



The effect of class room management on student academic performance of Indonesia education institutions: A PLS-SEM approach study

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Abstract

The purpose of this study is to assess the impact of classroom management (CRM) characteristics on student academic performance (ACP) in Indonesian educational institutions. For this purpose, quantitative research approach and cross sectional research design was used to test this objective. The researchers applied the explanatory research approach. The self-administered survey used in this research which distributed among 500 students using convenient sampling technique. The Partial Least Square (PLS)-Structural Equation Modeling (SEM) results indicates among five dimensions verbal instruction (VEI) has positive and significant effect on student ACP. The corporal punishment (COP) has also a significant and positive effect on ACP. Instruction supervision also has positive and significant effect on ACP. Delegation of authority (DEA) also has positive and significant effect on ACP while present of data also positive and significant effect on ACP. The findings of this study will provide guidelines to the teachers that how different techniques of CRM effect the ACP of learners in their educational institutions. It will also guide all educational stakeholders, like educational analysts, researchers and Ministry of Education to formulate and implement the effective strategies to improve the classroom environment and to make effective CRM for students in educational institutions.

Keywords

Class room management, academic performance, Indonesia.

Introduction

Academic performance (ACP) of students has been affected badly through un-conducive environment of learning in the public educational institutions which created stern problems for students over many years ago. This tendency has been raising day by day. These incidences grab the attention of parents, teachers, researchers and scholars. Effective CRM has been discoursed widely at educational institutions, workshops and seminars, the main purpose of these efforts to bring the long lasting solutions of learners' poor academic learning problems to boost up their performance. Most of the time, numerous researchers in their research studies analyzed the CRM which is the most influential factor of ACP of the students (Marzona, 2008). Effective management of classroom provides the steps for learning and teaching, which is important factor for this assertion. It gives a manner which is helpful in capturing the attention of students in classroom which is a requirement for effective learning and teaching (George, Sakirudeen, & Sunday, 2017; Sarfraz, Khawaja, & Ivascu, 2022). This is an understandable statement since the disorganized and untidy environment in classrooms due to weak CRM which leads to heighten the expensive learning and inhibits the ACP of students. It is stated by Idopise (2004) that in chaos the quality of learning remains poor (Amajuoyi, 2021) revealed that due to personality of teachers, preparedness and teaching style each teacher's CRM can be differ, the number of students also can be differ due to these factors.

It is stated that the CRM is a broader concept than the ideas of discipline and control of students, CRM includes all activities in class room which must be done to enhance the learning ability of students (Umoren, 2010). Jones (2018) stated that CRM includes the restriction in disruptive behavior of students such as noise making and fighting, management of classroom study material, close observation and helping those students who are suffering from poor health, poor vision, shame, poor reading and writing, hyperactivity, poor study habits and dullness.

When we view the CRM in holistic and wider sense, the activities starting from lesson delivery to environment of the class are quite valuable (Nicholas, 2007; Sarfraz et al., 2022). CRM includes making orderly and organized classroom, increasing the cooperation of students in learning activities, insisting expectations and meeting up the procedural needs of classroom. This CRM view differs from narrow opinion of CRM as it only includes the discipline and control. Bassey (2012) stated that CRM's wider view create enhancement in engagement, restrict the disruptive and inappropriate behavior, advancement of obligation of students in academic work and increased learners ACP. In effective, disciplined and controlled environment, results comes into disciplinary and authoritative approaches to CRM. These shown a limited part of notion CRM. So, CRM includes wider range activities more than of these terms (Charlie, 2006). According to Williams, Dusablon, Williams, Blais, and Hennessy (2014) CRM includes the teachers working methods,

working of learners and mutual cooperation of learners and students in the class. An analysis of five decades about CRM indicated that the CRM is the most vital factor which influence ACP and learning of students (Wong, 2010). In contrast the notion believed by Pandey (2006), CRM skills are not conferred as a gift to some teachers, but this is factual that CRM has been adopted easily by some teachers, may be realized by their contemporaries as if they have some inborn talents. CRM can be learnt as a skill such as some other professions. This skills should be experienced to gain proficiency. CRM needs to have some specific skills by teachers such as planning, organizing, leading and controlling along with ability to work with team. High level of commitment, willingness of teachers, initiatives, actions and creative thinking (Abel, 2011; Sarfraz et al., 2022).

