

CREATING LEARNING ATMOSPHERES FOR STUDENT SUCCESS (CLASS) FOR EDUCATORS AT SMP KATOLIK PENCINTA DAMAI

Deby Indah Aristasari^{1a}, Amelia Lindawati^{2b}, Frikson Christian^{3c*}

¹²³Magister Psikologi Sains, Fakultas Psikologi, Universitas Surabaya, Surabaya, Indonesia

^adebyindah1@gmail.com

^bcatharina.amelia87@gmail.com

^cfrikson@staff.ubaya.ac.id

(*) Corresponding Author

frikson@staff.ubaya.ac.id

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ABSTRACT

The CLASS (Creating Learning Atmospheres for Student Success) training was designed to improve classroom management skills among educators at SMP Katolik Pencinta Damai. The training was conducted using a one-group pretest-posttest quasi-experimental design with eight participants who had low to moderate scores on the Classroom Management Scale (CMS). The training employs methods such as lecturing, role-playing, ice-breaking activities, visual-audio materials, discussions, and case studies, integrated with interactive modules. The CMS comprises seven aspects: Management of Planning; Management of Teaching and Learning Resources; Management of Self-Discipline; Management of Student Behavior; Management of Learning Atmosphere; Management of Classroom Instruction; Management of Evaluation. The Wilcoxon test results showed a significant increase in posttest scores ($Z = -2.521$; $p = 0.012$), indicating the effectiveness of the training in improving all aspects of the CMS. These findings confirm that the CLASS training equips educators with adaptive, participatory classroom management strategies aligned with the Merdeka Curriculum, while also supporting the creation of a conducive and student-centered learning environment.

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Introduction

In today's educational world, creating a positive learning atmosphere is essential to promoting the academic and non-academic success of students. This can be achieved by recruiting high-quality prospective educators, retaining educators effectively, and providing solid initial training, a supportive work environment, and high-quality professional development programs (Listiyani & Fu'ad, 2024). However, in various junior high schools such as SMP Katolik Pencinta Damai, challenges in classroom management remain a major obstacle to the effectiveness of the teaching and learning process. Based on the Training Needs Analysis (TNA), several key issues have been identified, such as a lack of uniformity in the implementation of classroom management, a lack of ongoing training for educators, and variations in student behavior and needs that have not been fully accommodated. On the other hand, educators lack the skills to facilitate discussions (Elisabethangreiny & Saragih, 2025) and still teaching in the conventional way (Abrar et al., 2025). Other references state that schools need qualified educators to achieve their desired goals (Ramadani et al., 2024). This problem limits the creation of a conducive, efficient learning environment that supports

active student engagement. Effective classroom management is an important element in supporting successful learning (Lestari, 2024; Tsuraya & Nur, 2023). A strategic approach to classroom management can increase student participation, reduce disruptive behavior, and promote better learning outcomes.

Previous research has found that low classroom management efficacy is strongly correlated with increased stress and burnout among educators (Aloe et al., 2014). Meanwhile, other references indicate that educators with good social-emotional competencies are able to build supportive relationships with students, which ultimately improves engagement and academic achievement (Jennings & Greenberg, 2009). Proactive and structured classroom management directly contributes to a reduction in problem behavior and an improvement in a healthy learning climate (Oktaviana et al., 2024). On the other hand, the demands of implementing the Merdeka Curriculum also add to the complexity of educators' tasks. Educators not only play the role of content teachers, but also as facilitators of learning and character building for students (Kemendikbudristek, 2022; Syahrone et al., 2024). Unfortunately, most educators have not been provided with adequate training. The lack of support, such as continuous evaluation policies and motivational incentives, further exacerbates this situation.

In response to these needs, the CLASS (Creating Learning Atmospheres for Student Success) training program is designed to equip educators with the skills, strategies, and in-depth understanding related to adaptive and inclusive classroom management. This training integrates theoretical and practical approaches through lectures, role-playing, icebreakers, visual-audio materials, discussions, and case studies, combined with interactive modules to support participatory learning. This approach is based on the principles of experiential learning (Kolb, 1984). With CLASS training, educators are expected to develop skills in building positive interactions with students, applying fair and consistent discipline strategies, managing time and classroom space effectively, and fostering a student-centered learning climate. Ultimately, this training is expected to not only improve the quality of classroom management but also support the creation of a sustainable educational ecosystem (Ritonga, 2024).

