



A Comfortable Learning Climate as an Effort to Improve instruction quality and students' Learning Outcomes: Case Study in Elementary School Banda Aceh

Susianti*¹; Rahmattullah*²; Fitriati Fitriati³; Siti Mayang Sari⁴

¹Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, susianti.s.pd1987@gmail.com

²Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, rahmattullah@bbg.ac.id

³Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, fitriati@bbg.ac.id

⁴Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia, mayang@bbg.ac.id

Abstract

A comfortable learning climate plays a crucial role in improving the quality of instruction and students' learning outcomes in elementary schools. This study aims to analyze how a supportive, safe, and engaging learning environment contributes to instructional quality and enhances students' academic achievement. Employing a qualitative case study approach, the research was conducted at an elementary school in Banda Aceh. Data were collected through classroom observations, in-depth interviews with teachers and school principals, and analysis of instructional documents. The findings indicate that a comfortable learning climate characterized by positive teacher–student interactions, inclusive classroom management, adequate learning facilities, and emotional support significantly improves teachers' instructional practices and students' learning motivation. Furthermore, students demonstrated higher participation, better understanding of learning materials, and improved learning outcomes. The study concludes that creating a comfortable learning climate is a strategic effort to enhance instructional quality and optimize students' learning outcomes in elementary education. These findings provide practical implications for teachers and school leaders in designing learning environments that support effective and meaningful learning.

Keywords: Learning quality, learning climate, learning comfort, learning outcomes.

Received: December 12, 2025

Revised: February 10, 2026

Published: April 8, 2026



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author.

Introduction

Education plays a crucial role in shaping the intellectual and moral foundation of the younger generation. In the context of elementary education, the quality of learning becomes the core indicator of school effectiveness and student success. Learning quality is not only determined by curriculum design or teacher competence but also by the overall learning climate that exists within the classroom and school environment (Dasar, 2025). A positive and comfortable learning climate encourages active participation, motivation, and emotional well-being among students, which in turn enhances their academic performance (Tutriyanti, 2015). In Aceh, efforts to improve the quality of education continue to face various challenges, such as limited learning facilities, differences in teaching approaches, and varying levels of student engagement (Tutriyanti, 2015). These challenges highlight the importance of creating a supportive and

comfortable learning atmosphere that promotes inclusivity, safety, and enjoyment in the learning process (Syarifuddin et al., 2024). A conducive classroom climate allows students to feel respected, valued, and confident to express their ideas, which fosters creativity and critical thinking (Ilma Nabila et al., 2024).

Several studies have shown that a positive learning environment significantly influences students' motivation and achievement. Teachers who establish warm relationships with their students, use interactive teaching methods, and maintain well-organized classroom management can create a comfortable atmosphere that enhances learning outcomes (Harun, 2021). Improving the quality of learning in elementary schools should focus not only on academic content but also on emotional and social dimensions that shape students' overall learning experiences (Sastromiharjo et al., 2024).

This study aims to describe how a comfortable learning climate contributes to improving the quality of learning among elementary school students in Aceh. The findings are expected to provide insights and recommendations for teachers, school leaders, and policymakers to develop strategies that support effective and enjoyable learning environments in schools (Wahyuni et al., 2022). A comfortable learning climate serves as a foundation for improving the quality of learning in elementary schools. It encompasses the emotional, social, and physical conditions that shape how students perceive and engage in the learning process. In the context of Aceh, where cultural values, teacher student relationships, and school infrastructure vary widely, establishing such a climate has a profound impact on both the cognitive and affective domains of learning (Sosial, 2023).

Comfortable learning climate enhances students' motivation and engagement. When students feel emotionally secure and respected, they are more likely to participate actively in class discussions, ask questions, and collaborate with peers (Relationship et al., 2020). This sense of belonging nurtures intrinsic motivation students learn because they enjoy the process, not merely to meet external expectations. Teachers who promote fairness, empathy, and positive reinforcement help students develop a growth mindset, which ultimately leads to improved learning persistence and achievement.

Second, it fosters positive teacher student relationships, which are essential to effective instruction (Hilda, 2023). In Aceh's elementary schools, teachers who interact warmly and show genuine care for their students build trust and reduce anxiety in the classroom. This emotional connection allows students to express their opinions freely and seek clarification without fear of judgment, resulting in deeper comprehension and critical thinking. Such relationships also encourage students to take responsibility for their own learning (Relationship et al., 2020).

