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The Impact of Educational Leadership and Classroom Management on Students' Learning Quality at MTs Mathla'ul Anwar Gunung Baru

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Abstract

This study aims to analyze the influence of educational leadership and classroom management on the quality of student learning at MTs Mathla'ul Anwar Gunung Baru. The research employed a quantitative approach with a causal associative survey design using multiple linear regression analysis, involving a sample of 212 students selected through proportional random sampling from a population of 372 students. Prior to analysis, the research instruments were tested for validity using Product Moment correlation and for reliability using Cronbach's Alpha, with all variables meeting the acceptable threshold ($\alpha > 0.70$). In addition, classical assumption tests, including normality, linearity, and heteroscedasticity, confirmed that the data met the requirements for regression analysis. The results indicate that educational leadership has a positive and significant effect on learning quality ($\beta = 0.271$; $t = 4.443$; sig. = 0.000). Similarly, classroom management also shows a positive and significant effect ($\beta = 0.398$; $t = 6.862$; sig. = 0.000), and is identified as the more dominant variable. Simultaneously, both variables significantly influence learning quality, with an F value of 152.6 ($p = 0.000$) and a coefficient of determination (R^2) of 0.643, indicating that 64.3% of the variance in learning quality is explained by these two variables. The findings also suggest that leadership tends to exert an indirect and structural influence, while classroom management operates more directly at the instructional level, resulting in stronger observable effects. The novelty of this study lies not merely in combining educational leadership and classroom management, but in integrating both variables within a single regression model in the specific context of MTs (Islamic junior secondary schools) in Way Kanan, Lampung, which remains underrepresented in prior empirical research. This study provides context-specific empirical evidence that highlights the complementary relationship between leadership as a structural factor and classroom management as a pedagogical factor in determining learning quality. These findings imply that improving learning quality in madrasah settings requires an integrated approach that simultaneously strengthens leadership practices and classroom management competencies.

Keywords: Educational Leadership, Classroom Management, Learning Quality, Madrasah Tsanawiyah

Introduction

In recent decades, improving the quality of learning has become one of the main issues in educational studies, particularly in developing countries facing the challenges of globalization and digital transformation (Dudley et al., 2022). The quality of learning is no longer narrowly understood

as merely academic achievement, but encompasses the process of educational interaction that is capable of developing students' cognitive, affective, and psychomotor potentials holistically (Garira, 2020). In this context, educational institutions are required to create learning environments that are conducive, innovative, and adaptive to the development of the times (Wakidi et al., 2023). However, the reality in the field shows that the quality of learning still faces various structural and cultural constraints, one of which is related to educational leadership and classroom management (Handriadi et al., 2025).

Theoretically, the quality of learning is influenced by various factors, both macro and micro in nature. At the macro level, educational policies, curriculum, and evaluation systems play an important role in determining the direction of learning. Meanwhile, at the micro level, educational leadership and classroom management practices become the main determinants that directly influence the teaching and learning process in the classroom (Luo et al., 2024). From the perspective of educational management, educational leadership is viewed as the ability of a leader to direct, motivate, and coordinate all educational resources to achieve predetermined goals (Putra & Yanto, 2025). Meanwhile, classroom management is a pedagogical competence of teachers in creating and maintaining optimal learning conditions (Novari et al., 2024).

The concept of educational leadership in modern educational management literature does not only focus on administrative aspects but also includes transformational dimensions that emphasize the ability of leaders to inspire, motivate, and empower organizational members (Avolio et al., 2009). Effective educational leaders not only act as decision-makers but also as agents of change who are capable of creating a positive organizational culture (Cetin & Kinik, 2015). In the context of schools or madrasahs, the head of the educational institution holds a strategic position as a leader who determines policy direction, work climate, and the quality of interaction between teachers and students (Abbas et al., 2020). Effective leadership is believed to improve teacher performance, which in turn impacts the improvement of learning quality (Kareem et al., 2023).

In line with this, transformational leadership theory explains that leaders who are able to provide a clear vision, good example, and strong motivation will be more effective in improving organizational performance compared to leaders who are only task-oriented administratively (Musalam et al., 2025). Such leadership will encourage teachers to work professionally, creatively, and innovatively in conducting learning (Prabahar & Jerome, 2023). Conversely, weak leadership can lead to low teacher work motivation, lack of coordination, and a decline in the quality of the learning process in the classroom (Thamrin et al., 2021).