Method

This study applied a quasi-experimental design with a one-group pretest-posttest design. In this study, there was only an experimental group without a control group for comparison. The initial step was to conduct an initial measurement of the participants to determine their baseline level of classroom management skills. After that, participants who demonstrated low to moderate classroom management skills were given an intervention in the form of CLASS training to improve their classroom management skills. After the training was completed, the participants' classroom management skills were re-evaluated.

Table 1. Training Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O1	X	O2

Description:

O1: *Pretest*; X: Treatment (Classroom management training); O2: *Posttest*

Participants

The training participants consisted of eight educators with various job backgrounds and areas of expertise at the school. The training was held at SMP Katolik Pencinta Damai, located at Jalan Randu No. 3 RT.08 RW 02, Kelurahan Sidotopo Wetan Baru, Kec. Kenjeran. Participants were selected based on the results of the Classroom Management Scale (CMS) pretest (Adolph, 2018). Only educators categorized as low to moderate were involved in this training. According to demographic data, the training participants consisted of 4 women and 4 men.

Instrument

Classroom management was measured using the Classroom Management Scale (CMS) (Adolph, 2018). This scale consists of 99 items with a Cronbach's Alpha reliability coefficient of 0.979. It contains seven aspects, namely Management of Planning; Management of Teaching Learning Resources; Management of Self-Discipline;

Management of Student Behavior; Management of Learning Atmosphere; Management of Classroom Instruction; and Management of Evaluation.

Procedure

This classroom management training consists of 4 training sessions with a total duration of 320 minutes (5 hours and 20 minutes) and is conducted over the course of one day. The training begins with an opening session, Session I (Learning with Amel), Session II (Smart with Deby), and a closing session. In delivering the material, the researcher uses methods such as lecturing, role-playing, ice-breaking activities, visual-audio aids, discussions, and case studies, combined with interactive modules.

Data Analysis

The training results were analyzed using a t-test or paired t-test with the help of IBM SPSS Statistics version 25. This test was conducted to compare the participants' scores before training (pre-test) with those after training (post-test).

Tabel 2. Training Materials

Session	Session Topics	General Objectives	Specific Objectives
<i>Opening</i>	Opening of Training for Educators at SMPK Pencinta Damai.	Participants understand the purpose and importance of CLASS training and demonstrate readiness to participate in a series of activities.	<ol style="list-style-type: none"> 1. Participants are open to the training process and actively participate. 2. Participants follow the instructions of the trainer and facilitator during the training session. 3. Welcome speech by the principal of SMPK Pencinta Damai or representative and training objectives. 4. Participants understand the Rules of Conduct (ROC) during the training.
Learning with Amel	<ol style="list-style-type: none"> 1. The Importance of Classroom Management in Learning Effectiveness. 2. Basic Concepts of Classroom Management. 3. Approaches and Strategies for Classroom Management. 4. Teacher Skills in Classroom Management. 	Improving educators' understanding and skills in managing classrooms effectively to create a conducive learning environment, increase student participation, and achieve learning objectives optimally.	<p>The Importance of Classroom Management in Learning Effectiveness</p> <ol style="list-style-type: none"> 1. Participants understand the importance of classroom management in supporting the effectiveness of the learning process. 2. Participants are able to identify the impact of poor classroom management on student learning outcomes. 3. Participants are able to identify the impact of poor classroom management on student learning outcomes. <p>Basic Concepts of Classroom Management</p> <ol style="list-style-type: none"> 1. Participants understand the definition, principles, and objectives of classroom management. <p>Classroom Management Approaches and Strategies</p> <ol style="list-style-type: none"> 1. Participants are able to recognize various approaches to classroom management. 2. Participants can develop practical strategies for managing diverse classroom situations, including dealing with challenging student behavior.