Over the past decades, various dimensions of the CRM has discussed in extant literature. Among those presentation of data, verbal instructions in teaching to students are considered as most effective techniques of CRM, so these techniques must be adopted by teachers for CRM. Clear instructions about activities leads the students to actual direction to follow up. By using this approach teachers enforce verbal instructions persistently to meet up desired goals. Moreover, till now, to manage the classroom effectively, physical punishment techniques were widely used to restrain the disruptive behaviors of the learners in classrooms. But now it has been less practicing in some educational institutions s to minimize the disruption of CRM, this technique is not widely used now in the most of educational institutions s. Another technique which is used for effective CRM is instructional supervision practiced by teachers for learners in the classroom. This technique is applied through moving and walking in the classroom for close observation of students, by applying verbal as well as non-verbal techniques of teaching, involving of the students in practical activities and asking questions to get attention of students. These instructional techniques helpful in maintaining the complete attention to a task and in-depth knowledge of the lesson. Moreover, delegation of authority is also one technique to get effective CRM, by using this technique teacher envoys his authority towards eligible learners and allocate specific duties to them like time keeping, management of learning notes and materials, chalk board cleaning, controlling the noise makers, collection of assignments by other learners, class monitors who represent the class and writing lesson notes on white board or chalk board (Nima, 2004). The practice of these activities in class rooms make the environment of class more favorable for students and foster the cooperation of students with teachers. All of these techniques are helpful and supporting in producing favorable learning environment through which students could easily learn for better ACP. Based on the problem nature at hand all techniques of effective CRM could be applied.

Along with the significance of CRM dimensions, previous studies have majorly focused developed economies (Asvio, 2022; Herman, Reinke, Dong, & Bradshaw, 2022; Mundiri & Hamimah, 2022) while have little attention on developing economies particularly Indonesia. On the other hand, previous studies

also have inconsistent findings which also shown the significance for conducting future study. Moreover, previous studies mainly focused on regression analysis while have little attention on structural equation modeling technique (Asvio, 2022; Sarfraz et al., 2022). To address previous gaps, the current research objective is to examine the influence of CRM on the student ACP of Indonesia educational institutions.

This study could contribute a lot in existing literature as the results of the study will provide guidelines to all educational stakeholders i.e. PTA members, educational analysts, researchers and Ministry of Education to formulate and implement the effective strategies to improve the classroom environment and to make effective CRM for students in educational institutions. Result of this research may provide guidelines towards teachers that how different techniques of CRM effect the ACP of learners in their educational institutions. It will also guide all educational stakeholders, like educational analysts, researchers and Ministry of Education to formulate and implement the effective strategies to improve the classroom environment and to make effective CRM for students in educational institutions. Results of current research are helpful for teachers in assessment of CRM's effects on ACP of learners in the educational institutions. Similarly, the curriculum planners, professionals and Ministry of Education can use the study's results to lead them in absorbing CRM skills into coaches and teachers to enhance the learner's ACP. This study is also provides understanding to PTA members that how disruptive behavior become cause of creel ACP of students. It is helpful in spreading wakefulness among parents and teachers to know the importance of conducive environment of learning for the sake of improvement in ACP of children. Introduction, literature review, study methodology, data evaluation and interpretation, discussions, and future directions were the five elements that made up the research.