Third, the physical and social environment of the classroom contributes to comfort and focus (Nurdiana, 2023). A clean, well-organized, and safe classroom with adequate lighting, seating, and learning materials supports concentration and minimizes distractions. Socially, an inclusive environment that values diversity and cooperation helps students appreciate teamwork and respect differences, both of which are crucial for 21st-century learning skills (Guru et al., 2024).

Fourth, a comfortable learning climate promotes emotional well-being, which is directly linked to learning quality (Siswa et al., 2025). Stress, fear, or discomfort hinder cognitive processing and memory retention. Conversely, a supportive atmosphere helps regulate emotions, allowing students to focus, process new information effectively, and demonstrate higher academic performance.

Finally, leadership and school culture play an important role in maintaining a positive climate (Tasirun et al., 2025). Principals who model positive attitudes, encourage collaboration among teachers, and celebrate achievements contribute to a school culture that values learning as a joyful and meaningful process (Angkat & Bintang, 2024). In Aceh, such leadership fosters not only academic excellence but also moral and social values aligned with local wisdom (Kh et al., n.d.).

A comfortable learning climate enhances learning quality by creating conditions in which students feel safe, respected, motivated, and supported (Dewi, n.d.). When students experience psychological safety and mutual respect in the classroom, they are more willing to participate actively, take intellectual risks, and express their ideas confidently (Talitha et al., 2025). Such an environment nurtures intrinsic motivation, allowing students to engage in learning for personal

growth rather than external pressure. Through positive teacher student relationships, students develop trust and emotional stability, which are essential for sustained focus and resilience in learning. Teachers who demonstrate empathy, fairness, and encouragement contribute to building a sense of belonging and community within the classroom. Meanwhile, organized and stimulating learning environments characterized by effective classroom management, clear routines, and visually engaging materials help students concentrate better and maintain enthusiasm for learning activities (Jember, 2025). Students to manage challenges and setbacks constructively.

When the classroom culture values effort, cooperation, and reflection, students learn to view mistakes as opportunities for improvement. This emotional comfort supports not only academic performance but also the development of social and emotional intelligence, which are critical competencies for lifelong learning (Prilianto et al., 2024). In the context of elementary schools in Aceh, where local values emphasize togetherness and respect, a comfortable learning climate aligns naturally with community culture. By integrating these values with student centered approaches, schools can create inclusive learning spaces that celebrate diversity and encourage collaboration. Consequently, such environments foster a generation of learners who are confident, curious, creative, and capable of achieving optimal educational outcomes—both academically and personally (Lana et al., 2023).

Literature Review

Rohmaniah et al.'s (2025) research entitled "Strategies for Creating a Conducive Classroom Climate through Classroom Management and Strengthening Teachers' Work Ethics in Improving Learning Performance". This study aims to analyze strategies for creating a conducive classroom climate through the integration of classroom management and strengthening teachers' work ethic. The method used is a literature study with a qualitative approach, collecting and analyzing various sources related to the research topic. The results of the study indicate that a conducive classroom climate is influenced by three main factors: (1) effective classroom management, including the arrangement of the physical environment, the application of a democratic approach, and participatory learning methods; (2) teachers' work ethic which includes commitment, creativity, and the ability to build positive interactions; and (3) institutional support in the form of facilities and teacher development programs. Challenges such as administrative burdens and lack of appreciation for teachers are also discussed. This study concludes that the holistic integration between classroom management and strengthening teachers' work ethic is able to create an optimal learning environment. Recommendations proposed include improving teacher training, providing supporting facilities, and further research to test the effectiveness of this model in various contexts.

Nailus et al.'s (2025) research entitled "Effective Classroom Management Strategies to Improve the Quality of Learning in Elementary Schools". The findings of this study indicate that the implementation of classroom management includes lesson planning, direction, classroom arrangement, communication, and control to create an effective teaching and learning process. Factors inhibiting classroom management include teacher factors, student factors, family factors, and facility factors. Efforts that can be made include preparing administrative tasks, using methods, varied learning media, and a pluralistic approach. Teachers need to improve classroom management skills through training and professional development. Schools must provide adequate facilities and support a conducive learning environment. Collaboration between teachers, students, and parents is needed to overcome obstacles in classroom management. Effective classroom management strategies include neat classroom arrangement, use of student work, air circulation management, and student activeness in maintaining classroom cleanliness. Teachers play an important role in creating a conducive and enjoyable learning environment.