		Educator Skills Components in Classroom Management	
		<ol style="list-style-type: none"> Participants understand the key skills that educators must have in classroom management, such as communication skills, time management, and emotional control. Participants are able to practice classroom management skills through case studies. 	
Smart with Deby	<ol style="list-style-type: none"> Seating Arrangement-> Management. Basic Psychological Needs of Students-> Climate and norms. Classroom Discipline Management-> Norms. Creating a Pleasant Classroom Climate-> Spatial Arrangement. Procedures, Planning, and Evaluation of Classroom Management-> Plan. 	<p>Training participants can understand, implement, and even evaluate effective classroom management, taking into account seating arrangements, the basic psychological needs of students, discipline management, creating a pleasant classroom atmosphere, procedures, planning, and evaluation of classroom management.</p>	<ol style="list-style-type: none"> Describe alternative seating arrangements according to the characteristics of the learning strategy, model, and objectives. Elaborate on the basic psychological needs of students in classroom management. Collaborate on the importance of discipline management in classroom management. Formulate efforts to create a pleasant classroom atmosphere. Be able to conclude effective classroom management.
Closing	Closing	<ol style="list-style-type: none"> Participants can reflect on the material and experiences gained during the training session. Participants can apply what they have learned 	<ol style="list-style-type: none"> Participants can learn several things during the training. Participants can evaluate the training session by writing messages and impressions. They can also fill in emoticon checks. Participants can design follow-up plans and practice them in the real world based on relevant training materials. Participants show appreciation for the entire training.

from the
training
session to
the real
world of
work.

Results

Normality Test

Based on the results of the normality test, the pretest data had a significance value of 0.200 in the Kolmogorov-Smirnov test and 0.255 in the Shapiro-Wilk test. Since both values are greater than 0.05, it can be concluded that the pretest data is normally distributed. Meanwhile, the posttest data had a significance value of 0.032 in the Kolmogorov-Smirnov test and 0.002 in the Shapiro-Wilk test. Since both values are less than 0.05, it can be concluded that the posttest data is not normally distributed. Thus, the distribution of the pretest data is normal, while the distribution of the posttest data is not normal.

Wilcoxon test

Based on the results of the normality test, which showed that the pretest data distribution was normal, while the posttest data distribution was not normal ($P < 0.05$), the Wilcoxon test (non-parametric) was conducted. The results of this test showed that the hypothesis was accepted. Explanation: There are no data points with posttest values lower than pretest values (negative ranks), while all data points (8 data points) show that posttest values are greater than pretest values (positive ranks) with a mean rank of 4.50 and a total sum of ranks of 36.00. Additionally, there are no data points with pretest values equal to posttest values (ties). In the Test Statistics table, the Z value is -2.521 with a significance level (Asymp. Sig. 2-tailed) of 0.012. Since this significance level is less than 0.05, it can be concluded that there is a significant difference between the pretest and posttest scores. Thus, the analysis results indicate a significant improvement in posttest scores compared to pretest scores.

Discussion

The CLASS (Creating Learning Atmospheres for Student Success) training implemented at SMP Katolik Pencinta Damai refers to seven aspects of the Classroom Management Scale (CMS) developed by Adolph (2018). The first aspect, Management of Planning, reflects educators' ability to develop systematic, adaptive learning plans that are aligned with the needs of learners. Through CLASS training, educators are encouraged to design procedures and classroom arrangements that take into account the characteristics of learners and learning objectives. References indicate that classroom management training has been shown to improve the quality of planning in response to classroom dynamics (Lestari, 2024). The second aspect is Management of Teaching Learning Resources, which focuses on the optimal use of media and teaching aids. CLASS introduces the use of interactive modules, educational videos, and role play as concrete forms of active and collaborative learning. This approach is in line with the principles of experiential learning (Kolb, 1984) where direct experience and student engagement are key to effective learning. Good management of learning resources helps educators deliver complex material in an engaging and easy-to-understand manner.

Furthermore, Management of Self-Discipline refers to educators' self-control, ranging from emotional regulation, behavioral consistency, to discipline in enforcing classroom rules. In training, educators are trained to remain calm and professional when dealing with classroom conflicts. This is supported by research showing that efficacy in classroom management is negatively correlated with burnout, making the strengthening of self-discipline crucial for maintaining educators' well-being (Aloe et al., 2014). Fourth, Management of Student Behavior is an important skill in preventing and dealing with disruptive student behavior. Through a classroom norm-based approach, positive reinforcement, and character building, CLASS helps educators create a conducive learning environment. Positive relationships between educators and students can increase engagement and reduce disruptive behavior (Jennings & Greenberg, 2009).