On the other hand, classroom management is one of the important aspects of teachers' pedagogical competence that directly affects the quality of learning . Classroom management is not only related to the physical arrangement of the classroom but also includes the management of social interaction, control of student behavior, and regulation of learning time (Wakidi & Aristiati, 2022). Teachers who have good classroom management skills will be able to create a conducive, interactive, and enjoyable learning atmosphere. This will encourage students to be more active in the learning process, so that learning objectives can be achieved optimally (Kusmawan et al., 2025).

From the perspective of educational psychology, a conducive classroom atmosphere has a significant influence on students' learning motivation (Anisah et al., 2025). A learning environment that is orderly, comfortable, and full of positive interaction will increase student engagement in learning (Aprianti & Maulana, 2022). Conversely, a poorly managed classroom tends to cause disruptions, reduce student concentration, and hinder the process of knowledge transfer (Emenike, 2024). Therefore, effective classroom management becomes one of the main prerequisites in creating quality learning.

The quality of learning as an output of the educational process reflects the extent to which the learning process is able to achieve predetermined objectives (Wahidah & Johan, 2025). Indicators of learning quality include student activeness, understanding of the material, interaction between teachers and students, achievement of learning objectives, and the creation of a conducive learning atmosphere (Zerihun et al., 2012). High learning quality indicates that the educational process runs effectively and is able to meet students' learning needs (Martínez-Caro et al., 2015). Conversely, low learning quality indicates problems in the learning process that need to be addressed immediately (Li & Rajagopalan, 1997).

In the context of education in Indonesia, various efforts have been made by the government to improve the quality of learning, such as through curriculum development, improvement of teacher competence, and strengthening school-based management (Usman et al., 2024). However, various problems are still found in the field, especially those related to policy implementation and classroom learning practices (McLaughlin, 1998). One of the problems that often arises is the suboptimal implementation of educational leadership in managing school resources, as well as the still low ability of teachers in managing classrooms effectively (Bizimana & Orodho, 2014).

This phenomenon can also be found in madrasah-based educational institutions, which have their own characteristics in educational management (Rahmatullah & Mubarok, 2025). Madrasahs do not only function as formal educational institutions but also as institutions that integrate religious values into the learning process (Sunita et al., 2025). Therefore, the leadership of the madrasah principal and classroom management by teachers become very important factors in determining the quality of learning (Novari et al., 2024).

At MTs Mathla'ul Anwar Gunung Baru, as the research site, several problems related to the quality of learning are still found. Based on initial observations conducted, it is seen that student activeness in learning is not evenly distributed, interaction between teachers and students still tends to be one-way, and the learning atmosphere is not fully conducive. In addition, classroom management by teachers still faces various obstacles, such as the lack of variation in learning methods, suboptimal control of student behavior, and less effective time management. On the other hand, the leadership of the madrasah principal also has a very important role in overcoming these problems (Rifai & Zahro, 2023). The madrasah principal is expected to be able to provide clear direction, build effective communication with teachers and students, and provide motivation and guidance to educators (Shvedova & Smal, 2025). However, in practice, the effectiveness of educational leadership in improving the quality of learning still requires further study based on empirical data.

A number of previous studies on educational leadership and classroom management have been conducted and can be classified into several tendencies. First, studies that emphasize the role of educational leadership in improving teacher performance and school quality (Ermita & Baysa, 2025). Research in this category generally shows that effective leadership has a positive influence on teacher performance and learning quality (Astuti et al., 2025). However, most studies still focus on managerial aspects and have not specifically linked them to the quality of student learning (Sari et al., 2025).

Second, studies that examine classroom management as a factor influencing student learning outcomes. These studies show that good classroom management can increase student activeness, improve learning interaction, and enhance learning outcomes (Kucukakin & Demir, 2021). Nevertheless, research in this category tends to stand alone and has not widely integrated classroom management with educational leadership factors (H.Soro et al., 2025). Third, studies that examine learning quality as a dependent variable influenced by various factors. Research in this category

shows that learning quality is influenced by various factors, such as teacher competence, learning methods, and learning environment. However, studies that simultaneously examine the influence of educational leadership and classroom management on learning quality are still relatively limited (Heck & Hallinger, 2014).

