

Classroom Management and Social Environment in Students' Academic Achievement: A Literature Review

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<p>*Corresponding author: *Meiviani Nurul Aisyah Maulana 2249020073@student.uinsgd.ac.id</p> <p>Article History</p> <p>Submitted : July 11th, 2026</p> <p>Final Revised : February 20th, 2026</p> <p>Accepted : February 21th, 2026</p>	<h3>Abstract</h3> <p>Background: Low academic achievement among elementary school students is often linked to ineffective classroom management and unfavorable social environments. These factors are frequently examined in isolation, resulting in a fragmented understanding of their combined influence on learning outcomes. Objective: This study aims to synthesize existing literature to examine the integrated role of classroom management and social environment dynamics in shaping students' academic achievement. Method: This research employed a qualitative literature review method by analyzing peer-reviewed journal articles, academic books, and scholarly reports related to classroom management, peer interactions, bullying, and academic achievement in elementary education. Data were analyzed to identify recurring concepts and relationships across studies. Results: The findings indicate that effective classroom management with structured instruction, positive teacher student relationships, and clear routines enhances academic engagement, while supportive social environments foster emotional well-being and learning motivation. In contrast, negative peer interactions consistently undermine students' academic outcomes. Conclusion: Classroom management and social environment function as an interconnected system influencing academic achievement, underscoring the importance of integrating instructional and social strategies in elementary education practice.</p> <p>Keywords: academic achievement; classroom management; elementary education; literature review; social environment</p>
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Abstrak

Latar Belakang: Rendahnya prestasi akademik pada siswa sekolah dasar sering dikaitkan dengan pengelolaan kelas yang kurang efektif serta lingkungan sosial yang tidak kondusif. Faktor-faktor tersebut kerap dikaji secara terpisah sehingga menghasilkan pemahaman yang terfragmentasi mengenai pengaruh gabungannya. **Tujuan:** Penelitian ini bertujuan untuk mensintesis literatur guna mengkaji peran terpadu pengelolaan kelas dan dinamika lingkungan sosial dalam membentuk prestasi akademik siswa. **Metode:** Penelitian ini menggunakan metode kajian pustaka kualitatif dengan menganalisis artikel jurnal bereputasi, buku akademik, dan laporan ilmiah yang berkaitan dengan pengelolaan kelas, interaksi teman sebaya, perundungan, serta prestasi akademik pada pendidikan dasar. Data dianalisis menggunakan sintesis tematik untuk mengidentifikasi konsep dan hubungan yang berulang antar penelitian. **Hasil:** Temuan menunjukkan pengelolaan kelas yang efektif dengan pembelajaran yang terstruktur, hubungan guru-siswa yang positif, dan rutinitas yang jelas, mampu meningkatkan keterlibatan akademik, serta lingkungan sosial yang suportif mendukung kesejahteraan emosional dan motivasi belajar. Sebaliknya, interaksi negatif antar teman sebaya menurunkan capaian akademik siswa. **Kesimpulan:** Pengelolaan kelas dan lingkungan sosial memengaruhi prestasi akademik, sehingga menegaskan pentingnya integrasi strategi instruksional dan sosial dalam praktik serta kebijakan pendidikan dasar.

Kata Kunci: Kajian pustaka; lingkungan sosial; pendidikan dasar; pengelolaan kelas; prestasi akademik

Introduction

Low academic achievement remains a persistent challenge in primary education, particularly in developing education systems. In Indonesia, this issue is evident across elementary schools, where a substantial proportion of students demonstrate learning outcomes below expected standards, indicating systemic challenges in instructional quality and learning environments. Academic achievement in the early grades is critical, as it forms the foundation for students' long-term cognitive, social, and emotional development.

One key school-related factor consistently linked to student achievement is classroom management. Ineffective classroom management can disrupt instructional time, reduce student engagement, and create an uncondusive learning climate, ultimately hindering academic performance (Maryati, 2018). Contemporary educational psychology emphasizes that classroom management extends beyond behavioral control to include the organization of learning activities, the establishment of positive teacher student relationships, and the creation of emotionally supportive classrooms (Woolfolk, 2021). Well-managed classrooms foster students' academic engagement, self-regulation, and persistence in learning tasks, which are essential predictors of academic success.