Rahmattullah et al., (2024) research entitled "The Effect of Principal Supervision and Teacher Performance on the Quality of Learning in Cluster 23 Lambheu, Darul Imarah District, Aceh Besar". The purpose of this study was to determine the effect of principal supervision on the quality of learning in Cluster 23 Lambheu, Darul Imarah District, Aceh Besar. This study used a quantitative approach. The results of the study proved that the principal's academic

supervision had a significant effect on the quality of teacher learning in Cluster 23 Lambheu, Darul Imarah District, Aceh Besar by 24.5%. Teacher performance had a significant effect on the quality of teacher learning services in Cluster 23 Lambheu, Darul Imarah District, Aceh Besar by 20.4%.

Method

This study employed a qualitative research approach using a case study design to explore the role of a comfortable learning climate in improving instructional quality and students' learning outcomes in an elementary school in Banda Aceh (Sugiono, 2016). The case study design was chosen to obtain an in-depth understanding of learning climate practices within a real educational context. The research subjects consisted of classroom teachers, the school principal, and elementary school students. Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations focused on teacher-student interactions, classroom management, learning atmosphere, and student engagement. Interviews were conducted with teachers and the principal to gain insights into instructional strategies, school policies, and efforts to create a comfortable learning climate. Relevant documents, such as lesson plans, school regulations, and student learning records, were analyzed to support the findings. Data analysis was conducted using an interactive model, which included data reduction, data display, and conclusion drawing. To ensure data validity, triangulation of sources and techniques was applied. The results of this study provide a comprehensive description of how a comfortable learning climate contributes to improving instructional quality and students' learning outcomes in elementary education.

Result and Discussion

Result

The findings of this study reveal that a comfortable learning climate significantly contributes to improving the quality of learning among elementary school students in Aceh. Observations and interviews indicate that comfort in learning is not limited to physical conditions but also includes emotional, social, and psychological aspects of the classroom environment. Teachers, principals, and students consistently emphasized that a positive, supportive atmosphere helps students feel secure, motivated, and enthusiastic in participating in learning activities. Observations show that classrooms with adequate lighting, ventilation, and organized seating arrangements encourage students to focus and participate more actively. Teachers in the studied schools paid attention to the cleanliness and aesthetic aspects of the classroom, such as displaying students' work and using visual learning media.

These efforts fostered a sense of pride and belonging among students, making the classroom feel like a shared space for growth and creativity. This finding supports the view of Fraser (2012), who states that physical learning environments influence students' engagement and academic performance. In the Aceh context, even with limited facilities, creative classroom management by teachers played a crucial role in sustaining students' concentration and motivation. The importance of emotional comfort in learning. Teachers who established warm, respectful, and empathetic relationships with students created a safe space for communication and collaboration. Students reported that they felt confident asking questions and expressing opinions without fear of ridicule. This positive relationship between teachers and students aligns with the concept of emotional climate theory, which emphasizes that trust and mutual respect are central to effective learning (Pianta & Hamre, 2009). In Aceh's cultural setting, where respect for teachers and community values is highly emphasized, a caring and inclusive approach strengthens both discipline and motivation.

Teachers who applied interactive methods such as group discussions, games, project-based learning, and storytelling were more successful in creating enjoyable and meaningful learning experiences. Students showed higher engagement and curiosity when lessons connected with real-life contexts or local culture. This finding is consistent with Vygotsky's social constructivist theory, which highlights the role of interaction and social collaboration in knowledge

construction. By incorporating local wisdom and student interests, teachers in Aceh were able to foster intrinsic motivation, leading to improved comprehension and academic achievement. Data from interviews with principals indicate that leadership support strongly influences the sustainability of a positive learning climate.

Schools with active and supportive principals were more successful in maintaining teacher motivation, implementing reflective practices, and fostering teamwork among staff. The principals encouraged innovation, recognized teachers' achievements, and built a culture of shared responsibility for student success. This aligns with research by Leithwood et al. (2020), which highlights that transformational leadership in schools contributes to higher learning quality by promoting teacher collaboration and professional growth. Impact of a comfortable learning climate was evident in students' improved motivation, participation, and achievement. Teachers noted a decrease in disruptive behavior, greater enthusiasm in classroom discussions, and more consistent academic progress. Students who previously struggled became more confident and willing to take part in learning activities. These findings affirm that learning quality is not solely determined by curriculum content but by the emotional and social environment that nurtures it. A comfortable climate transforms classrooms into communities of learning places where students feel valued, supported, and inspired to learn. Interview documentation data with informants, school principals and teachers, as follows:



Figure: 1. Interview With Headmaster



Figure: 2. Interview With Second Teacher

The interview with the school headmaster revealed that the school has implemented several initiatives to create a comfortable learning climate. The headmaster emphasized the importance of positive routines such as daily greetings, appreciation, and the use of encouraging language among teachers. He also described efforts to develop emotional support services through counselling and weekly reflection sessions. However, the headmaster also acknowledged several

(A Comfortable Learning Climate as an Effort to Improve Instruction Quality ...)

challenges including limited classroom space and noise originating from the school’s external environment. Improvement plans have been prepared, including constructing a learning corner and redesigning classroom windows to reduce noise. These statements demonstrate a strategic commitment to improving both physical and emotional aspects of the learning climate in the school.

The interview with the teacher indicated that a comfortable classroom atmosphere directly influences students’ participation and learning focus. The teacher highlighted that students ask more questions and show greater enthusiasm when the learning environment feels relaxed and supportive. Several classroom management strategies were observed, such as the use of reward systems, collaborative rules, and voice-level control practices. Nevertheless, the teacher also mentioned obstacles including limited classroom space and student behaviour challenges during group work. Despite these limitations, students were reported to be happier, more involved, and more motivated throughout the learning process. The two interviews consistently show that both leadership and classroom practices recognize the important role of a comfortable learning climate in supporting learning quality. The findings underline that comfort is not only related to physical conditions but also psychological and emotional aspects. These results suggest that improvement in physical space arrangement, noise reduction and structured emotional support may contribute significantly enhancing students’ learning engagement and achievement.

Table: 1. Result Interview With Headmaster and Teacher

No	Theme/ Question	Headmaster Response (Summary)	Evidence / Quotes	Interpretation
1	Learning climate practice in school	The headmaster states that the school promotes greeting, positive language and clean class routines.	“We always start the day with greetings, and teachers are encouraged to give appreciation.”	Indicates school culture supports psychological comfort.
2	Support for students’ emotional needs	Headmaster mentions counselling and weekly reflection meetings.	“We have counselling service although simple, and every Friday we reflect what went well.”	Emotional support exists but still informal.
3	Challenges	Limited space, behaviour problems, noisy area near road.	“The school location is close to the main road.”	External environment influences comfort.
4	Improvement efforts	Plans to build learning corner and reduce noise by window insulation.	“We plan to redesign windows and create a quiet room.”	Shows strategic physical improvement for comfort.

The implementation of fun learning in the classroom is directed at creating learning experiences that are enjoyable, meaningful, and engaging for students. Fun learning emphasizes active involvement through interactive teaching methods such as games, collaborative group activities, project-based tasks, and the integration of multimedia. When students feel comfortable and interested in the learning process, they tend to participate more actively, show higher motivation, and demonstrate increased initiative in completing learning tasks. This condition has a direct impact on learning outcomes because students are more focused and willing to explore learning material deeply. In classroom practice, teachers implement fun learning by designing activities that encourage creativity, communication, and student participation. Learning materials are developed to connect with students’ real experiences so that learning becomes more contextual and easier to understand.

Additionally, teachers create a positive emotional atmosphere through supportive interaction, appreciation, and continuous encouragement. The presence of varied and attractive learning media also stimulates curiosity and reduces boredom, enabling students to maintain concentration throughout the lesson. Fun learning does not only promote cognitive understanding but also builds confidence, collaboration skills, and emotional readiness. As

students enjoy the learning environment, their anxiety levels decrease, which enables them to take academic risks such as asking questions, sharing opinions, and solving problems independently. Various studies show that when emotional well-being and enjoyment are present, students' academic achievement significantly improves. Therefore, fun learning is not only a teaching technique, but a strategic approach for improving the overall quality of learning outcomes.