The fifth aspect, Management of Learning Atmosphere, emphasizes the importance of creating a pleasant, safe, and open classroom atmosphere. In the training session, educators are trained to arrange seating flexibly, implement ice-breaking activities, and establish good communication. This is consistent with the findings Oktaviana et al. (2024), that a healthy learning climate has an impact on student participation and comfort in learning. Meanwhile, Management of Classroom Instruction relates to how educators provide clear, structured, and communicative instructions. CLASS equips participants with techniques for delivering verbal and nonverbal instructions, as well as designing procedure-based and active participation learning. According to Syahrani et al. (2024), Educators who are able to convey instructions well are able to create more effective and less disruptive classrooms. Finally, Management of Evaluation emphasizes evaluation that focuses not only on the final results, but also on the process and dynamics of the classroom. In CLASS training, educators are trained to use feedback to monitor student progress and the effectiveness of the strategies used. This type of evaluation supports continuous improvement in teaching practices, as emphasized by Ritonga (2024), which states that continuous evaluation contributes to improving the professionalism of educators.

All aspects of CMS showed significant improvement after educators participated in CLASS training. Based on the Wilcoxon test results, all participants (N=8) experienced an increase in posttest scores compared to pretest scores with a Z value of -2.521 and $p = 0.012$ ($p < 0.05$), which means that this improvement was statistically significant. No data indicating a decrease or unchanged scores were found. This suggests that the CLASS training not only impacts one aspect of classroom management but encompasses improvements across all dimensions of the CMS. Therefore, CLASS has proven to be an effective intervention for enhancing teachers' capacity to manage student-centered, adaptive, and professional classrooms in the era of the Merdeka Curriculum.

The "Creating Learning Atmospheres for Student Success (CLASS)" training for educators at SMP Katolik Pencinta Damai has great potential for further development to address evolving educational needs. One development step that can be taken is to adjust the training materials based on the results of teacher needs assessments, so that the training content reflects the real challenges faced in the classroom, such as managing students with special needs or increasing student engagement in learning. Additionally, the training can be strengthened with a data-driven and reflective approach, such as through the analysis of instructional videos used as material for individual or group reflection. The use of technology is also a strategic step, by integrating a blended learning model that combines online learning. To ensure the sustainability of CLASS training, a systematic long-term implementation strategy is required. One suggestion is to integrate this training into the school's teacher professional development program and make it part of the annual routine agenda. Additionally, regular monitoring and evaluation are important to assess the effectiveness of applying CLASS principles in the classroom.

Conclusion

The advantages of the training that has been conducted at SMPK Pencinta Damai based on the existing process are as follows: Provision of modules containing materials, case studies, accessible video links (Barcode), and role-playing; Adequate facilities and infrastructure; Active and contributing participants throughout the training; The training is titled CLASS, which is an easy-to-remember acronym. Highlighting how educators create a supportive learning environment for student success; The training uses jargon that can be adopted by SMPK Pencinta Damai. The jargon is SMP PEDE (Care, Empathy, Dedication, Excellence); Post-tests and pre-tests are printed, making it easier for participants to complete them without needing to access links; This training is relevant for teachers, lecturers, or facilitators who wish to enhance the effectiveness of teaching and students' learning experiences; The training can be adapted to various educational levels, from elementary school to university; The training can enhance the competencies of new educators. The weaknesses of the training conducted at SMPK Pencinta Damai based on the existing process are: The number of training participants is limited, which should be increased; The training has a short-term effect, meaning that if it is not repeated, the effect will fade and not be utilized; Limited training time; At times near the end of Session II, the video connection was intermittent; For direct testing, the scale has not undergone content validity testing, so the pretest and posttest only assess item validity.

Recommendations

Advice for Organizations

It is hoped that schools will provide opportunities for educators to participate in regular training. This is intended to make educators feel supported by the school and develop their competencies. In addition, schools also provide opportunities for educators to give input on what training is needed and provide support for educators to continue to develop by participating in various training programs.

Suggestions for Future Training

It is hoped that future training sessions will have more participants, be more mature in the planning process, and allow more time for training.

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