

## The Influence of Curriculum Management, Classroom Management, and The Influence of Curriculum Management, Classroom Management, and Learning Media on Learning Quality: Study at SMP An Namiroh Pekanbaru

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### Abstract

**Introduction/Main Objectives:** This study investigates the impact of curriculum management, classroom management, and learning media on learning quality at SMP An Namiroh Pekanbaru. Learning quality is a critical indicator of educational success, reflecting the achievement of instructional goals and the development of student competencies.

**Background Problems:** The research seeks to answer whether curriculum management, classroom management, and learning media significantly influence learning quality in the school context.

**Research Methods:** A quantitative approach was applied using multiple linear regression analysis. Data were collected from SMP An Namiroh Pekanbaru, and statistical tests were conducted to determine the significance of each variable's effect on learning quality.

**Finding/Results:** The results show that curriculum management has a significant positive effect on learning quality ( $t = 3.401$ ;  $\text{Sig} = 0.002$ ), and learning media also significantly influence learning quality ( $t = 2.742$ ;  $\text{Sig} = 0.010$ ). Conversely, classroom management does not have a significant effect ( $t = 1.138$ ;  $\text{Sig} = 0.264$ ). The coefficient of determination ( $R^2$ ) of 0.865 indicates that these variables collectively explain 86.5% of the variance in learning quality.

**Conclusion:** The study concludes that strengthening curriculum planning and optimizing the use of learning media are essential strategies to improve learning quality, while classroom management requires further evaluation for its role in educational outcomes.

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**Keywords:** Learning quality, curriculum management, classroom management, learning media



## Introduction

Education is the main foundation for shaping high-quality and well-characterized human resources. According to the Ministry of Education and Culture (Kemendikbud, 2020), education plays an important role in developing students' potential to become individuals who are faithful, knowledgeable, and competitive. To achieve these goals, the government implements the Nine-Year Compulsory Education policy mandated in Law Number 20 of 2003 concerning the National Education System as a strategic step to ensure citizens' rights to receive quality basic education. At the junior high school (SMP) level, students are in a developmental phase that demands critical, logical, and independent thinking skills (Kemendikbud, 2021). Based on BPS data (2024), the net enrollment rate (APM) for SMP in Indonesia reached 77.8%, yet the distribution of education quality remains a challenge in various regions.

SMP An Namiroh Pekanbaru is an Islamic private school that integrates Islamic values with modern education through technology-based learning, a tahfidz program, and English language proficiency enhancement. As one of Pekanbaru's leading schools, it strives to maintain competitive learning quality. However, initial observations indicate that the learning process has not fully met the ideal standard. Some teachers still focus on theoretical delivery, student engagement across classes is uneven, and the use of digital learning media is not yet optimal. These conditions highlight the need for more directed learning management improvements.

To achieve optimal learning quality, curriculum management, classroom management, and the use of learning media must work synergistically. Uno (2012) explains that curriculum management includes planning, implementation, and evaluation to ensure alignment with educational goals. Djamarah and Zain (2013) emphasize the importance of classroom management in creating a conducive learning environment, while Arsyad (2017) highlights the role of learning media in improving students' understanding and motivation. However, based on conditions at SMP An Namiroh Pekanbaru, these three aspects have not been fully optimized, potentially affecting learning quality.

Curriculum management refers to a systematic process of planning, organizing, implementing, and evaluating learning programs to ensure that instructional activities are aligned with educational goals. According to Uno (2012), curriculum management includes determining learning objectives, selecting appropriate content, structuring learning experiences, and conducting continuous evaluation to maintain the relevance and effectiveness of the curriculum. Effective curriculum management ensures that teachers understand the intended learning competencies, integrate instructional materials coherently, and implement curriculum guidelines consistently across subjects.

Classroom management is defined as the process of creating and sustaining a learning environment that supports student engagement and minimizes disruptions. Djamarah and Zain (2013) explain that classroom management encompasses the arrangement of physical space, establishment of rules, coordination of student behavior, and implementation of strategies that promote active participation. A well-managed classroom provides structure, order, and discipline, enabling students to focus on learning tasks without interference. Although often associated with behavior control, contemporary perspectives emphasize classroom management as a means to enhance student interaction and learning readiness.

Learning media represents all tools, technologies, and resources used to deliver, illustrate, or enhance learning content. Arsyad (2017) states that learning media function to clarify abstract concepts, increase student motivation, and facilitate better retention of material. In modern educational settings, learning media include digital platforms, videos, simulations, and

interactive materials that support multimodal learning. The effective use of learning media enables teachers to adapt instruction to student needs and promotes deeper understanding.