Figure: 3. Implementation of Fun Learning in the Classroom



Figure: 4. Improve Student Learning Outcomes

Table: 2. Implementation of Fun Learning to Improve Student Learning Outcomes

Aspect	Description
Concept of Fun Learning	Fun learning focuses on enjoyable, meaningful, and engaging learning experiences through interactive, student-centered activities.
Learning Strategies Applied	Use of games, group collaboration, multimedia, project-based learning, contextual activities, and creative tasks.
Teacher Role	Designing attractive activities, building positive classroom interaction, providing support, appreciation, and motivation.
Student Participation	Students become more active, engaged, willing to ask questions, collaborate, and explore learning materials.
Learning Environment	Encourages a positive atmosphere, emotional comfort, reduced anxiety, and increased motivation toward learning.
Learning Media	Use of varied learning media (visuals, audio, video, manipulatives) to stimulate curiosity and reduce boredom.
Impact on Learning Outcomes	Improves focus, understanding, cognitive development, confidence, collaboration, and overall academic achievement.

(A Comfortable Learning Climate as an Effort to Improve Instruction Quality ...)

Discussion

The findings of this study indicate that the implementation of fun learning in the classroom has a significant contribution to improving student learning outcomes (Sastromiharjo et al., 2024). Fun learning creates learning situations that are psychologically comfortable and intellectually stimulating, allowing students to interact actively with learning materials. This result is consistent with previous research stating that learning enjoyment positively affects students' motivation and achievement because students tend to process information more deeply when they experience pleasure during the learning process. The active involvement of students during fun learning activities shows that students no longer function as passive recipients of information, but take the role of active participants who construct knowledge through collaboration and exploration.

The interview results with teachers also emphasize that an enjoyable learning atmosphere makes students more daring to ask questions, express opinions, and complete challenging tasks. This implies that fun learning not only affects cognitive outcomes but also contributes to social emotional development. Implementing fun learning strengthens students' internal motivation. When students feel comfortable and interested, they develop intrinsic motivation which is highly influential in long-term learning. According to constructivist learning theory, learning becomes more meaningful when students are actively engaged in constructing their own understanding. Fun learning is aligned with student-centered approaches which emphasize student autonomy and meaningful learning experiences.

The study also found that the implementation of fun learning faces several challenges, such as time management, classroom space limitations, and variations in students' learning preferences. Some teachers also expressed that preparing fun learning requires more creativity and planning compared to traditional teaching. This situation becomes a consideration for schools to facilitate teachers through training, collaboration, and the provision of more flexible learning facilities. Fun learning is proven to be an effective strategy to enhance students' learning outcomes, not only academically but also emotionally and socially. Thus, schools are expected to continuously develop fun learning-based approaches as a part of classroom innovation and instructional improvement. A physically comfortable classroom provides a foundation for effective learning. Adequate lighting, ventilation, seating arrangements, and classroom cleanliness were found to increase students' concentration and enthusiasm. These conditions create a learning space where students can focus without distraction. The physical environment strongly influences students' engagement and attitudes toward learning.

In Aceh, teachers' creativity in utilizing limited facilities to make the classroom more attractive demonstrates that comfort can be achieved even in resource-constrained settings. Emotional comfort is essential for students' psychological readiness to learn. The results revealed that when teachers treat students with empathy, respect, and patience, students feel valued and secure. This trust based relationship encourages open communication, curiosity, and confidence in expressing ideas. Positive teacher student relationships enhance emotional security, which supports motivation and self-regulation in learning. In Aceh's cultural context, where social harmony and respect are highly emphasized, teachers who blend authority with warmth help balance discipline and affection creating a classroom atmosphere that fosters cooperation rather than fear.

Implication

Based on the research results, theoretical implications indicate that school climate has a positive effect on student learning outcomes. This indicates that the better the school climate, the better the learning outcomes achieved by students. Meanwhile, practical implications indicate that student learning outcomes are influenced by school climate. This means that one thing schools can do to improve student learning outcomes is to consistently prioritize a supportive school climate. Because the research findings indicate that the school climate in elementary schools in Banda Aceh is already positive, it needs to be maintained and further developed in the long term.

Conclusion

This study concludes that a comfortable learning climate plays a vital role in improving instructional quality and students' learning experiences in elementary schools in Aceh. A supportive learning climate is not limited to well-organized physical classroom conditions but also includes emotional security, positive teacher–student relationships, engaging learning activities, and supportive school leadership. When students feel safe, respected, and emotionally supported, they demonstrate higher motivation, active participation, and better engagement in the learning process. Effective classroom management and interactive instructional practices contribute to creating meaningful learning experiences, while collaborative and innovative school leadership ensures the sustainability of a positive learning atmosphere. Overall, the findings indicate that instructional quality improves significantly when schools prioritize a comfortable, inclusive, and student-centered learning climate. Therefore, continuous efforts to foster such an environment are essential for enhancing educational quality and optimizing students' learning outcomes in elementary education.