Literature review

The learning environment has also demonstrated the quality of education, in addition to the subjects taught and achievement levels attained. Events inside and outside of the school have an impact on the environment, which has reflected and influenced student behavior (Huang, 2022). The majority of academicians and researchers concur that atmosphere as a whole ought to be comforting, pleasurable, and mentally stimulating; this must be offer a physical environment that students find educationally stimulating; it should make its occupants feel good; and it should support the academic process (Jia, Hew, Bai, & Huang, 2022). The classroom environment is mostly within the teacher's control, particularly when it comes of administration and disciplinary. As one could anticipate, positive evaluation of the teacher's CRM was correlated with the students' performance in physics. It's due to the fact that the learning atmosphere inside the classrooms promoted engaged and valuable participation from the pupils in academic tasks. CRM is the term used to describe all relationships and things that happen in

classrooms, whether they're scheduled ahead of time or not. There is a rise in curiosity about CRM in current times (Feraco, Resnati, Fregonese, Spoto, & Meneghetti, 2022; Jia et al., 2022). CRM is heavily influenced by classroom environment, which may either encourage students and encourage more failures and demotivate them. The classroom setting is different from CRM since it focuses on how the pupils feel there. CRM concentrates on rules, procedures, and standards, while classroom environment pay more attention on connections among learners, teachers, and classmates, in addition to in which way kids feel about themselves (Sarfraz et al., 2022; Stepanek, 2000).

Effective CRM is fundamental to the success of any educational institution. If the teacher is on top of things, class time can be a lot of fun for everyone. The behavior of the students often becomes a stumbling block. Excellent CRM necessitates not just that teacher will have elicited the collaboration of schoolchildren in reducing misbehavior and the instructor could approach is intended while misbehavior takes place, in addition to ensuring useful ACP are happening on a greater or lesser constant basis and the CRM system in general is required to optimize students' motivation within these operations, not just to minimize misbehavior. Bettering oneself, more positive behavior in one classroom often leads to a ripple effect throughout the school, making all classrooms feel more secure. A positive and safe classroom environment can have a significant impact on students' academic performance (ACP), as well as their emotional and social well-being (Štěpánek, 2018). Teachers set the tone for their classroom when they refuse to accept disrespect from students or between themselves and the teacher. This has a positive effect on student engagement and learning because students are more willing to try new things and take risks. Therefore, it is often just as important to establish CRM strategies as it is to set the classroom environment.

CRM has entered a new era for educators. Educators and school leaders in the first decade of the 21st century have sought new approaches to CRM in response to emerging challenges. There is a lot of disagreement about what constitutes effective CRM approaches, making it hard to find solutions to CRM situations. As far as some principals and educators are concerned, CRM and discipline are the same thing. According to Adeyemo (2012), CRM entails activities that keep students engaged in class and help cut down on disruptive ones. Effective CRM is defined by those who agree with him as a means of preparing students for life. Instead of trying to manage students' actions in the here and now, they are more concerned with preparing them for the future. Effective CRM, according to teachers and administrators who take this approach, is the process of fostering a welcoming and supportive environment for teaches (Moriña & Biagiotti, 2022; Morris-Rothschild & Brassard, 2006).

Effective teachers typically display a mastery of CRM strategies. Shechtman* and Leichtentritt (2004) mention the fact that disruptive methods are a key component of good CRM so this training teachers such approaches are very crucial aspect of their preparation. However, they also note that other factors

are also of critical importance. Furthermore, consideration of aspects is crucial. Conrath (1986) defines CRM as the process of preparing the physical environment, the schedule, and the resources available to students so that teaching and learning can take place in an optimal setting. Other research, such as that conducted by Evertson and Emmer (1982) and Zuckerman (2000), classifies effective CRM into four distinct categories (1984). Those four categories classroom practices and norms, student work practices, student behavior management, and arranging instruction—are further separated into subcategories. These illustrations show that effective CRM requires more than just a teacher's arsenal of disciplinary techniques.

