

The Relationship Between Classroom Management and Infrastructure Management with Teachers' Pedagogical Competence at SDIT Sabilul Huda Elementary School in Cirebon City

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Abstract: *This study aims to: (1) describe the relationship between classroom management and the pedagogical competence of Al-Qur'an teachers at SDIT Sabilul Huda, Cirebon City; (2) analyze the relationship between facilities and infrastructure management and the pedagogical competence of Al-Qur'an teachers; and (3) identify the simultaneous relationship between both variables and teachers' pedagogical competence. This research employed a quantitative approach with a correlational analysis method. The independent variables consisted of classroom management (X_1) and facilities and infrastructure management (X_2), while the dependent variable was the pedagogical competence of Al-Qur'an teachers (Y). Data were collected through questionnaires distributed to all Al-Qur'an teachers at SDIT Sabilul Huda for the 2024/2025 academic year (21 respondents) using a saturated sampling technique. Data analysis included validity, reliability, normality, multicollinearity, and heteroscedasticity tests, as well as simple and multiple correlation, multiple regression, coefficient of determination, and hypothesis testing (t-test and F-test). The results revealed that: (1) there is a significant positive relationship between classroom management and teachers' pedagogical competence ($r=0.548$; $\text{sig.}=0.010$); (2) there is a significant positive relationship between facilities and infrastructure management and teachers' pedagogical competence ($r=0.889$; $\text{sig.}=0.000$); and (3) simultaneously, both independent variables show a significant positive relationship with teachers' pedagogical competence ($R=0.891$; $F=34.559$; $\text{sig.}=0.000$) with a very strong category. These findings indicate that effective classroom management and optimal utilization of facilities and infrastructure significantly contribute to enhancing the pedagogical competence of Al-Qur'an teachers.*

Keywords: *Classroom Management, Facilities and Infrastructure Management, Pedagogical Competence*

Introduction

Education plays a strategic role in shaping a generation that is knowledgeable, has good character, and noble morals. Teachers, as the spearhead of the educational process, are required to have adequate pedagogical competence so that the learning process runs effectively and

meaningfully. In the context of Al-Qur'an learning, pedagogical competence does not only focus on mastery of the material, but also on instilling spiritual and moral values in students.¹ Law No. 14 of 2005 on Teachers and Lecturers stipulates that teachers must have competencies covering pedagogical, personal, social, and professional aspects, all of which aim to achieve optimal learning quality.

Classroom management is one of the important factors in creating a conducive learning environment. Effective classroom management can minimize distractions, increase student participation, and encourage the achievement of learning objectives. Djamarah and Zain explain that classroom management is not only related to seating arrangements or enforcing discipline, but also includes creating a positive social-emotional climate so that students feel comfortable and motivated to learn.² In teaching the Qur'an, good classroom management is very important given the diverse characteristics of students, their limited attention span, and the need for creative approaches.

In addition to classroom management, the management of educational facilities and infrastructure also plays an important role in supporting successful learning. Bafadal states that adequate and well-managed facilities and infrastructure are prerequisites for a smooth teaching and learning process. Well-maintained facilities can increase student motivation and make it easier for teachers to deliver material.³ In learning the Qur'an, the availability of a comfortable learning space, recitation equipment, and appropriate learning media greatly determines the success of students' competency achievement.⁴

The relationship between classroom management, facility management, and pedagogical competence is very relevant in integrated Islamic schools such as SDIT Sabilul Huda in Cirebon City. This school implements the Ummi method in Al-Qur'an learning, which emphasizes structured and systematic learning to improve Al-Qur'an reading skills. However, challenges still remain, such as maintaining a conducive classroom environment, optimizing the use of facilities and infrastructure, and strengthening teachers' pedagogical competencies to align with the demands of the Ummi method.

Previous studies have shown a positive relationship between effective classroom management and improved teacher competence. Aulia and Sontani

¹ Mulyasa, E. (2013). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya. Hal, 23

² Djamarah, S. B., & Zain, A. (2010). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. Hal, 13

³ Bafadal, I. (2011). *Manajemen Perlengkapan Sekolah: Teori dan Praktik*. Jakarta: Bumi Aksara. Hal, 45

⁴ Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta. Hal, 76

found that good classroom management contributes significantly to student learning outcomes and teacher performance.⁵ Habsy expressed a similar view, emphasizing that optimal management of infrastructure can support teachers' performance.⁶ However, research that simultaneously examines the influence of these two aspects on teachers' pedagogical competence, particularly in Al-Qur'an learning, is still limited.