Although several previous studies have examined similar variables, the novelty of this research does not lie merely in combining educational leadership and classroom management, but in its specific analytical and contextual focus. This study explicitly integrates both variables within a single quantitative regression model applied at the MTs (Islamic junior secondary school) level in a regional context, namely Way Kanan, Lampung, which has been underrepresented in prior empirical studies. Furthermore, this research emphasizes the interaction of structural (leadership) and pedagogical (classroom management) factors in explaining learning quality within madrasah settings, thereby offering a more contextually grounded and empirically specific contribution.

Based on this review, a research gap can be identified, namely the limited number of studies that integrate educational leadership and classroom management in a single analytical model to explain learning quality. In addition, research conducted in the context of madrasahs, especially in regional areas, is also still relatively limited. Therefore, this study becomes important to be conducted in order to fill this gap.

This study aims to analyze the influence of educational leadership and classroom management on the quality of student learning at MTs Mathla'ul Anwar Gunung Baru. Specifically, this study aims to determine the influence of each variable partially and simultaneously on learning quality. Thus, this study does not only focus on one factor but also examines the interaction between two important variables in the educational process.

Theoretically, this study uses an educational management approach and learning theory as the analytical framework (Asiri et al., 2012). Educational leadership is analyzed as a structural factor that influences teacher performance, while classroom management is analyzed as a pedagogical factor that directly influences the learning process (W. Duan, 2025). Learning quality is positioned as an output that reflects the success of the educational process.

Method

This study employs a quantitative approach with a causal associative survey design. The quantitative approach is used because this study aims to examine the relationships and influences among variables objectively through statistical analysis (John W. Creswell, 2024). The causal associative design is selected to determine the extent to which the independent variables, namely educational leadership (X1) and classroom management (X2), influence the dependent variable, namely the quality of student learning (Y) (Sugiyono, 2023).

Through this design, the relationships among variables can be measured systematically using standardized instruments, thereby enabling the drawing of conclusions that can be generalized to the research population.

Population and Sample

The population in this study consists of all students of MTs Mathla'ul Anwar Gunung Baru, totaling approximately 372 students, comprising grades VII, VIII, and IX. Each grade level consists of four classes (A, B, C, and D), resulting in a total of 12 classes.

Table 2.1 Distribution of Research Population

No	Grade Level	Number of	Number of

		Classes	Students
1	VII	4	120
2	VIII	4	136
3	IX	4	116
Total		**12**	**372**

Source: Administrative data of MTs Mathla'ul Anwar Gunung Baru (2025)

The sample is determined using a proportional random sampling technique, which involves selecting samples randomly while considering the proportion of students in each class (Arikunto, 2018). The sample size is determined using the Slovin formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Description:
n = sample size
N = population size (372 students)
e = margin of error (5% or 0.05)

$$n = \frac{372}{1 + 372(0{,}05)^2} = \frac{372}{1 + 0{,}75} = \frac{372}{1{,}75} = 212$$

Based on this calculation, the sample size in this study is 212 students, which are then proportionally distributed across each class.

Data Collection Technique

The data collection technique in this study uses a questionnaire with a Likert scale. The Likert scale is used to measure respondents' attitudes, perceptions, and opinions toward the research variables (Sugiyono, 2023).

The scale used consists of four alternative responses, namely:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Before being used, the research instrument was tested through validity and reliability tests to ensure that the instrument is appropriate for data collection.

Table 2.2 Indicators

No	Variable	Indicator	Indicator Description
1	Educational Leadership (X1)	Ability to provide direction	The ability of the madrasah principal to provide clear guidance and direction to teachers and students
		Principal's role modeling	The attitudes and behavior of the madrasah principal that can serve as an example for school members
		Decision-making	The ability of the madrasah principal to make appropriate and wise decisions
		Communication	The ability of the madrasah principal to establish effective communication with teachers and students
		Teacher motivation	The efforts of the madrasah principal to provide

		and development	motivation and professional development for teachers
2	Classroom Management (X2)	Seating arrangement	The ability of the teacher to arrange student seating positions to support learning
		Classroom discipline	The ability of the teacher to enforce rules and discipline in the classroom
		Learning time management	The ability of the teacher to use learning time effectively
		Teacher–student interaction	The quality of relationships and communication between teachers and students in learning
		Student behavior control	The ability of the teacher to manage and control student behavior in the classroom
3	Learning Quality (Y)	Student activeness	The level of student participation in learning activities
		Understanding of material	The level of students' understanding of the material taught
		Learning interaction	The intensity and quality of interaction during the learning process
		Achievement of learning objectives	The level of success in achieving learning objectives
		Conducive learning atmosphere	The condition of a comfortable learning environment that supports the learning process

Time and Location of the Study

This study was conducted at MTs Mathla'ul Anwar Gunung Baru. The research was carried out over a period of three months, from September to November 2025. The stages of the study include: instrument development; instrument testing; data collection; and data processing and analysis.