There is a wide range of CRM effectiveness based on the methods employed by individual teachers. To give just one example, a teacher's chances of achieving successful lesson management are greatly increased if they have done their preparation. Adeyemo (2012) and Wang, Chen, Hwang, Guan, and Wang (2022) say that disciplinary methods can range from complete fear to complete lack of enforcement at all. They suggest taking measures like ensuring that reasonable classroom rules, procedures, and routines are being enforced. Although discipline is an important part of any successful classroom, studies have shown that effective management of the classroom has a direct impact on the success and interest of pupils of science in high school (McGarity Jr & Butts, 1984). The research and Lang et al., discussion's show that instructors would be well-served to work on improving their CRM skills, as doing so would have a significant impact on their efficacy as educators. According to a review of the previous 50 years of academic research, strong CRM promotes student engagement, reduces inappropriate behavior, and maximizes teaching time Marashi and Zaferanchi (2010) and (Moriña & Biagiotti, 2022).

Good behavior frameworks were described by behavior theorists from the 1930s to the present day. CRM was significantly impacted, and is still significantly impacted, by these behavior theories. As per the study of L. M. Stough, Montague, Landmark, and Williams-Diehm (2015), educators have looked at students' performance or mindset as a means of evaluating their efforts. However, the majority of current studies on CRM focus on discovering strategies for increasing student interaction and decreasing disruptions. The ideas of Burrhus Fredrick Skinner have relevance for the problem of CRM. Skinner, a prominent learner theorist in the 1930s and 1940s (Kaliska, 2002), focused his studies on how any organism can learn, regardless of its genetic make-up or species. In other words, he believed that learning occurred at that time when links were forged among activities or urges to perform and stimuli. Small groups of learned associations would eventually grow into much larger sets. Like Pavlov's dogs, which were trained to salivate at the sound of a specific tone, Skinner believed that learning occurred as a result of conditioning. (Conte, 1994; Moriña & Biagiotti, 2022) proposed that teaching students appropriate classroom behavior could be as simple as rewarding them when they behave well, and ignore or discipline them when they don't. An organized classroom should result from students being more likely to exhibit the

behaviors which were encouraged but less likely to exhibit the undesirable behaviors. The first "teaching machine" was created by Skinner (Haberman, 2012) in the 1950s using a method of conditioning that involved a series of steps. The use of the teaching machine was an example of computer-based, pre-programmed education. At first, many people worried that it would put teachers out of work. Skinner reassured the teachers by saying his computerized instruction was merely a supplement to learning, not a replacement for human teachers. Furthermore, he assured teachers that children who were taught with the tool would not develop into robotic mini-me versions of themselves but would instead have a greater chance of realizing their full intellectual potential. It was later said that Skinner had revolutionized educational technology. Skinner's studies of reinforcement led him to create classroom strategies for altering students' behavior. In order to modify student behavior, educators had to learn to patiently wait for appropriate responses from their students and then reinforce them in a timely and consistent manner. Again, the application of this concept to the field of education technology would have a profound impact.

Glasser's Reality Therapy from the 1950s emphasized the role of free will in shaping behavior and instructed educators to guide their students toward forming value judgments about their actions (Moriña & Biagiotti, 2022; L. M. Stough & Montague, 2014). Students would learn the significance of making "good" choices in behavior by evaluating alternatives and acting accordingly in the future. Thus, the concept of "good judgment" and "bad judgment" were introduced to the classroom. Teaching children about right and wrong begins at an early age. Every day, parents show their children how to act in this way. Good and bad decisions are evaluated, and rewards and punishments are given accordingly. The goal of this method is the same as that of the previous: to increase positive classroom behavior and decrease negative one. During the 1970s, Jacob Kounin and his colleagues conducted extensive studies on the topic of CRM. His research centered on testing the effects of context and environment on behavior. Weightiness, smoothness, momentum, overlapping, and group alerting are just some of the teacher behaviors and lesson characteristics he identified. A teacher who possesses these traits would be in tune with their classroom at all times and able to handle multiple problems simultaneously. Because of this, effective CRM would benefit student learning by freeing up teachers' time to focus on other crucial pedagogical tasks. According to Adeyemo (2012) and Wang et al. (2022), educators with this level of "awareness" would be more effective at managing their classrooms. L. Stough and Montague (2015) state that a timely topic of the day piqued Kounin's interest. He questioned the efficacy of managerial strategies that are successful with students in the general education population on students who have been labeled as emotionally disturbed but are present in the same classrooms. He said, "Yes, at least in regular education classrooms with whole-class behavior settings." This study provided early evidence that including children with disabilities in regular classroom settings was the best option. The focus of Kounin's research shifted from

the personalities of teachers to their classroom environments and the strategic and environmental factors that influence management. Throughout his research, he emphasized the role that classroom activities play in shaping both student and teacher attitudes and actions. Kounin's study of CRM drew from a wide variety of theories, which aided in illuminating many of the challenges teachers face today.

