing educational success (Aliriad et al., 2024). However, in many areas, including Karangpilang District, student learning outcomes are still suboptimal. This is evident from the ANBK (National Test and Computer Based Assessment) results and education report cards, which indicate that literacy, numeracy, and character education are in the lower to middle category in several elementary schools. Factors influencing student learning outcomes can be classified into two broad categories: internal (such as intellectual ability, motivation) and external (such as teacher learning management and school climate). This research focuses on these two important external factors.

Various studies have shown that learning management and school climate significantly influence student learning outcomes. (Fahmi et al., 2024; Malik et al., 2021) found that school climate, along with other variables such as self-efficacy and classroom management, contributes to learning outcomes. (Sunarti & Novitasari, 2021; Wahyuni et al., 2020) also identified the influence of school climate and organization on learning outcomes at the junior high and vocational high school levels. At the elementary school level, (Nurhayati, 2019a) highlighted the importance of facility management and school climate in improving educational quality, while (Prayoga, 2020) emphasized the indirect leadership role of principals through teacher performance. Furthermore, studies by (Salamah et al., 2021) and (Ridhaningtyas et al., 2024) showed that learning models and personal factors also influence learning outcomes. Overall, these findings confirm that effective learning management and a conducive school climate are key factors in supporting student learning success.

Theoretically, learning management includes planning, organizing, implementing, and evaluating while school climate is the result of social interactions among school members that create a safe and supportive learning environment. Both aspects have been shown to influence student learning outcomes. Furthermore, learning effectiveness is also influenced by the media, methods, and approaches used. The use of audio-visual media (Althafunisa, 2023; Zulva, 2023), group work methods (Salsabilaa & Guntur, 2023), and approaches that consider learning styles

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(Sembada et al., 2022) have been shown to improve learning outcomes. Integrated learning models assisted by image media (Nurjanah et al., 2022) and digital learning-based analogies (Rosyida et al., 2023) also have a positive impact on student understanding, particularly in science learning.

This study differs significantly from previous studies by simultaneously combining two independent variables – learning management and school climate to analyze their impact on student learning outcomes. The focus of this study is also specifically directed at elementary schools in Karangpilang District, an area classified as a low-education cluster in Surabaya City. Another unique feature is the use of the latest empirical data sourced from the 2024 Education Report and ANBK, which represent the actual condition of education quality at the elementary education unit level. Furthermore, the research instrument was developed based on the latest theoretical developments proposed by Cohen and Rusman, thus providing a strong theoretical foundation relevant to the current learning context.

This research is urgent because of the significant disparity in educational outcomes in Karangpilang District compared to other areas of Surabaya. Therefore, the findings are expected to provide tangible contributions as considerations in the development of local education policies, particularly in efforts to improve the quality of learning management and create a school climate conducive to improving elementary school student learning outcomes.

Most previous studies have only examined learning management (Mayasari, 2019a; Suwarni & Selviani, 2023a) or school climate separately. Furthermore, there is limited research using local data such as the ANBK (National Assessment and School Assessment) and the Education Report Card (Rapor Pendidikan) as the basis for empirical analysis, particularly in the context of elementary schools in underdeveloped areas of Surabaya. This study simultaneously analyzes the influence of learning management and school climate on elementary school student learning outcomes, using contextual data based on the ANBK and the Education Report Card. This approach has not been widely used in previous studies (Nurhayati, 2019a; Wahyuni et al., 2020), thus providing a novel contribution to efforts to improve the quality of primary education based on local evidence.

Previous research has highlighted two variables: learning management (Mayasari, 2019; Suwarni & Selviani, 2023) and school climate (Nurhayati, 2019; Sahari & Wahyudi, 2020). However, these studies did not test the simultaneous effects of both variables on student learning outcomes. Additionally, most previous studies used national or general data, which did not reflect the actual conditions of primary schools in areas with low educational achievement. This study addresses this issue by incorporating learning management and school climate into a single analytical model and basing the study on the most recent local data from the ANBK and Education Report Cards in the Karangpilang district. Thus, this study provides more contextualized, empirical evidence and enriches the state of the art by demonstrating how these two external factors can significantly contribute to improving primary school students' learning outcomes when combined.