Data Analysis Technique

The data obtained were analyzed using SPSS software with the following stages:

1. Validity Test

   The validity test is used to determine the extent to which the instrument is able to measure the research variables. This test is conducted using Product Moment correlation, with the criteria:

   - If r calculated > r table, then the item is declared valid.
   - If r calculated ≤ r table, then the item is declared invalid.

2. Reliability Test

   The reliability test is used to determine the consistency of the research instrument using the Cronbach Alpha coefficient, with the criteria:

   - $\alpha \geq 0{,}70 \rightarrow$ reliable.
   - $\alpha < 0{,}70 \rightarrow$ not reliable.

3. Classical Assumption Test

   This test is conducted as a prerequisite for multiple linear regression analysis, including:

   - Normality Test: to determine whether the data are normally distributed.
   - Linearity Test: to determine the linear relationship among variables.
   - Heteroscedasticity Test: to determine the homogeneity of residual variance.

4. Multiple Linear Regression Analysis

   This analysis is used to determine the effect of variables X1 and X2 on Y, with the following equation:

$$Y = a + b_1X_1 + b_2X_2 + e$$

   Description:

   Y = Learning Quality

   a = Constant

   b1, b2 = Regression coefficients

   X1 = Educational Leadership

   X2 = Classroom Management

   e = Error.

5. Hypothesis Testing

   - t-test (partial): to determine the effect of each independent variable on the dependent variable.
   - F-test (simultaneous): to determine the effect of independent variables collectively on the dependent variable.
   - Coefficient of Determination (R^2): to determine the magnitude of the contribution of variables X1 and X2 to Y.

This research method is systematically designed to produce data that are valid, reliable, and scientifically accountable. Thus, the results of the study are expected to provide an empirical overview of the influence of educational leadership and classroom management on the quality of student learning, as well as to serve as a basis for policy-making in improving the quality of education in madrasahs.

Results

Data Description

This study was conducted on students of MTs Mathla'ul Anwar Gunung Baru with a total population of 374 students distributed across grades VII, VIII, and IX. The research sample consisted of 212 students selected using a proportional random sampling technique. Data were collected through a Likert-scale questionnaire.

Population and Sample Overview

Table 3.1 Distribution of Student Population by Class

No	Class	Total	Male	Female
1	VII A	33	15	18
2	VII B	32	17	15
3	VII C	28	13	15
4	VII D	27	10	17
5	VIII A	35	17	18
6	VIII B	36	18	18
7	VIII C	33	17	16
8	VIII D	32	18	14
9	IX A	31	16	15
10	IX B	31	21	10

11	IX C	31	18	13
12	IX D	23	11	12
	Total	**372**	**191**	**181**

The population is dominated by male students totaling 191 (51.6%) and female students totaling 181 (48.4%). Since proportional random sampling is used, the sample distribution follows the population proportion.

Table 3.2 Sample Characteristics Based on Gender

No	Gender	Total	Persentage (%)
1	Laki-laki	109	51,4
2	Perempuan	103	48,6
	Total	**212**	**100**

Table 3.3 Sample Characteristics Based on Grade Level

No	Grade Level	Total	Persentage (%)
1	VII	68	32,1
2	VIII	76	35,8
3	IX	68	32,1
	Total	**212**	**100**

The sample distribution is relatively balanced across grade levels, with a slight dominance of grade VIII.

Validity Test

Table 3.4 Validity Test Results (Summary)

Variable	Number of Items	r calculated > r table	Description
Leadership (X1)	10	Yes	Valid
Classroom Management (X2)	10	Yes	Valid
Learning Quality (Y)	10	Yes	Valid

All items are declared valid because the calculated r values are greater than the r table value (0.134 for N = 212).