Learning quality refers to the degree to which the teaching and learning process succeeds in achieving cognitive, affective, and psychomotor outcomes. Sagala (2013) emphasizes that high-quality learning is reflected in student comprehension, critical thinking, active involvement, and positive attitudes toward learning. Learning quality is influenced not only by curriculum alignment and instructional strategies but also by classroom climate, media utilization, and teacher–student interaction. When these components work synergistically, they enhance student achievement and overall learning effectiveness.

Previous studies show mixed findings regarding the influence of curriculum management, classroom management, and learning media on learning quality. Sari et al. (2024) found that curriculum management significantly influences learning quality, while Comalasari et al. (2020) emphasized the importance of classroom management in improving learning outcomes. However, Herman et al. (2022) and Subaeti et al. (2024) found that classroom management and learning media do not always have significant effects. These inconsistencies indicate a research gap that needs further investigation, particularly in the context of high-achieving schools such as SMP An Namiroh Pekanbaru.

Based on these considerations, this study was conducted to analyze the influence of curriculum management, classroom management, and the use of learning media on learning quality. This research is expected to provide empirical contributions to efforts to improve learning management quality at SMP An Namiroh Pekanbaru.

## Research Methods

This study uses a quantitative approach with a causal research design to explain the relationships and influences among curriculum management, classroom management, and the use of learning media on learning quality. The research was conducted at SMP An Namiroh Pekanbaru as the location and data source. The research process began in September 2025 and continued until completion, covering preparation, data collection through questionnaires, and data analysis using multiple linear regression techniques. This approach was used to obtain an empirical overview of the extent to which the three independent variables contribute to improving learning quality.

The research method was systematically arranged to allow replication by other researchers and produce consistent findings. This study employed a quantitative explanatory design because it aims to explain causal relationships among curriculum management, classroom management, and learning media using statistical analysis. This aligns with Sugiyono's (2016) view that explanatory research is used to test the influence among variables to produce objective and measurable empirical conclusions.

The research population consisted of all teachers at SMP An Namiroh Pekanbaru who are permanent foundation teachers and contract foundation teachers, totaling 34 individuals. Because the population is relatively small and homogeneous, a saturated sampling technique was used, in which all members of the population were included as samples. This approach allows the findings to comprehensively reflect the actual school conditions, particularly regarding teachers' perceptions of curriculum management, classroom management, learning media use, and learning quality.

SMP An Namiroh Pekanbaru was selected as the research location based on several academic and practical considerations. First, the school is known as one of the leading private

Islamic junior high schools in Pekanbaru, implementing a modern curriculum that integrates religious values and technology-enhanced learning. This makes the school a relevant setting for examining the relationship among curriculum management, classroom management, learning media, and learning quality. Second, preliminary observations indicated the existence of learning management challenges, particularly in the areas of learning media utilization and consistency in curriculum implementation across subject teachers. These conditions provide a meaningful context for empirical investigation. Third, the school administration demonstrated strong willingness to support the research process, including access to teachers, data, and school documents. This ensured that the research could be conducted effectively and comprehensively. Thus, the selection of SMP An Namiroh Pekanbaru is both theoretically relevant and logistically feasible.

The research used both primary and secondary data. Primary data were collected through Google Form questionnaires distributed to all teachers. The questionnaire was designed in a closed format using a five-point Likert scale as recommended by Sugiyono (2013), enabling respondents to provide consistent and measurable responses. The questionnaire contained statements representing indicators of each research variable. Secondary data were obtained from official school documents such as institutional profiles, teacher employment data, demographic information, and relevant literature.

The collected data were analyzed using SPSS version 26 through several stages:

- a) Validity Test  
Conducted using the Pearson Product Moment to ensure each item accurately measures its intended construct. Items are valid when  $r\text{-calculated} > r\text{-table}$  or significance  $< 0.05$ .
- b) Reliability Test  
Measured using Cronbach's Alpha. A variable is reliable if Cronbach's Alpha  $> 0.60$ .
- c) Normality Test  
Performed using a normal probability plot and Kolmogorov–Smirnov test. Data are normal when points follow the diagonal line or significance  $> 0.05$ .
- d) Multicollinearity Test  
Evaluated using the Variance Inflation Factor (VIF) and Tolerance. No multicollinearity occurs when  $VIF < 10$  and Tolerance  $> 0.10$ .
- e) Heteroscedasticity Test  
Conducted using a scatterplot. No heteroscedasticity exists if points spread randomly around zero without forming a pattern.
- f) Linearity Test  
Ensures the relationship between independent and dependent variables is linear. Linearity is confirmed when increasing X is followed by increasing Y and significance  $< 0.05$ .

## Result

The findings show the influence of curriculum management ( $X_1$ ), classroom management ( $X_2$ ), and learning media ( $X_3$ ) on learning quality (Y). The influence is seen through the percentage contribution of the independent variables to learning quality. The following presents each hypothesis test.