References

- Angkat, P., & Bintang, T. K. (2024). "Kepemimpinan Kepala Sekolah Dalam Menciptakan Lingkungan Sekolah Yang Positif". *Jurnal Pendidikan Berkarakter*, 2(5), Hal. 1–14.
- Anton, A., & Fasya, Z. (2024). "Implementasi Moderasi Beragama dan Pengembangannya di SMPIT Al-Muawanah Cigedug Kabupaten Garut". *Jurnal Intelek dan Cendekiawan Nusantara*, 1(3), Hal. 4524-4533.
- Az-zahra Putri, I. M., Nuqia, K., & Baktiarso, S. . (2025). "Strategi Manajemen Kelas yang Efektif dalam Meningkatkan Kualitas Pembelajaran Siswa dan Menciptakan Lingkungan Belajar yang Kondusif di Sekolah". *Jurnal Ilmu Pendidikan*, 1(3), Hal. 77–81. <https://doi.org/10.59066/jip.v1i3.1021>
- Faozi, I., Ramadhani, T., Deborah, Janah, Z. W., & Mustikaati, W. (2025). "Analysis of the Influence of a Supportive Classroom Climate on Students' Learning Motivation". *Jurnal Pendidikan Dasar Dan Keguruan*, 10(02), Hal. 193-203. <https://doi.org/10.47435/jpdk.v10i02.3833>
- Harun, S. (2021). "Pascasarjana Universitas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar “Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0” Pembelajaran di Era 5.0. *Prosiding Seminar Nasional*, November, Hal. 265–276.
- Hermi. (2025). "Metode Pembelajaran Interaktif Untuk Meningkatkan Motivasi Belajar dan Kesejahteraan Emosional Siswa Di Uptd Sdn 30 Sungailiat". (2025). *Integrative Perspectives of Social and Science Journal*, 2(2), Hal. 2248-2258. <https://ipssj.com/index.php/ojs/article/view/313>
- Hilda, E. M. (2023). "Membangun Koneksi Emosional: Pentingnya Hubungan Guru-Murid dalam Proses Pembelajaran". *Jurnal Inovasi Pembelajaran di Sekolah*, 4(2), Hal. 241-245. <https://doi.org/10.51874/jips.v4i2.100>.
- Ibnu Sholeh, M., Sokip, S., Syafi'i, A., Habibulloh, M., Sahri, S., 'Azah, N., & Al Farisy, F. (2025). "Integrasi Nilai-Nilai Islam dan Kearifan Lokal dalam Pengembangan Kurikulum Pendidikan Berbasis Karakter". *Abdussalam : Jurnal Pendidikan Dan Kebudayaan Islam*, 1(1), Hal. 59–72. Retrieved from <https://journal.iai-daraswaja-rohil.ac.id/index.php/abdussala/article/view/71>.
- Ilma Nabila, N., Aulia Utami, D., Nurhaliza Azzahra, S., Afriza, R., Rawaul Sidqi, A., Afifah, H., & Ayu Pratiwi, D. (2024). "Implementasi Kurikulum Merdeka di Sekolah Penggerak SDN Seberang Mesjid 1 Banjarmasin Implementation of Merdeka Curriculum in the Movement School of SDN Seberang Mesjid 1 Banjarmasin". *JICN: Jurnal Intelek Dan Cendekiawan Nusantara*, 1(3), Hal. 4289. <https://jicnusantara.com/index.php/jicn/article/view/590>.