However, focusing solely on classroom management provides an incomplete explanation of students' academic outcomes. Research in educational psychology and sociology highlights that students' social environments, particularly peer interactions within the school context, play a significant role in shaping learning experiences and achievement. Academic performance is influenced by the interaction of internal factors (e.g., motivation and interest) and external factors such as family support, school climate, and peer relationships. Positive peer interactions can enhance learning through collaboration, mutual support, and shared problem-solving, whereas negative social dynamics may undermine students' emotional well-being and academic motivation (Tarsono et al., 2024).

International literature has widely examined classroom management and social environment as separate predictors of academic achievement. Studies have shown that supportive peer climates enhance engagement, while effective classroom management promotes orderly and productive learning conditions (Woolfolk, 2021). Nevertheless, many existing studies treat these factors in isolation or rely on broad school climate constructs, without sufficiently examining how classroom-level management practices interact with students' immediate social environments in shaping academic achievement, particularly at the elementary level. Moreover, empirical evidence from developing-country contexts, including Indonesian public elementary schools, remains limited and is often underrepresented in internationally indexed journals.

Previous local studies, such as Rahmawati (2018), provide valuable descriptive insights into student achievement patterns but are largely context-specific and do not integrate classroom management and peer social dynamics within a unified analytical framework. As a result, there is a lack of theoretically grounded, empirical research that explains how these two school-based factors jointly contribute to elementary students' academic achievement, especially in early formal education settings.

Therefore, this study examines the joint contribution of classroom management and the school social environment to elementary students' academic achievement. Unlike previous studies that predominantly analyze these factors independently or through broad school climate constructs, this research focuses on their complementary roles at the classroom level. By situating the analysis within a public elementary school in a developing-country context, this study provides empirical evidence on how instructional organization and peer social dynamics coexist in shaping early academic outcomes. This classroom-level perspective offers a more nuanced understanding of learning environments and extends existing international literature, which remains dominated by studies from developed education systems.

Method

Research Design

This study employed a qualitative research design using a literature-based qualitative review approach and followed a systematic literature review approach guided by PRISMA guidelines. A qualitative literature review was selected to synthesize and critically interpret existing empirical and theoretical studies related to classroom management, social environment, and elementary students' academic achievement. This approach is appropriate for identifying conceptual patterns, theoretical relationships, and research gaps within a specific field without collecting primary data from participants.

Unlike empirical field research, this study does not involve observations, interviews, or surveys in a particular school setting. All findings are derived exclusively from previously published scholarly sources. Therefore, any references to school practices discussed in the Results section reflect patterns and insights reported in the reviewed literature, not original data collected by the authors.

Data Sources and Literature Selection Criteria

The data sources for this study consisted of peer-reviewed journal articles, scholarly books, and international research reports relevant to classroom management, school social environment, and academic achievement in elementary education. To ensure academic rigor and relevance, the literature was selected based on the following inclusion criteria:

1. **Relevance:** Publications must explicitly discuss classroom management, peer or school social environment, and their relationship to academic achievement at the primary or elementary education level.
2. **Credibility:** Only sources published in peer-reviewed journals, academic books by recognized publishers, or reports by reputable international organizations were included.
3. **Publication period:** Most sources were published within the last ten years (2015–2024) to ensure conceptual and empirical relevance. Seminal works published earlier were included selectively to establish foundational theoretical perspectives.
4. **Accessibility and completeness:** Full-text publications available in English were prioritized to allow comprehensive analysis.

Literature Search Strategy

The literature search was conducted systematically using academic databases such as Scopus, Web of Science, and Google Scholar. Search terms were combined using Boolean operators and included keywords such as classroom management, school social environment, peer interaction, academic achievement, and elementary education. Reference lists of key articles were also examined to identify additional relevant studies.