Empirically, further studies also found the positive and significant effect of class room management on student ACP (Jamba & Norbu, 2023). In other study also found that class room management played an important role to increase the student ACP which positively and significantly effecting to student ACP (Akpan, Nyah, & Edet). In other study found the significant and positive effect of verbal instructions, COP and instruction supervision on student ACP (Jamba & Norbu, 2023). These previous studies indicated that class room management played an important role to increase the students' ACP. Thus, the current study has following research framework and hypothesis which are discussed below.

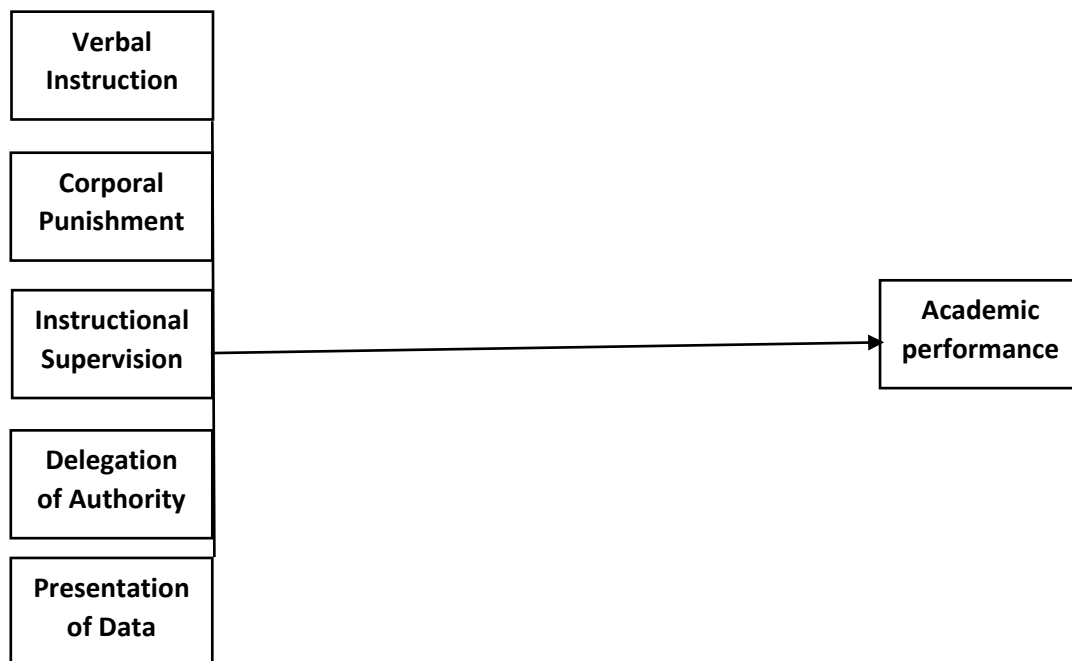


Figure.1: Conceptual framework

H1: *verbal instruction has significant effect on student academic performance.*

H2: *corporal punishment has significant effect on student academic performance.*

H3: *instructional supervision has significant effect on student academic performance.*

H4: *delegation of authority has significant effect on student academic performance.*

H5: *presentation of data has significant effect on student academic performance.*

Methodology

The purpose of this research was to investigate the effects of successful CRM on ACP of learners among Indonesian college students. For this purpose, quantitative research approach and cross sectional research design was used to test this objective. The researchers applied the explanatory research approach. The self-administered survey used in this research which was adopted from previous studies. This instrument was divided into two parts. First section is designed for collection of demographic information of respondents. The second sections are based on 25 items which are designed to measure the impacts of effective CRM on educational institutions s learners' ACP. The instrument is based on 4 point Likert scale starting from strongly agree to strongly disagree. The adopted questionnaire was distributed among 500 students by using convenient sampling technique. Among those, 400 research instruments were returned back.