Reliability Test

Table 3.5 Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Description
Leadership (X1)	0.782	10	Reliable
Classroom Management (X2)	0.801	10	Reliable
Learning Quality (Y)	0.815	10	Reliable

Based on the results of the reliability test using the Cronbach's Alpha method, it is found that the Leadership variable (X1) obtained a value of 0.782, the Classroom Management variable (X2) obtained 0.801, and the Learning Quality variable (Y) obtained 0.815. All Cronbach's Alpha values are greater than the minimum standard of 0.70, so it can be concluded that all research instruments are reliable and appropriate to be used as data collection tools in this study.

Classical Assumption Test

Table 3.6 Normality Test

Variable	N	Asymp. Sig. (2-tailed)	Description
Leadership (X1)	212	0.200	Normal
Classroom Management (X2)	212	0.200	Normal
Learning Quality (Y)	212	0.200	Normal

Based on the results of the normality test using the Kolmogorov-Smirnov method, the Asymp. Sig. (2-tailed) values for the variables Leadership (X1), Classroom Management (X2), and Learning Quality (Y) are each 0.200. These values are greater than the significance level of 0.05, so it can be concluded that all variable data in this study are normally distributed. Thus, the normality assumption has been fulfilled and the analysis can proceed to the next stage.

Table 3.7 Linearity Test

Variable	Sig. Deviation from Linearity	Description
X1 → Y	0,041	Linear
X2 → Y	0,037	Linear

Based on the results of the linearity test using the Test for Linearity in the ANOVA output, the significance value of Deviation from Linearity for the relationship between Leadership (X1) and Learning Quality (Y) is 0.041, and for Classroom Management (X2) and Learning Quality (Y) is 0.037. These significance values are smaller than 0.05, so it can be concluded that there is a linear relationship between the independent variables and the dependent variable. Thus, the linearity assumption in this study has been fulfilled.

Table 3.8 Heteroscedasticity Test

Variable	Sig.	Description
Leadership (X1)	0.289	No heteroscedasticity
Classroom Management (X2)	0.401	No heteroscedasticity

Based on the results of the heteroscedasticity test using the Glejser method (Ilori & Tanimowo, 2022), the significance values for the Leadership variable (X1) is 0.289 and for Classroom Management (X2) is 0.401. These values are greater than 0.05, so it can be concluded that there is no heteroscedasticity in the regression model. Thus, the homoscedasticity assumption in this study has been fulfilled.

Table 3.9 Multiple Linear Regression Analysis

Variable	B	Std. Error	t-value	Sig.
(Constant)	20.874	4.210	4.959	0.000
Leadership (X1)	0.271	0.061	4.443	0.000
Classroom Management (X2)	0.398	0.058	6.862	0.000

Regression Equation:

Y = 20,874 + 0,271X1 + 0,398X2

Based on the results of multiple linear regression analysis, the regression equation obtained is Y = 20.874 + 0.271X_1 + 0.398X_2. The constant value of 20.874 indicates that if the variables Leadership (X1) and Classroom Management (X2) are equal to zero, then the Learning Quality (Y) has a value of 20.874.

The regression coefficient for the Leadership variable (X1) is 0.271, indicating that every one-unit increase in Leadership will increase Learning Quality by 0.271, assuming other variables are constant. The significance value of 0.000 (< 0.05) indicates that Leadership has a significant effect on Learning Quality.

The regression coefficient for the Classroom Management variable (X2) is 0.398, indicating that

every one-unit increase in Classroom Management will increase Learning Quality by 0.398, assuming other variables are constant. The significance value of 0.000 (< 0.05) indicates that Classroom Management has a significant effect on Learning Quality.

Hypothesis Testing

Table 3.10 t-test

Variable	t calculated	t table	Sig.	Description
X1 → Y	4.443	1.652	0.000	Significant
X2 → Y	6.862	1.652	0.000	Significant

Based on the results of the t-test (partial), the calculated t value for the Leadership variable (X1) is 4.443 and for the Classroom Management variable (X2) is 6.862. These values are greater than the t table value of 1.652. In addition, the significance values of both variables are 0.000, which are smaller than 0.05. Thus, it can be concluded that:

1. Leadership (X1) has a significant effect on Learning Quality (Y).
2. Classroom Management (X2) has a significant effect on Learning Quality (Y).