The search process aimed to capture diverse perspectives while avoiding redundancy. Articles that did not align with the research focus or failed to meet the inclusion criteria were excluded after abstract and full-text screening.

Data Analysis Technique

Data analysis followed a thematic qualitative synthesis approach. Selected studies were read repeatedly to identify recurring concepts, patterns, and relationships related to classroom management practices, social environment dynamics, and student academic achievement. Key findings were coded and grouped into thematic categories, such as instructional organization, peer interaction, emotional support, and learning engagement.

This analytical process enabled the integration of findings across studies and the identification of convergent and divergent perspectives within the literature. The synthesis emphasized conceptual relationships rather than statistical aggregation, aligning with the qualitative nature of the study.

Trustworthiness of the Review

To enhance the trustworthiness of the review, the literature selection process was conducted using explicit criteria, and the analysis focused on peer-reviewed and internationally recognized sources. The use of multiple databases and cross-referencing helped reduce selection bias and strengthened the credibility of the synthesized findings.

Result

This section presents the results of a thematic synthesis of findings derived from the reviewed literature. Rather than reporting observations from a single school, the results integrate recurring patterns and empirical evidence reported across multiple studies examining classroom management practices, social environmental factors, and their relationship with elementary students' academic achievement.

Classroom Management and Academic Achievement

Across the reviewed studies, classroom management consistently emerged as a central factor influencing students' academic achievement. The literature indicates that effective classroom management encompasses both instructional organization and the creation of a supportive learning environment. Several studies reported that teachers' systematic lesson preparation, clear classroom routines, and attention to physical learning conditions contribute to increased student comfort, engagement, and participation (Wirnawati et al., 2023).

In addition, the synthesis reveals that positive interpersonal relationships between teachers and students play a crucial role in fostering motivation and sustained engagement. Practices such as providing constructive feedback, recognizing student efforts, and creating a respectful classroom climate were frequently

associated with improved learning behaviors. These findings suggest that classroom management functions not merely as behavioral control but as a pedagogical strategy that supports academic engagement.

Furthermore, several studies conceptualized classroom management using structured frameworks. For instance, research drawing on the model proposed by Laslett and Smith (1984) identified four interconnected dimensions of classroom management: initiating lessons effectively, concluding lessons meaningfully, organizing learning activities, and maintaining positive teacher–student relationships. The recurrence of this framework across studies highlights its continued relevance in explaining how classroom-level practices contribute to academic outcomes.

Social Environment, Bullying, and Learning Outcomes

In contrast to classroom management, the literature also underscores the significant role of the school social environment, particularly peer interactions, in shaping students' academic experiences. The synthesis indicates that negative social dynamics, such as bullying, have a detrimental impact on students' psychological well-being and academic motivation. Studies consistently reported that students who experience bullying tend to exhibit anxiety, reduced self-confidence, social withdrawal, and diminished enthusiasm for learning (Febriansyah & Yuningsih, 2024).

These psychological effects often translate into lower academic engagement and achievement. In severe cases, prolonged exposure to negative peer interactions was associated with absenteeism and disengagement from classroom activities. Thus, the reviewed literature emphasizes that academic achievement cannot be separated from students' emotional and social experiences within the school environment.

Integrating Classroom Management and Social Environment

Importantly, the synthesis reveals that classroom management and the social environment are not independent factors but interact dynamically in influencing academic achievement. Several studies highlighted that effective classroom management practices can mitigate negative social behaviors by establishing clear expectations, promoting mutual respect, and fostering a sense of belonging among students. When teachers actively address social issues and reinforce positive peer interactions, students demonstrate improved discipline, responsibility, and confidence, which are reflected in both behavioral and academic outcomes (Musyayanah et al., 2021).

Moreover, the literature suggests that teacher-led interventions play a critical role in addressing social challenges such as bullying. Common strategies reported across studies include early identification of problematic behaviors, consistent application of sanctions and rewards, provision of emotional support, and collaboration with parents. These approaches were found to reduce the negative impact of bullying on students' academic performance and social adjustment (Ningrum & Purnomo, 2024).