**Table 1. Kolmogorov–Smirnov Normality Test Results**

| N  | Mean Residual | Std. Deviation | Absolute | Positive | Negative | K-S Statistic | Asymp. Sig (2-tailed) |
|----|---------------|----------------|----------|----------|----------|---------------|-----------------------|
| 34 | 0.0000000     | 2.04664622     | 0.101    | 0.101    | -0.077   | 0.101         | 0.200                 |

**Source:** processed by the researcher (2025)

Based on Table 1, the Kolmogorov–Smirnov normality test shows a K-S value of 0.101 with an Asymp. Sig. (2-tailed) value of 0.200. This significance value is greater than 0.05, indicating that the residual data are normally distributed. This is further supported by a mean residual of 0.000 and a standard deviation of 2.046, indicating that the residual spread falls within a reasonable range. Thus, the normality assumption of the regression model is fulfilled.

To assess the influence of curriculum management ( $X_1$ ), classroom management ( $X_2$ ), and learning media use ( $X_3$ ) on learning quality ( $Y$ ), multiple linear regression analysis was used. SPSS version 26 enabled evaluation of both partial and simultaneous effects and the contribution of each independent variable through the coefficient of determination ( $R^2$ ). This statistical approach allows the researcher to understand how each independent variable individually affects learning quality, while also examining their combined influence within a single analytical model. As a result, the analysis provides a comprehensive view of the relationships among variables and highlights which factors have the most significant impact.

In addition, multiple linear regression makes it possible to determine the direction and magnitude of the relationship between variables, whether positive or negative, and to identify the level of statistical significance of each relationship. This ensures that the conclusions drawn are based on objective evidence rather than assumptions. The use of SPSS also improves the accuracy and efficiency of data processing, reducing the likelihood of human error and enhancing the reliability of the results.

Furthermore, the application of regression analysis strengthens the validity of the study by ensuring that the influence of each independent variable is measured systematically and transparently. The results can therefore be used as a scientific basis for decision-making in educational management, particularly in improving curriculum design, classroom practices, and the utilization of learning media to enhance learning quality.

**Table 2. Multiple Linear Regression Analysis Results**

| Variable                        | B     | Std. Error | Beta  | t     | Sig.  |
|---------------------------------|-------|------------|-------|-------|-------|
| (Constant)                      | 8.402 | 6.207      | –     | 1.354 | 0.186 |
| Curriculum Management ( $X_1$ ) | 0.336 | 0.099      | 0.390 | 3.401 | 0.002 |
| Classroom Management ( $X_2$ )  | 0.240 | 0.211      | 0.181 | 1.138 | 0.264 |
| Learning Media ( $X_3$ )        | 0.380 | 0.138      | 0.420 | 2.742 | 0.010 |

Source: processed by the researcher (2025)

Based on Table 2, curriculum management and learning media significantly influence learning quality, while classroom management does not. Specifically:

1. Curriculum Management ( $X_1$ ) has a positive and significant effect on learning quality because  $t\text{-calculated} > t\text{-table}$  ( $3.401 > 2.042$ ) and  $\text{significance} = 0.002 < 0.05$ . This means better curriculum management leads to higher learning quality.

2. Classroom Management ( $X_2$ ) has no significant effect on learning quality because  $t\text{-calculated} < t\text{-table}$  ( $1.138 < 2.042$ ) and significance =  $0.264 > 0.05$ . This shows that classroom management does not strongly influence learning quality.
3. Learning Media ( $X_3$ ) has a positive and significant effect on learning quality because  $t\text{-calculated} > t\text{-table}$  ( $2.742 > 2.042$ ) and significance =  $0.010 < 0.05$ . Effective use of learning media increases learning quality.

The regression equation obtained is:

$$Y = 8.402 + 0.336X_1 + 0.240X_2 + 0.380X_3$$

Where:

$Y$  = Learning Quality

$X_1$  = Curriculum Management

$X_2$  = Classroom Management

$X_3$  = Learning Media

Based on the previously presented regression model, the constant value of 8.402 represents the initial level of the dependent variable when all independent variables are set to zero. The coefficient for  $X_1$  is 0.336, indicating that a one-unit increase in  $X_1$  will raise the value of  $Y$  by 0.336 units, assuming the other predictors remain unchanged. The coefficient for  $X_2$  is 0.240, which means that each additional one-unit improvement in  $X_2$  contributes 0.240 units to the increase in  $Y$ , reflecting a positive yet relatively smaller effect compared to the other variables. Meanwhile,  $X_3$  has the largest coefficient, 0.380, demonstrating that improvements in this variable yield the strongest positive effect on the dependent variable. Overall, all three independent variables exert positive influences on the outcome, with  $X_3$  having the greatest impact, followed by  $X_1$ , and  $X_2$  as the weakest contributor.