Data Analysis and Findings

The results was analyzed from both measurement and structural model perspective. For this purpose, used Smart PLS and applied "partial Least Square (PLS)-structural equation modeling (SEM) technique". The first step was to test the reliability and validity of the questionnaire which was analyzed from convergent and discriminant validity. In the convergent validity, the recommended value for the Charon Bach alpha is greater than 0.7, composit(Hair, Hollingsworth, Randolph, & Chong, 2017)e reliability validity value is greater than 0.7, factor loadings value is greater than 0.5 and lastly average variance extracted value is greater than 0.5 (R. Ahmad, Ahmad, Farhan, & Arshad, 2020; R. Ahmad, Bin Mohammad, & Nordin, 2019; Hussain, Nawaz, Riaz, & Aqdas, 2018). The Table.1 predicted values shown that all the values are greater than from above recommended value which shown that construct fulfill the criteria for the convergent validity.

Construct and Indicators	Mean	AVE	CR	Alpha values
Verbal Instruction	3.43	0.673	0.892	0.873
Corporal punishment	2.89	0.684	0.894	0.846
Instructional supervision	3.12	0.706	0.906	0.861
Delegation of authority	2.95	0.676	0.893	0.840
Presentation of data	3.17	0.689	0.898	0.850
Academic performance	2.99	0.720	0.912	0.871

Note: VEI-Verbal instruction, COP-corporal punishment, INS-instructional supervision, DEA-delegation of authority, PRD-presentation of data, ACP-academic performance.

In addition, the next criteria is discriminant validity. For the discriminant validity the recommended value for hetrotraitmonotrait is less than 0.85 or 0.90.

If the correlated values are less than 0.85 then it shows that construct has discriminant values. The Table.3 predicted values shown that all the values are less than 0.85 which indicate that construct has discriminant validity.

	VEI	COP	INS	PRD	DEA	ACP
VEI						
COP	0.321					
INS	0.450	0.352				
DEA	0.452	0.732	0.562			
PRD	0.134	0.132	0.452	0.562		
ACP	0.321	0.257	0.383	0.321	0.331	

Note: VEI-Verbal instruction, COP-corporal punishment, INS-instructional supervision, DEA-delegation of authority, PRD-presentation of data, ACP-academic performance.

The regression model results indicates that verbal instruction (VEI) has positive and significant effect on student academic performance (ACP). The corporal punishment (COP) has also a significant and positive effect on ACP. Instruction supervision also has positive and significant effect on ACP. Delegation of authority (DEA) also has positive and significant effect on ACP while present of data also positive and significant effect on ACP. These results are predicted in the following Table.3 below.

Relationships	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	Decision
VEI -> ACP	0.441	0.44	0.087	5.049	0.000	Supported
COP -> ACP	0.653	0.637	0.108	6.021	0.000	Supported
INS-> ACP	0.514	0.517	0.08	6.41	0.000	Supported
DEA -> ACP	0.42	0.423	0.164	2.558	0.011	Supported
PRD->ACP	0.675	0.652	0.113	5.985	0.000	Supported

Note: VEI-Verbal instruction, COP-corporal punishment, INS-instructional supervision, DEA-delegation of authority, PRD-presentation of data, ACP-academic performance.