Discussion

Good classroom management is widely recognized as a fundamental foundation for student academic achievement. Consistent with recent meta-analytic evidence, teachers influence achievement through structured routines, clear expectations, and systematic organization of learning activities that support academic engagement and reduce disruptive patterns (Korpershoek et al., 2016, 2025; Larson et al., 2021; Duan et al., 2024). This instructional structure becomes more effective when embedded in a positive classroom and school climate—particularly when students perceive fairness, safety, and supportive relationships—because such climates are reliably associated with stronger engagement, grades, and academic aspirations (Cornell et al., 2016; Konold et al., 2018; Berkowitz et al., 2017; Demirtaş-Zorbaz et al., 2021; Wang & Degol, 2016; Wang et al., 2020; Erdem, 2024).

Beyond instructional aspects, classroom management also encompasses the regulation of social dynamics within the classroom. Bullying and peer victimization represent negative peer interactions that can disrupt students' learning processes and weaken achievement through psychological distress, reduced motivation, and diminished engagement (Samara et al., 2021; Torres et al., 2020;). This risk pathway is also visible in systematic evidence connecting peer victimization with literacy and learning development outcomes (Chavers et al., 2024). Cyberbullying and related online harms further intensify emotional strain and may affect learning participation, as reflected in recent systematic reviews and meta-analyses (Kamaruddin et al., 2023; Lan et al., 2022). These findings support the view that academic difficulties among victimized students are often rooted in social–emotional disruption rather than cognitive limitations.

The importance of systematic classroom management is further clarified by contemporary syntheses showing that effective classroom management combines (a) lesson initiation that sets expectations, (b) activity

management that maintains learning momentum, (c) closure that consolidates understanding, and (d) relational maintenance that sustains student participation. While such stages are described in various forms across modern frameworks, their underlying logic is consistent: predictable structure lowers uncertainty, while supportive teacher–student interactions increase willingness to engage (Korpershoek et al., 2016; Patall et al., 2023; Patzak et al., 2025; Larson et al., 2021). Student perceptions of climate and discipline practices also predict behavioral outcomes (e.g., office discipline referrals) that directly affect instructional time and learning opportunities (Gage et al., 2016). Therefore, classroom management should be framed as an instructional–relational system rather than as “control” alone.

Effective classroom management also contributes to character and socio-emotional development, which in turn supports achievement. Large-scale syntheses show that social and emotional learning (SEL) interventions improve socio-emotional competencies and produce measurable academic gains, indicating that socio-emotional regulation and academic performance are interlinked (Corcoran et al., 2018; Taylor et al., 2017; Murano et al., 2020). Peer and teacher relationships also shape academic adjustment, as systematic evidence links relationship quality and social support to engagement, motivation, and achievement trajectories (Endedijk et al., 2022; Thornberg et al., 2022; Virtanen et al., 2020). Motivation theory and evidence on autonomy support further strengthen this interpretation: when students experience autonomy-supportive instruction and need satisfaction, engagement and achievement rise more consistently (Vansteenkiste et al., 2020; Ryan & Deci, 2020; Mammadov & Schroeder, 2023; Yang et al., 2022). Engagement itself is a robust mediator of achievement across contexts (Lei et al., 2018; Li & Xue, 2023; Tao et al., 2022; Vargas-Madriz et al., 2024). In addition, academic self-concept shows a reliable relationship with academic achievement, which supports the argument that classroom experiences shape learning partly through students’ self-beliefs (Wu & Guo, 2021; Shinta & Yudianto, 2021). For learning processes, evidence also suggests that interventions targeting self-regulated learning can improve performance, reinforcing the importance of classroom routines that cultivate regulation skills (Xu et al., 2022).