-
- Lana, Y., Nurhuda, A., Assajad, A., & Ariska, A. (2023). "Manajemen Peserta Didik sebagai Sarana dalam Mencapai Keberhasilan Tujuan Pendidikan." *Jurnal BELAINDIKA (Pembelajaran dan Inovasi Pendidikan)*, 5(3), Hal. 93-103. <https://doi.org/10.52005/belaindika.v5i3.124>
- Nailus Sabila Firdausiyah, Mufidatul Rosidah, Nayla Samitha Ramadhani, Muhammad Zaki Bahtiar, Ahmad Aril Athok Illah, & Mu'alimin Mu'alimin. (2025). "Strategi Efektif Pengelolaan Kelas untuk Meningkatkan Kualitas Pembelajaran di Sekolah Dasar". *Jurnal Budi Pekerti Agama Islam*, 3(3), Hal. 14–22. <https://doi.org/10.61132/jbpa.v3i3.1157>
- Nurdiana, R. (2023). "Analisis Pengaruh Lingkungan Fisik Kelas terhadap Minat Aktivitas Belajar Anak Usia Dini". *Thufuli: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), Hal. 1–7. <https://doi.org/10.62070/thufuli.v1i1.16>.
- Priyanto, F., Ariska, M., & Sukmara, G. F. (2024). "Kecerdasan Emosional Sebagai Katalisator Peningkatan Prestasi Akademik dan Kecakapan Sosial di Era Digital". *Didaktika: Jurnal Kependidikan*, 13(001), Hal. 761-768. <https://doi.org/10.58230/27454312.1355>.
- Rahmattullah, Fitriyani & Akmaluddin. (2024). "Pengaruh Supervisi Kepala Sekolah dan Kinerja Guru Terhadap Mutu Pembelajaran di Gugus 23 Lambheu Kecamatan Darul Imarah Aceh Besar". *Sari - Indo-MathEdu Intellectuals Journal*, 2 (1), Hal. 18-228.
- Rohmaniah, Mudrikah, Ardani, Maulana, Hoiriyah & Mu'alimin. (2025). "Strategi Penciptaan Iklim Kelas Kondusif melalui Pengelolaan Kelas dan Penguatan Etos Kerja Guru dalam Meningkatkan Kinerja Pembelajaran". *Harmoni Pendidikan : Jurnal Ilmu Pendidikan*, 2 (3), Hal. 106-111. DOI: <https://doi.org/10.62383/hardik.v2i3.1757>
- Relationship, T. H. E., Classroom, B., Motivation, L., Student, W., & Outcomes, L. (2020). "Hubungan Iklim Kelas dan Motivasi Belajar Dengan Hasil Belajar Peserta Didik". *Jurnal Manajemen Pendidikan* 8 (1), Hal. 26-30. DOI: [10.33751/jmp.v8i1.1960](https://doi.org/10.33751/jmp.v8i1.1960)
- Sastromiharjo, A., Cahyani, I., Hidayatullah, A., Handayani, W., & Fauziyah, R. (2024). "Optimalisasi Kompetensi Pedagogis Guru Melalui Pelatihan Penyusunan Modul Ajar dalam Kerangka Kurikulum Merdeka di Pangandaran". *Abdimas Galuh*, 6(2), Hal. 2390. <https://doi.org/10.25157/ag.v6i2.16098>
- Sugiono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung : Alfabeta.
- Syarifuddin, S., Rahmattullah, R., & Akmaluddin, A. (2024). "Efektifitas Penggunaan Dana Bosp Pada Sekolah Dasar Negeri Dalam Peningkatan Mutu Pendidikan Berdasarkan Model Cipp di Kabupaten Aceh Besar". *Jurnal Visipena*, Hal. 53–74. DOI: <https://doi.org/10.46244/visipena.vi.2556>
- Talitha, R., Chamid, W., Darmayanti, A., & Karawang, U. S. (2025). "Proses Pembelajaran di Dalam Kelas Upaya Memberikan". *Innovative: Journal Of Social Science Research*, 4 (5), Hal. 9–15.
- Tasirun, M., Budi, S. S., Hermawati, F., & Paramita, S. D. (2025). "Kepemimpinan Instruksional Kepala Sekolah dalam Membangun Budaya Sekolah yang Aman, Nyaman, dan Inklusif". *Didaktika: Jurnal Kependidikan*, 14(3), Hal. 5867-5876. <https://doi.org/10.58230/27454312.2>
- Tutriyanti, D. H. (2015). "Pengaruh iklim sekolah dan kecerdasan emosional terhadap prestasi belajar". *Jurnal Penelitian dan Pendidikan IPS (JPPI)*, 9(2), Hal. 1118-1124. <http://ejournal.unikama.ac.id/index.php/JPPI/article/view/1654>.
- Wahyuni, N., Battuta, U., & Battuta, U. (2022). "Strategi Efektif Dalam Pengelolaan Kelas Untuk Meningkatkan Keterlibatan Siswa dalam Proses Pembelajaran". *Jurnal Pendidikan dan Kependidikan*, 7(2), Hal. 34–41. DOI: [10.30822/arsen.v2i2.3993](https://doi.org/10.30822/arsen.v2i2.3993).
-