The explanation of the regression coefficients in the previous section provides an overview of the direction and significance of the influence of each independent variable. The subsequent evaluation focuses on the extent to which the overall model is able to explain the variation in the dependent variable. The coefficient of determination ( $R^2$ ) serves as the primary indicator for assessing this capability because it shows the proportion of changes in learning quality that can be explained simultaneously by curriculum management, classroom management, and learning media. A higher  $R^2$  value indicates that the combination of these variables contributes substantially to the model, whereas a lower value suggests that additional factors outside the model may also play a role. The  $R^2$  value obtained from the analysis is presented below.

**Table 3. Coefficient of Determination ( $R^2$ )**

| Model | R     | R Square | Adjusted R Square | Std. Error |
|-------|-------|----------|-------------------|------------|
| 1     | 0.930 | 0.865    | 0.851             | 2.14654    |

Source: processed by the researcher (2025)

Based on the table 3,  $R^2 = 0.865$  indicates that 86.5% of the variation in learning quality is influenced simultaneously by curriculum management, classroom management, and learning media. The remaining 13.5% is influenced by other factors such as teacher motivation, student characteristics, and school infrastructure.



## Discussion

This discussion explains the influence of curriculum management, classroom management, and learning media on learning quality by integrating statistical analysis, theoretical perspectives, and previous empirical findings. The analysis evaluates the extent to which each variable contributes, both individually and simultaneously, thereby providing a clearer understanding of the key factors that shape learning quality at SMP An Namiroh Pekanbaru.

The results indicate that curriculum management has a significant effect on learning quality ( $t = 3.401$ ;  $\text{Sig} = 0.002$ ). Improvements in curriculum implementation directly contribute to learning quality through clearer material structure, more appropriate instructional methods, and more relevant evaluation mechanisms. This finding aligns with Nurhayati et al. (2024) and Sari et al. (2024), who emphasize that a well-structured and adaptive curriculum enhances both the learning process and student outcomes. Each one-unit increase in curriculum management raises learning quality by 0.336, highlighting its role as a strategic foundation that guides the overall instructional process.

Learning media also show a significant influence on learning quality ( $t = 2.742$ ;  $\text{Sig} = 0.010$ ). Appropriate use of media enhances conceptual understanding, strengthens motivation, and encourages active student engagement. This result is consistent with Ghozali (2013) and Emmer & Evertson (2013), who note that learning media help clarify information, enrich learning experiences, and address the limitations of traditional teaching methods. Regression analysis indicates that each one-unit increase in the use of learning media improves learning quality by 0.380, making it one of the most dominant contributors in strengthening learning quality.

Classroom management does not show a significant influence on learning quality ( $t = 1.138$ ;  $\text{Sig} = 0.264$ ). This indicates that routines, behavior control, and classroom arrangement have not yet produced a direct academic impact. According to Emmer & Evertson (2013), classroom management primarily serves to maintain a stable learning environment rather than to drive academic achievement. Herman (2021) also emphasizes that classroom management tends to influence learning indirectly through the creation of order, consistency, and emotional safety, rather than through direct academic pathways; thus, its impact may be more subtle and long-term. The lack of significance in this study further suggests that classroom management practices at the school may still be operating at a basic level and have not incorporated more innovative strategies such as differentiated instruction, enhanced classroom climate, or deeper pedagogical interactions that could create measurable effects on learning outcomes.

Simultaneously, the three variables curriculum management, classroom management, and learning media explain 86.5% of the variation in learning quality ( $R^2 = 0.865$ ), indicating that the managerial structure within the school plays a substantial role in shaping learning outcomes. The findings emphasize that improvements in learning quality rely mainly on two key pillars: strong curriculum planning and effective use of learning media. Classroom management remains essential as the foundation for a conducive learning environment, but its implementation needs to be strengthened through more innovative and pedagogically impactful strategies to produce more meaningful improvements in learning quality.

## Conclusion

Based on data analysis, regression results, and the coefficient of determination, this study concludes that curriculum management and learning media are the dominant factors influencing learning quality at SMP An Namiroh Pekanbaru. Partially, curriculum management shows a positive and significant effect ( $t = 3.401$ ;  $\text{Sig} = 0.002$ ), indicating that clear objectives,

relevant materials, effective planning, and systematic evaluation improve learning quality. Learning media also significantly influence learning quality ( $t = 2.742$ ;  $\text{Sig} = 0.010$ ), demonstrating that varied and contextual media enhance student understanding, learning interest, and classroom interaction. Conversely, classroom management does not have a significant effect ( $t = 1.138$ ;  $\text{Sig} = 0.264$ ), suggesting that it functions more as a supporting factor rather than a direct determinant. Simultaneously, the three variables significantly influence learning quality ( $R = 0.930$ ;  $R^2 = 0.865$ ). The findings emphasize the importance of curriculum development, innovative media use, and strengthening pedagogical competence. Future research should expand variables and apply qualitative or mixed methods for deeper analysis.

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