Teachers’ strategies for addressing bullying further illustrate the integrative role of classroom management in supporting both academic and psychosocial outcomes. Meta-analytic work demonstrates that well-designed school-based anti-bullying programs reduce perpetration and victimization, especially when implementation is strong, and components are coherent with broader climate practices (Gaffney et al., 2019a, 2019b, 2021a; Jiménez-Barbero et al., 2016). Cyberbullying-focused educational programs also show measurable effects, and updated evidence suggests that design details (e.g., skills training, norm setting, and supervision) matter for impact (Gaffney et al., 2019c; Lan et al., 2022; Chicote-Beato et al., 2024). Because problem behavior correlates with climate and learning disruption, strengthening school climate and related behavioral systems can indirectly support academic achievement (Reaves et al., 2018; Daily et al., 2019; Konold et al., 2017; Grazia & Molinari, 2021).

In other words, the findings synthesized in this review suggest that academic achievement, character development, and psychosocial well-being are interconnected outcomes shaped by classroom management and social regulation processes. Rather than viewing classroom management, bullying prevention, and socio-emotional development as separate domains, the literature indicates they function as an integrated system within classrooms and schools. Importantly, the systematic review approach and transparency standards used in contemporary evidence synthesis emphasize the need for clear reporting of selection, appraisal, and synthesis decisions (Page et al., 2021a, 2021b; Rethlefsen et al., 2021; Tricco et al., 2018; Campbell et al., 2020; Sohrabi et al., 2021). Likewise, quality appraisal and bias tools underscore methodological rigor when integrating diverse study designs and evidence types (Shea et al., 2017; Whiting et al., 2016; Sterne et al., 2016, 2019). Collectively, these findings support a comprehensive model in which structured instruction, supportive climate, and effective peer regulation co-evolve to shape students’ engagement and achievement.

Conclusion

This study examined the joint contribution of classroom management and the school social environment to elementary students’ academic achievement through a qualitative literature review. Based on the synthesis of previous empirical and theoretical studies, the findings indicate that classroom management is a key factor influencing academic achievement when it is understood not only as behavioral control but also as the organization of instruction and the establishment of supportive teacher–student relationships. Well-

structured learning activities, clear routines, and positive interpersonal interactions consistently emerge as conditions that foster student engagement and sustained learning participation.

The review also demonstrates that the school social environment, particularly peer interactions, plays a critical role in shaping students' academic experiences. Negative social dynamics such as bullying were found to adversely affect students' psychological well-being, motivation, and classroom participation, which in turn negatively influence academic achievement. These findings suggest that learning difficulties among elementary students are often closely related to emotional and social challenges rather than solely to academic ability.

Importantly, the results highlight that classroom management, and the social environment are interrelated rather than independent influences on academic achievement. Effective classroom management practices contribute to the regulation of peer interactions, the prevention of negative behaviors, and the creation of a safe and inclusive classroom climate. In such environments, students are more likely to develop positive learning behaviors, socio-emotional stability, and responsibility, which support both academic and character development. Therefore, academic achievement at the elementary level should be understood as the outcome of an integrated instructional and social process within the classroom context.

As a literature-based qualitative review, this study does not provide new empirical evidence but synthesizes existing research to clarify conceptual relationships between classroom management, social environment, and academic achievement. The conclusions are thus limited to patterns identified in the reviewed literature. Nevertheless, the findings contribute to a clearer understanding of how these factors jointly operate at the classroom level, particularly in the context of elementary education in developing countries.

Suggestions

Based on the findings of this review, several implications can be proposed. For educational practice, teachers are encouraged to adopt classroom management strategies that integrate instructional organization with active attention to students' social interactions. Efforts to improve academic achievement should therefore include not only effective lesson planning and classroom routines but also deliberate actions to foster positive peer relationships and prevent bullying within the classroom.

From a theoretical perspective, future studies may further refine integrative models that connect classroom management theories with psychosocial and motivational frameworks. Such theoretical development would enable a more systematic explanation of how instructional practices and social dynamics interact in shaping students' academic and socio-emotional outcomes at the elementary level.

For future research, empirical studies using qualitative fieldwork, quantitative analysis, or mixed-methods approaches are recommended to examine these relationships more directly. Longitudinal studies and research conducted in diverse school contexts, particularly in developing countries, would be valuable for validating and extending the patterns identified in this literature review.

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