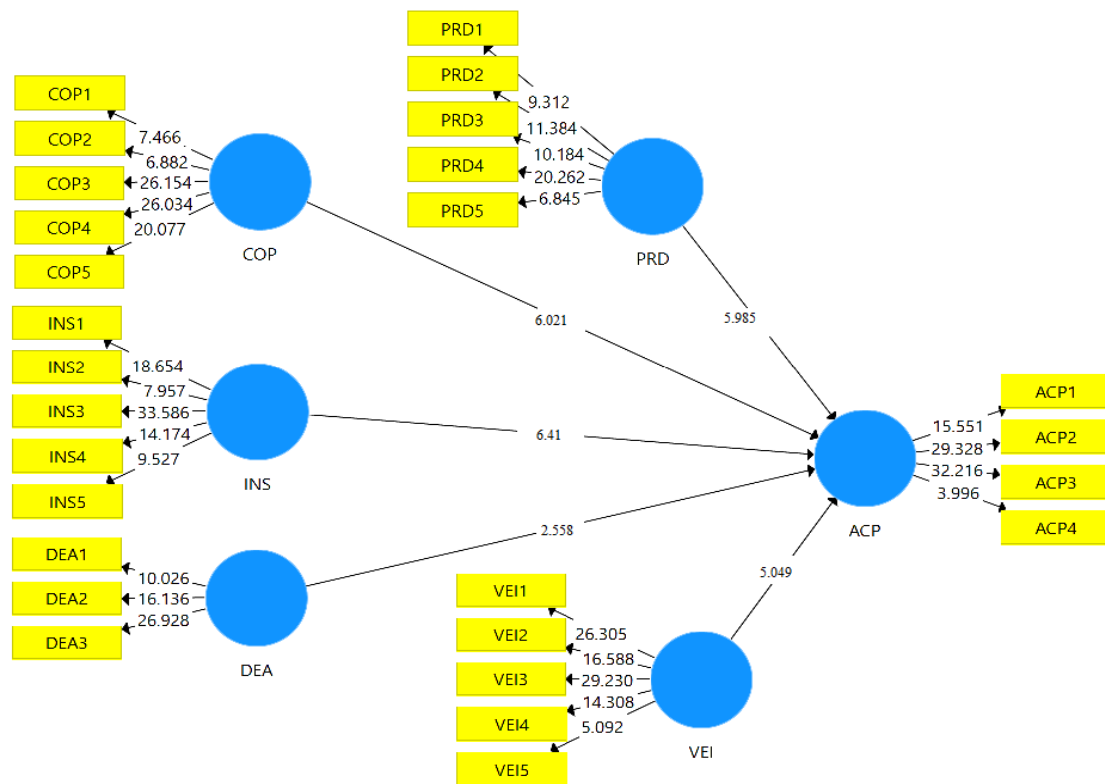


Figure.2: Hypothesis Results

Discussion of Findings

In the educational management who receive instructions by their teachers perform differently in class and show different academic performance (ACP) as compare to those who do not get instructions by their teachers. To address this issue, current study objective seems to examine the effect of classroom management (CRM) to improve the student ACP of the Indonesia. The data was collected from 400 students of Indonesia educational institutions. All findings are supported with the hypothesis which are consistent with the previous studies of Obinaju (2006) and Chen and Lu (2022) who assertion that most students disobey and got score below standards because their teachers fail to clearly communicate the guidelines governing conduct with in classrooms. From the individual hypothesis perspective, verbal instruction (VEI) has positive as well as important influence on student ACP that supports to proposed hypothesis. The outcome is consistent with Etim (2005) and Chen and Lu (2022) assertion that COP causes pupils to reconsider performing the same offence. Additionally, it backs George et al. (2017) assertion that students only react to physical punishment. Thus according Udeme, Pillay, Ayandokun, and Ayundovin (2021) and (S. Ahmad, Hussain Ch, Ayub, Zaheer, & Batool, 2017), To properly run a classroom and promote a pleasant learning atmosphere, a teacher should constantly use COP. This finding concurs with Ukpong (2007) theory that efficient utilization COP results in an orderly classroom environment, which enhances students' ACP. In addition,

instruction supervision (INS) also has positive and significant effect on student ACP. This result is constant with (Chen & Lu, 2022; Essien, 2009) assertion that instructional supervision provides opportunities for teacher-student interaction. As per the study of Essien (2009), This gives instructors the ability to recognize the academic areas in which their pupils struggle, succeed, or have aptitude and to offer help as needed. The academic success of the student is strongly impacted by this. The findings are also consistent with Babalola and Ayeni (2009) and (Williams III, Mallant, & Svajda-Hardy, 2022) assertion that students will become intensely interested in academic pursuits if professors express care in their academic welfare and motivate them through instructional monitoring. Considering what was been said, it seems anticipated that educational institutions in Indonesia who have teachers who perform instructional monitoring reduced inappropriate behavior but also, with teacher's help, develop positive academic practices.