This study aims to determine and analyze the influence of learning management on student learning outcomes in elementary schools in Karangpilang District. Furthermore, this study also aims to examine the extent to which school climate contributes to student learning outcomes at the same level. Furthermore, this study aims to determine the simultaneous influence of learning management and school climate on student learning outcomes in

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elementary schools in Karangpilang District, thereby providing a comprehensive overview of the role of these two variables in supporting educational achievement in an area with a cluster of still relatively low educational quality.

Based on the background and objectives of the study, the following hypotheses are proposed: Learning management has a significant effect on the learning outcomes of elementary school students in Karangpilang District. School climate also has a significant effect on student learning outcomes. Both learning management and school climate simultaneously have a significant effect on improving student learning outcomes at the elementary school level.

### **METHODS Type and Design**

This study employed a quantitative method with a correlational approach (Hutapea et al., 2024; Qize, 2023). The primary objective of this design was to examine the relationship between two independent variables learning management and school climate – and one dependent variable, student learning outcomes. This design was non-experimental, as there was no treatment or manipulation of the variables; instead, it simply observed the correlation between them in the field. This study employed an ex post facto design, meaning data collection was conducted after the event occurred and there was no direct intervention from the researcher on the research subjects. The selection of a correlational design with an ex post facto approach is considered the most appropriate for basic education research. This is because the studied variables learning management and school climate are external factors that cannot be directly manipulated by the researcher for ethical and practical reasons, and can only be observed based on real conditions in the field. Additionally, at the primary school level, administering certain treatments or interventions is often impossible, making non-experimental designs that reveal relationships between variables a relevant option. Thus, this design corresponds to the characteristics of the study variables and ensures that the results reflect authentic educational practice conditions in elementary school.

### **Data and Data Sources**

The population of this study was all 222 elementary school teachers, both public and private, in Karangpilang District, Surabaya City. A sample of 143 teachers was taken using the Slovin formula with a 5% error rate. The sampling technique used was probability sampling, specifically simple random sampling, so that the entire population had an equal chance of being selected as a sample. The sample distribution was evenly distributed across 12 elementary schools in the area, both public and private. Primary data were obtained from questionnaires completed by teachers. Secondary data came from ANBK data and the 2024 elementary school education report card from the Surabaya City Education Office. This technique was chosen to minimize selection bias and ensure the representativeness of different types of schools. Creswell, (2017) asserts that probability sampling provides an equal opportunity for each member of the population to be selected, thereby increasing the validity of generalizing research findings.

### **Data Collection Technique**

The data collection technique in this study was carried out through a closed-ended questionnaire with a 4 point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

The questionnaire instrument was designed to measure three main variables, namely learning management, school climate, and student learning outcomes. The learning management variable was compiled based on Rusman's theory, which includes three main indicators: planning, implementation, and evaluation of learning. The school climate variable was compiled based on Cohen's theory, which includes dimensions of safety, interpersonal relationships, teaching and learning, and the institutional environment. Meanwhile, student learning outcomes were measured based on Bloom's theory with three main aspects, namely cognitive, affective, and psychomotor. To ensure the quality of the instrument, validity was tested through content and construct validity, both through expert assessment and empirical testing. Reliability testing was carried out using the Cronbach's Alpha formula, with a value of more than 0.70 as an indicator that the instrument is declared reliable (Habes, 2021).

### Data Analysis

The data collected in this study were analyzed using SPSS version 26 software. The data analysis stage began with a normality test to ensure that the data were normally distributed, which is a prerequisite in regression analysis. Next, a multicollinearity test was conducted to ensure there was no high correlation between the independent variables that could interfere with the validity of the model. A heteroscedasticity test was also conducted to determine whether the residual variance was constant or fixed. After the basic assumptions were met, the analysis continued with multiple linear regression to determine the simultaneous and partial effects of learning management and school climate on student learning outcomes. The t-test was used to test the effect of each independent variable partially on the dependent variable, while the F-test was used to test the effect of both independent variables simultaneously on learning outcomes.