This indicates that partially, each independent variable has a significant effect on the dependent variable.

Table 3.11 F-test (ANOVA)

Model	F calculated	F table	Sig.	Description
Regression	152.6	3.04	0.000	Significant

Based on the results of the F-test (ANOVA), the calculated F value is 152.6, which is greater than the F table value of 3.04, and the significance value is 0.000, which is smaller than 0.05. This indicates that the regression model used in this study is significant. Thus, it can be concluded that the variables Leadership (X1) and Classroom Management (X2) simultaneously have a significant effect on Learning Quality (Y).

Table 3.12 Coefficient of Determination

R	R Square	Adjusted R Square	Description
0,802	0,643	0,639	Strong

Based on the results of the coefficient of determination analysis (Model Summary), the R Square value is 0.643. This indicates that 64.3% of the variation in Learning Quality (Y) can be explained by the variables Leadership (X1) and Classroom Management (X2). Meanwhile, the remaining 35.7% is influenced by other variables outside this research model that are not examined. The correlation coefficient (R) value of 0.802 indicates that the relationship between the independent variables and the dependent variable is in the strong category.

Discussion

The Influence of Educational Leadership on Learning Quality

The results of the study indicate that educational leadership (X1) has a significant effect on the quality of student learning (Y), with a calculated t value of 4.443 and a significance level of 0.000 < 0.05. This indicates that the better the leadership of the madrasah principal, the higher the quality of learning perceived by students.

From a theoretical perspective, this relationship can be further understood through instructional

leadership theory, which emphasizes that leadership effectiveness is mediated by teacher practices rather than directly impacting student outcomes (Ma & Marion, 2021). This suggests that the magnitude of the effect of leadership in this study may reflect indirect pathways, such as teacher motivation, organizational climate, and professional collaboration, rather than direct instructional influence (Dutta & Sahney, 2016).

This finding reinforces educational management theory, which positions leadership as a strategic factor in determining the success of educational implementation (Ndidi et al., 2025). The madrasah principal does not only act as an administrator but also as an instructional leader who is able to direct, guide, and motivate teachers in improving learning quality (Zaini et al., 2023). In the context of this study, effective leadership is reflected in the ability of the madrasah principal to provide clear direction, serve as a role model, and build good communication with all school members (Ridho et al., 2025). The impact of such leadership can be seen in the improvement of teacher performance, particularly in designing and implementing more structured and innovative learning (Khoriroh et al., 2025).

However, it is also important to consider alternative interpretations. For instance, the relatively smaller coefficient of leadership compared to classroom management may indicate that leadership effects are more distal and long-term, making them less immediately observable in cross-sectional data (Heck & Hallinger, 2014). Additionally, contextual factors such as school culture, teacher autonomy, and resource availability may moderate the influence of leadership on learning quality (Assefa et al., 2025).

Teachers who receive support, guidance, and motivation from the madrasah principal tend to have higher commitment and professionalism. This has implications for improving the quality of learning interactions in the classroom, which ultimately affects students' understanding of the learning material. The results of this study are consistent with previous research stating that educational leadership has a positive and significant effect on learning quality and teacher performance (Ibrahim & Purwanto, 2025).

In addition, within the context of MTs in regional areas such as Way Kanan, Lampung, this finding highlights that leadership effectiveness is closely linked to how principals adapt their managerial roles to local institutional characteristics, where interpersonal communication and contextual decision-making play a more dominant role compared to formal administrative structures.

The Influence of Classroom Management on Learning Quality

The results of the study indicate that classroom management (X2) has a significant effect on the quality of student learning (Y), with a calculated t value of 6.862 and a significance level of 0.000 < 0.05. This value indicates that classroom management has a stronger influence compared to educational leadership. This finding confirms that classroom management is a crucial factor in determining the success of the learning process (Yuliana & Sukinah, 2025). as it takes place directly within daily learning activities.

The stronger effect of classroom management can be theoretically explained by its proximal nature to student learning processes (McCaslin et al., 2013). According to learning environment theory, variables that operate directly within the classroom tend to produce more immediate and measurable effects on student outcomes (Bonem et al., 2019). This may explain why classroom management demonstrates a larger regression coefficient compared to leadership, which operates at a more systemic level (S. Duan et al., 2024).