Nationally, teachers' pedagogical competence in Indonesia is still relatively low. This is based on research results showing that in the 2020 Teacher Competency Test (UKG), the average national score for teachers' pedagogical competence was only 48.94, which is still below the national minimum competency standard (SKM) of 55.⁷ This situation is in line with the initial observations made by researchers at SDIT Sabilul Huda in Cirebon City, which show that the low pedagogical competence of Quran teachers at SDIT Sabilul Huda is due to suboptimal classroom management and inadequate facilities and infrastructure. Many teachers have not fully implemented the UMMI learning method, lack discipline in teaching, and are unable to motivate and understand student character.

Based on this research gap, this study aims to analyze the relationship between classroom management and infrastructure management with the pedagogical competence of Al-Qur'an teachers at SDIT Sabilul Huda in Cirebon City. The results of this study are expected to contribute theoretically to the development of educational management studies and provide practical recommendations for schools and policy makers in improving the quality of Al-Qur'an learning through strengthening classroom management and infrastructure.

Method

This study uses a quantitative approach with correlational analysis to examine the relationship between classroom management, infrastructure management, and the pedagogical competence of Al-Qur'an teachers. This method was chosen because it is suitable for measuring the strength and direction of the relationship between variables.⁸ The research population

⁵ Aulia, H., & Sontani, U. T. (2018). Pengaruh Manajemen Kelas terhadap Kinerja Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2), 90-97. <https://doi.org/10.17509/jpm.v3i2.11759>

⁶ Habsy, B. A. (2024). Manajemen Sarana dan Prasarana Pendidikan dalam Meningkatkan Kinerja Guru. *Jurnal Administrasi Pendidikan*, 11(1), 45-56. https://www.researchgate.net/publication/392283477_Implementasi_Manajemen_Sarana_dan_Prasarana_dalam_Peningkatkan_Kinerja_Guru

⁷ Jurnal IICET, *Peningkatan Kompetensi Guru melalui Uji Kompetensi Guru (UKG) Nasional Tahun 2020*, (Padang: Indonesian Institute for Counseling, Education and Therapy, 2020), hlm. 5

⁸ Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Hal, 27

consists of all Al-Qur'an teachers at SDIT Sabilul Huda in Cirebon City for the 2024/2025 academic year, totaling 21 people.

The independent variables consist of classroom management (X_1) and infrastructure management (X_2), while the dependent variable is the pedagogical competence of Al-Qur'an teachers (Y). Data collection was conducted using a closed questionnaire with a 5-point Likert scale. Data analysis included prerequisite tests (normality, multicollinearity, and heteroscedasticity tests), simple correlation analysis, multiple correlation, multiple regression, coefficient of determination, and hypothesis testing (t-test and F-test) with a significance level of 0.05.

Result and Discussion

The Relationship between Classroom Management and the Pedagogical Competence of Quran Teachers at SDIT Sabilul Huda in Cirebon City

Table 1. Results of Simple Correlation Test between Classroom Management and Pedagogical Competence Correlations

		X1	Y
X1	Pearson Correlation	1	.548*
	Sig. (2-tailed)		.010
	N	21	21
Y	Pearson Correlation	.548*	1
	Sig. (2-tailed)	.010	
	N	21	21

*. Correlation is significant at the 0.05 level (2-tailed).

The results show that the value of r for Classroom Management with Pedagogical Competence is 0.548. From this value, the basis for determining the coefficient criteria can be obtained from Table 3.16, which is in the range of 0.40–0.599 (moderate correlation). Since the calculated $r = 0.548$ is greater than the table $r = 0.413$, the correlation coefficient tested is significant. In the Correlation table, the significance level data of 0.010 is smaller than < 0.05 , so it can be concluded that the two variables have a correlation or relationship. The correlation coefficient value obtained is positive, so the relationship between Classroom Management and Pedagogical Competence is a direct relationship. In other words, as a person's Classroom Management improves, their Pedagogical Competence also improves.