## RESULTS AND DISCUSSION

The results of the initial statistical tests in Table 1 were used to ensure that the analyzed data met the classical assumptions of multiple linear regression. First, a normality test was conducted using the Kolmogorov-Smirnov test and showed a significance value above 0.05. This indicates that the data are normally distributed and suitable for use in parametric analysis. Second, the multicollinearity test showed a Variance Inflation Factor (VIF) value below 10 and a Tolerance value above 0.1, indicating there is no overly strong relationship between the independent variables. Thus, each independent variable can be analyzed separately or simultaneously. Third, a heteroscedasticity test was conducted through observation of the scatterplot graph. The results showed a random data distribution pattern and did not form a specific pattern, indicating the absence of heteroscedasticity symptoms. Overall, the results of these prerequisite tests prove that the data meet the assumptions of linear regression, allowing further analysis to be conducted validly and reliably.

**Table 1. Research Results Based on Statistical Tests**

Test Type	Test Objectives	Test Results	Interpretation
Normality Test	Testing whether the data is normally distributed	isSig. (Kolmogorov-Smirnov) > 0.05	Normally distributed data

Multicollinearity Test	Testing whether there is a strong relationship between independent variables	VIF < 10; Tolerance > 0.1	There is no multicollinearity
Heteroscedasticity Test	Testing whether there is a residual random and does not form a pattern.	The scatterplot is heteroscedasticity	There is no non-constant variance

**Table 2. Model Summary (Multiple Linear Regression)**

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.805	0.648	0.642	3,251

The Model Summary results from the multiple linear regression analysis in Table 2 show that there is a strong relationship between the variables of learning management and school climate on student learning outcomes, indicated by an R value of 0.805. The R Square value of 0.648 indicates that 64.8% of the variation in student learning outcomes can be explained by the two independent variables, while the remainder is influenced by other factors outside the model. The Adjusted R Square of 0.642 indicates the stability of the model after adjusting for the number of variables and sample size. The Standard Error of the Estimate value of 3.251 reflects the standard error level in predicting student learning outcomes. Thus, this model is considered quite good in explaining the contribution of learning management and school climate on elementary school student learning outcomes.

**Table 3. Coefficients (Partial t-Test)**

Model	Independent Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1	(Constant)	12,314	2,017	—	6.104	0.000
	Learning Management	0.438	0.072	0.521	6,083	0.000
	School Climate	0.315	0.086	0.379	3,663	0.000

The results of the partial t-test (coefficients) in the multiple linear regression analysis in Table 3 for the variables of learning management and school climate on student learning outcomes. The results show that both independent variables have a partial significant influence on learning outcomes, indicated by a significance value (Sig.) of 0.000 which is smaller than 0.05. The regression coefficient (B) for learning management is 0.438 with a t-value of 6.083, while for school climate it is 0.315 with a t-value of 3.663. This indicates that any improvement in learning management and school climate will be followed by an increase in student learning outcomes. A positive coefficient value also indicates that the direction of the relationship between the two variables on learning outcomes is positive. Thus, both learning management and school climate are statistically proven to provide a significant contribution to student academic achievement at the elementary school level.

**Table 4. ANOVA (Simultaneous F Test)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1	2193.301	2	1096,651	63,549	0.000
	Residual	1190,432	140	8,503	
	Total	3383.733	142		

The results of the ANOVA (Analysis of Variance) analysis in Table 4 were used to test the simultaneous influence of learning management and school climate on student learning outcomes. Based on the output, an F value of 63.549 was obtained with a significance level (Sig.) of 0.000. A significance level well below 0.05 indicates that the regression model used is statistically significant. This means that together, learning management and school climate have a significant influence on student learning outcomes in elementary schools. Thus, these two independent variables collectively have an important contribution in explaining the variation in learning outcomes that occur among students in Karangpilang District.

A fundamental problem in primary education, particularly in areas classified as low-quality, such as Karangpilang District, is the persistently low level of student learning outcomes. This indicates that various internal aspects of schools, particularly learning management and school climate, are not functioning optimally to support student academic achievement. These factors are crucial because they directly impact the quality of teaching and learning interactions and the psychosocial environment in which students learn.