Effective classroom management includes seating arrangement, time management, the implementation of discipline, and control of student behavior (Barbara Brown & Maureen Adooh, 2021). In this study, these aspects have been proven to create a conducive learning atmosphere, increase student activeness, and improve the quality of interaction between teachers and students

(Kusumawardhani et al., 2025). Theoretically, these findings are in line with the concept of active learning, which emphasizes the importance of students' active involvement in the learning process (Anisah et al., 2025). A well-organized classroom environment will enhance students' learning motivation, enabling them to be more focused, active, and better able to understand the learning material.

Nevertheless, it is also possible that the strong influence of classroom management reflects measurement proximity rather than actual causal dominance. Since both classroom management and learning quality are experienced directly by students, there may be shared perceptual bias that inflates their statistical relationship. Future studies could address this by incorporating multi-source data, such as teacher observations or objective learning outcomes (Hochweber et al., 2014).

These results are also supported by previous studies showing that effective classroom management has a significant influence on improving student learning outcomes (Zhao & Wahid, 2025). Therefore, teachers' ability to manage the classroom becomes one of the key competencies in improving learning quality.

Furthermore, this finding reinforces the argument that in madrasah contexts, particularly at the MTs level, classroom interaction becomes the primary arena where educational quality is realized, making classroom management a highly context-sensitive and dominant factor in shaping student learning experiences.

The Simultaneous Influence of Educational Leadership and Classroom Management on Learning Quality

The results of the simultaneous test indicate that educational leadership (X1) and classroom management (X2) jointly have a significant effect on the quality of student learning (Y), with a calculated F value of 152.6 and a significance level of 0.000 < 0.05. The coefficient of determination (R^2) value of 0.643 indicates that these two variables are able to explain 64.3% of the variation in learning quality, while the remaining 35.7% is influenced by other factors outside the research model.

This relatively high explanatory power suggests that both managerial and pedagogical dimensions are central determinants of learning quality. However, the unexplained variance (35.7%) also indicates the presence of other influential variables such as student motivation, socio-economic background, teaching methods, and learning resources, which were not included in this model. This highlights the complexity of educational processes and the need for more comprehensive models in future research (Villeneuve & Bouchamma, 2023).

This finding indicates that learning quality is not influenced by a single factor, but is the result of the interaction between managerial and pedagogical factors (Jacobson & Wilensky, 2006). Educational leadership plays a role in building systems, policies, and school culture that support learning, while classroom management directly influences the implementation of the learning process in the classroom (McChesney & Cross, 2023). Effective leadership will encourage teachers to improve their professional competencies, including classroom management (Al Mulhem & Al, 2020). Conversely, good classroom management will strengthen the implementation of policies and directions from the madrasah principal (Al Faia & Alomar, 2025). Thus, these two variables have a complementary relationship.

In addition, this interaction may also reflect a mediation mechanism, where classroom management acts as an intermediary variable linking leadership to learning quality (Liu & Hallinger, 2018). This perspective aligns with contemporary educational research that views school effectiveness as a multilevel phenomenon involving both organizational and classroom-level dynamics (Rowe & Hill, 1998).

Conceptually, these results are in line with the systems approach in education, which emphasizes that the success of learning is the result of the interaction of various components within the educational system (Liestyasari et al., 2025).

Importantly, these findings empirically confirm the proposed research gap by demonstrating that the integration of educational leadership and classroom management within a single regression model provides a more comprehensive explanation of learning quality, particularly in the context of MTs in Way Kanan, Lampung, which has received limited attention in prior studies.

Dominance of Variable Influence

Based on the regression analysis results, it is found that classroom management (β = 0.398) has a greater influence compared to educational leadership (β = 0.271). This indicates that the most dominant variable influencing learning quality is classroom management. This finding suggests that although educational leadership plays an important role in overall school management, the most decisive factor in determining learning quality is the direct practice that occurs in the classroom.

The dominance of classroom management can also be interpreted through the lens of micro-level versus macro-level influence. Classroom management operates at the micro level, directly shaping student engagement, behavior, and cognitive processing, whereas leadership operates at the macro level, influencing structures and policies (Erling & Guarda, 2025). As a result, the immediate visibility of classroom processes may lead to stronger statistical effects in quantitative models such as regression analysis.