Based on the above explanation, the first hypothesis obtained, namely H_0 , is rejected and H_a is accepted because there is a positive and significant relationship between Classroom Management and Pedagogical Competence.

Classroom management and pedagogical competence are closely related and influence each other. Both are two important pillars that determine the success of the learning process and create a conducive learning

environment. According to Rinja Efendi in his book, the objectives of classroom management include: 1. Creating a positive classroom environment and conditions, both in terms of the learning environment and as a learning group, that enable students to develop their abilities to the fullest extent possible. 2. Eliminating various obstacles that can hinder learning interactions 3. Providing and arranging learning facilities and furniture that support and enable students to learn in accordance with their social, emotional, and intellectual environments 4. Nurturing and guiding students according to their social, economic, and cultural backgrounds as well as their individual characteristics.

The Relationship between Infrastructure Management and the Pedagogical Competence of Al-Qur'an Teachers at SDIT Sabilul Huda in Cirebon City

Table 2. Simple Correlation Test between Infrastructure Management and Pedagogical Competence Correlations

		Y	X2
Y	Pearson Correlation	1	.889**
	Sig. (2-tailed)		.000
	N	21	21
X2	Pearson Correlation	.889**	1
	Sig. (2-tailed)	.000	
	N	21	21

** .Correlation is significant at the 0.01 level (2-tailed).

The results of the study show that the value of r for Infrastructure Management with Pedagogical Competence is 0.889. From this value, the basis for determining the coefficient criteria can be obtained from Table 3.16, which is in the range of 0.80 - 1.000 (Very High Correlation). Since the calculated $r = 0.889$ is greater than the table $r = 0.413$, the correlation coefficient tested is significant.

In the Correlation table, the significance level data obtained is 0.000, which is less than < 0.05 . It can be concluded that the two variables have a correlation or relationship. The correlation coefficient value obtained is positive, so the relationship between Infrastructure Management and Pedagogical Competence is a direct relationship. In other words, an increase in a person's Infrastructure Management will also increase their Pedagogical Competence. Based on the above explanation, the first hypothesis obtained, namely H_0 , is rejected and H_a is accepted because there is a positive and significant relationship between Facility Management and Pedagogical Competence.

It is evident that infrastructure management and pedagogical competence are closely related and influence each other. Effective infrastructure management ensures the availability, suitability, and accessibility of the necessary facilities and learning resources. This creates a physical and environmental potential conducive to the teaching and learning process. However, this potential will not be fully realized without the competent pedagogical competence of teachers.

Facilities and infrastructure management is an activity that regulates the preparation of all equipment/materials for the implementation of the educational process in schools. Facilities and infrastructure management is necessary to facilitate the teaching and learning process. Facilities and infrastructure management can be defined as the implementation of activities, ranging from planning requirements, procurement, storage and sales, utilization, maintenance, supply and disposal, as well as the arrangement of land, buildings, equipment and school furniture in an appropriate and targeted manner.⁹ On the other hand, this is in line with research conducted by Rohani, which shows that good classroom management and infrastructure have a significant influence on improving the competence of teachers and students.¹⁰

The Relationship between Classroom Management and Infrastructure Management in Conjunction with the Pedagogical Competence of Quran Teachers at SDIT Sabilul Huda in Cirebon City

Table 3. Multiple Correlation Test
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.891 ^a	.793	.770	7.28367	.793	34.559	2	18	.000

a. Predictors: (Constant), X2, X1

The results of the multiple correlation test show a correlation value of 0.891. Based on this value, the coefficient criteria are obtained from Table 3.16, which is in the range of 0.80–1.000 (Very High Correlation). In Sig. F Change, the significance level data obtained was 0.000, which is smaller than < 0.05 , so it can be concluded that the three variables have a correlation or relationship. The significance test above shows that the F count value is 34.559. This value is greater than the Ftable at a significance level of 5% of 3.47. This means that

⁹ Fauzi, M. I. F. (2021). *Manajemen Sarana dan Prasarana Pendidikan*. Al-Rabwah, 14(02), 90–115. <https://doi.org/10.55799/jalr.v14i02.46>

¹⁰ Ali Rohani, *Manajemen Kelas dalam Program Tahfidz Al-Qur'an di Kelas VIII Pondok Pesantren Hamalatul Qur'an II Sleman* (Yogyakarta: Universitas Islam Indonesia, 2020), diakses 7 Oktober 2025

there is a positive and significant relationship between Classroom Management and Infrastructure Management together with Pedagogical Competence at SDIT Sabilul Huda in Cirebon City for the 2024/2025 academic year.