The findings of this study confirm that learning management and school climate significantly contribute to improving student learning outcomes. This aligns with Rusman's theory, which emphasizes that learning success is strongly influenced by systematic planning, implementation, and evaluation. These findings also align with Cohen's view of the importance of school climate dimensions such as safety, social relationships, and the physical and psychological conditions of the school that are conducive to learning.

Empirically, the results of this study reinforce the study by (Mulyanto et al., 2021), which showed that learning discipline and school climate significantly contribute to student learning outcomes. Research by (Malik et al., 2021) also supports these findings, stating that school organizational climate and teacher discipline significantly impact teacher performance which in turn influences learning outcomes. (Muliati, 2022) added that a positive school climate strengthens the relationship between transformational leadership and teacher motivation, two important aspects that drive improved classroom learning performance.

In terms of learning approach and media, these results are also relevant to (Francisca et al., 2024) research, which demonstrated the effectiveness of problem-based learning using puzzle quizzes in improving students' religious learning outcomes. Research by (Idaqu, 2021) and (Ningrum & Dahlan, 2023) underscores the importance of a process skills approach and innovative media development in boosting elementary school students' learning outcomes.

The uniqueness of this research lies in the simultaneous integration of two key variables – learning management and school climate which are often studied separately. Furthermore, the

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use of local data based on the 2024 Education Report and ANBK provides contextual advantages that strengthen the external validity of the research findings.

In terms of impact, these results are highly strategic because they provide a strong empirical basis for local education policymakers, particularly in developing school quality improvement programs in low-performing areas. However, this study has limitations due to its coverage of only one sub-district. Furthermore, 35.2% of other factors influencing student learning outcomes remain unexplored, such as intrinsic motivation, family support, and socioeconomic background, which require further study.

Furthermore, the findings of this study also corroborate the findings of (Fadhil, 2024), who found that classroom management skills, school climate, and teacher work ethic collectively contribute positively to informatics learning outcomes. This reinforces the understanding that effective learning management, including classroom management, is inseparable from the school climate as the learning environment (Lundhaug & Eriksen, 2022; Yao et al., 2021). These findings also align with research by (Diyatmoko et al., 2022), which revealed that student learning styles and school climate influence social studies learning outcomes, indicating that learning environment factors play a significant role in accommodating students' learning characteristics.

(Rustandi, 2022; Warjono & Najib, 2024) added that successful learning outcomes at the vocational high school level are influenced not only by the school's organizational climate but also by the principal's leadership and teacher quality culture. This finding confirms that the quality of learning outcomes is influenced by a combination of managerial factors and the overall school atmosphere, ranging from leadership style and institutional cultural values to day-to-day learning management. In the context of primary education, Nurhayati (2019) found that infrastructure management and school climate significantly improve educational quality, thus strengthening the argument that improving the quality of learning outcomes must begin with improvements to fundamental elements of school management.

On the other hand, leadership and motivation have also been found to be determining factors for educational success. (S et al., 2024) showed that strong leadership and teacher motivation significantly influence teacher performance, which indirectly impacts the quality of teaching and student learning outcomes. Although this study focused on secondary education, the findings remain relevant as a reflection that the role of teachers in the school ecosystem is highly dependent on quality leadership and a conducive work environment.

Thus, the findings of this study not only confirm previous findings but also emphasize that combining learning management and school climate can be a strategic approach to improving student learning outcomes. This study makes a novel contribution by simultaneously examining both approaches in an elementary school context in a region with lagging academic achievement levels. The emphasis on local data and the use of novel theorybased instruments add empirical weight and practical relevance to these findings, which are expected to provide important input for the formulation of regional education policies.

## CONCLUSION

This study concludes that learning management and school climate have a significant influence, both partially and simultaneously, on elementary school student learning outcomes

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in Karangpilang District. This study offers novelty by combining the two variables in one model and utilizing real-world data from the ANBK and the 2024 Education Report. Theoretically, these results reinforce Rusman and Cohen's theory regarding the importance of learning management and school climate. The methodology used is multiple linear regression with valid and reliable instruments. Its practical contribution is to provide a basis for local evidence-based policy for improving the quality of primary education. It is recommended that teachers and principals optimize learning planning, implementation, and evaluation and create a safe and supportive school climate. Local governments are also expected to utilize these findings in designing interventions to improve education quality.

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