Teachers, as the main implementers of learning, have a strategic role in creating effective and meaningful learning experiences. Therefore, teachers' ability to manage the classroom becomes a key factor in improving learning quality (Nugroho, 2024). However, the dominance of classroom management does not diminish the importance of educational leadership. Instead, effective leadership should strengthen teachers' capacity in managing the classroom. In other words, the quality of the madrasah principal's leadership will be reflected in the quality of classroom management carried out by teachers.

Alternatively, the observed dominance may also be context-specific, reflecting the particular conditions of the studied madrasah. In environments where leadership systems are relatively stable, variations in classroom practices may become the primary differentiating factor in learning quality (Goddard et al., 2019). This suggests that generalization of these findings should be made cautiously. This context-specific dominance further supports the study's contribution by indicating that, in regional madrasah settings, classroom-level practices may serve as the most immediate lever for improving learning quality, while leadership functions as an enabling structural factor (Ramazan & Ramazan, n.d.).

Research Implications

The results of this study have important implications for the development of educational quality, particularly in the madrasah environment. First, madrasah principals need to improve leadership quality by emphasizing teacher development, effective communication, and continuous motivation. Second, teachers need to enhance their pedagogical competence, particularly in classroom management, in order to create a conducive, interactive, and effective learning environment.

In addition, policy makers and educational institutions should consider designing integrated professional development programs that simultaneously strengthen leadership capacity and classroom practices, rather than treating them as separate domains. This integrated approach is likely to produce more sustainable improvements in learning quality.

Third, schools need to integrate aspects of educational leadership and classroom management

into educational quality improvement programs. Teacher training and professional development activities should focus on improving classroom management skills and learning innovation. Thus, improving learning quality cannot be carried out partially, but must be approached comprehensively by involving various interrelated factors.

Importantly, these implications are particularly relevant for madrasah institutions in regional contexts such as Way Kanan, Lampung, where strengthening the synergy between leadership and classroom practices can become a strategic approach to improving overall educational quality.

Conclusion

Summary of Key Findings

This study shows that educational leadership and classroom management have a significant influence on the quality of student learning at MTs Mathla'ul Anwar Gunung Baru. Partially, educational leadership (X1) has a significant effect on learning quality, with a calculated t value of 4.443 and a significance level of 0.000 < 0.05. This indicates that the role of the madrasah principal in providing direction, motivation, and role modeling is able to improve the quality of the learning process.

Classroom management (X2) is also proven to have a significant effect on learning quality, with a calculated t value of 6.862 and a significance level of 0.000 < 0.05. This variable has a more dominant influence compared to educational leadership, as indicated by the higher regression coefficient value ($\beta = 0.398$). This indicates that learning activities that take place directly in the classroom are the main factor in determining the quality of student learning.

Simultaneously, educational leadership and classroom management have a significant effect on learning quality, with a calculated F value of 152.6 and a significance level of 0.000 < 0.05. The coefficient of determination (R^2) value of 0.643 indicates that these two variables are able to explain 64.3% of the variation in learning quality, while the remaining 35.7% is influenced by other factors outside the scope of this study.

Limitations of the Study

This study has several limitations. First, the study was conducted only in one madrasah, namely MTs Mathla'ul Anwar Gunung Baru, so the results cannot yet be broadly generalized to other madrasahs or schools. Second, this study focuses only on two independent variables, namely educational leadership and classroom management, whereas there are still various other factors that potentially influence learning quality, such as student learning motivation, teachers' pedagogical competence, the use of learning media, and the availability of educational facilities and infrastructure. Third, this study uses a survey approach with a cross-sectional design, so it is not able to describe the dynamics of changes in learning quality over the long term nor deeper causal relationships among variables.

Suggestions for Future Research

Future research is recommended to expand the scope of the study to various madrasahs or schools in different regions, so that the findings have a higher level of generalizability. In addition, future studies may include other variables such as student learning motivation, academic supervision, teachers' pedagogical and digital competence, and the utilization of learning technology in order to obtain a more comprehensive understanding of the factors influencing learning quality.

The use of longitudinal or mixed methods research designs is also highly recommended to

explore the relationships among variables more deeply and to understand changes in learning quality over time. Thus, future research is expected to provide broader contributions, both theoretically and practically, in the development of educational policies and practices, particularly in efforts to improve the quality of learning in madrasahs.

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