Moreover, "delegation of authority (DEA)" has a favorable and considerable impact on student ACP as well, supporting the hypothesis. That outcome is in line to Ubom (2008) and Feraco et al. (2022) claim that delegation of power gives students a way to participate in their ACP. This result seems to be similarly in line with that of (Brown & Denga, 2011), who noted that authority delegation provides students the impression that they take a proactive role in maintaining the safety and order in the classroom. Since it is their duty to maintain order in the classroom, the frequency of disruptive behavior will decrease, making CRM beneficial in improving students' ACP. The outcome is also in line with Adegoke (2004) assertion that students would value the responsibility given to them by their instructors to create a positive learning environment. Delegation of power, according to Adegoke (2004) and Feraco et al. (2022), boosts students' involvement in extracurricular activities. On the basis of the debate just had, it may be said that students in Indonesian educational institutions who have teachers to whom they have delegated responsibility behave more civilly and do better academically. In addition, presentation of data (PRD) also has positive and substantial influence on student ACP which supports to proposed hypothesis. This finding is consistent with the claims made by Ndiyo (2011), who claimed that among the variables affecting students' academic success, instructors' effectiveness in managing the classroom stands out as being the most significant. The findings are likewise in line with those of Baker (2000), who claims that good CRM strategies encourage and support successful teaching and learning, hence boosting students' academic achievement. The outcome is also consistent with Jamba and Norbu (2023) assertion that teachers who desire to make a substantial impact on their students' academic achievement must possess and know how to use good CRM skills.

Considering what has been said thus far, it may be concluded that teachers' CRM has a major impact on the ACP of students in educational institutions of Indonesia. It is discovered that "verbal instruction, physical punishment, instructional supervision, and delegation of authority" all have a substantial influence on students ACP on educational institutions of Indonesia.

Implications and future recommendations

The research has some practical and theoretical implications that could contribute a body of literature in the previous. This study was conducted on Indonesia educational institutions which is considered to be big contribution because previous studies were mainly focused on other countries while there was little attention Indonesia. Moreover, previous studies were mainly focused on simple regression while there was little attention on structural equation modeling technique. Therefore, this study added a significant findings from the methodological perspective in the extant literature. Further, the study could also help to the Indonesian regulatory bodies in the Indonesia to know the importance of class room management to increase ACP of students.

With the extensive findings and contributions, the research still has some limitations that could explore new research areas in future. For instance, the current researches consist of direct effect of class room management on students' ACP while there was little attention on moderating or mediating effect. Also, study has been conducted on Indonesia educational institutions that could not be generalized on other developed economies, therefore, future research could be conducted on other developing nations to increase the research scope. The study was also limited on cross sectional research design where data was collected at one time, a future research could be conduct on other longitudinal research design to increase the researcher room.

On the basis above discussion there are some recommendations for teachers to improve ACP of students in educational institutions s. First, rules and guidelines should be established by teachers to lessen the disruptive behavior of students in class. Second, teachers must have CRM skills and they should use these skills to manage a class effectively. Third, teachers must provide academic help to students in classroom while teaching. Fourth, teachers should be careful while punishing students, so that these punishments should not affect their ACP badly. Further, teachers should encourage students to participate in class activities. Principals of educational institutions s should ensure that all teachers are having CRM skills which do not deteriorate ACP of the students. Teachers should be provided trainings and guidelines to learn about effective CRM skills through educational seminars and conferences.

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