In this case, the management of educational facilities and infrastructure is tasked with regulating and maintaining educational facilities and infrastructure so that they can contribute to the educational process in an optimal and meaningful way. These management activities include planning, procurement, inventory, accountability, and disposal.¹¹

Table 4. F Test ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3666.876	2	1833.438	34.559	.000 ^b
	Residual	954.933	18	53.052		
	Total	4621.810	20			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The hypothesis testing of the F test results has a p-value of $0.000 < 0.05$, which means it is significant, while the F-count of $34.559 > F\text{-table of } 3.47$, which means it is significant (F-table is obtained from $df_1=k-1$ and $df_2=n-k$, k is the number of dependent and independent variables, so $df_1= 3-1=2$ and $df_2= 21-3=18$). This means that Classroom Management (X1) and Infrastructure Management (X2) together have a relationship with the Pedagogical Competence variable (Y). This means accepting the H_a hypothesis which states that "There is a relationship between Classroom Management (X1) and Infrastructure Management (X2) together with Pedagogical Competence (Y)".

It is known that there are characteristics that distinguish teachers or educators from other professions.¹² This pedagogical competency can determine the success of learning. The core of this competency is the skill to process and manage learning. As is well known, teachers are managerial figures in learning. However, not all teachers have such skills; there are still teachers who are unable to choose good learning strategies, methods, media, and models for their students.¹³

¹¹ Romlah, "Manajemen Sarana dan Prasarana Taman Penitipan Anak di Lampung," *Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 6, No. 1 (2021): 234. <https://doi.org/10.31004/obsesi.v6i1.1207>

¹² Purnomo, Halim., Mahpudin., & Sunanto, Liyana. 2020. *Pengelolaan Kelas Belajar di Era 4.0. Jurnal Elementaria Edukasia* Volume 3 No 1, 112-119.

¹³ Angung Edu,dkk. *Etika dan Tantangan Profesionalisme Guru*, (Bandung: Alfabeta.2017)., hal.67

The relationship between classroom management, facility management, and teacher pedagogical competence is a highly integrated and interdependent ecosystem. These three elements work simultaneously and synergistically to create an optimal learning environment, support effective learning processes, and ultimately maximize the achievement of educational goals.

Thus, the results of this study have practical implications for school administrators, especially at SDIT Sabilul Huda. Improving the quality of learning can be done not only through teacher training in pedagogical competencies, but also needs to be accompanied by improvements in classroom management systems and optimization of facilities and infrastructure. An integrated strategy that combines these three aspects is believed to increase the effectiveness of learning and support the achievement of overall educational goals.

Table 5. T-test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.024	7.754		6.580	.000
	Class Management	.068	.157	.471	2.430	.003
	Facilities and Infrastructure	.039	.116	.055	3.334	.000

a. Dependent Variable:
Y

The T-test was used in this study to determine the extent of the partial influence of each independent variable on the dependent variable. It shows that if the variables of classroom management (X_1) and infrastructure (X_2) are assumed to be constant or unchanged, the value of teacher pedagogical competence (Y) remains at 51.024 units. This means that without the influence of the two independent variables, Al-Qur'an teachers still have a basic pedagogical competency level of that value. It has a regression coefficient (B) value of 0.068, with a t-value = 2.430 and sig. = $0.003 < 0.05$. This shows that classroom management has a positive and significant effect on teachers' pedagogical competence. This means that the better the classroom management applied by teachers, the higher their pedagogical competence. It has a regression coefficient (B) value of 0.039, with a t-value of 3.334 and a

significance level of $0.000 < 0.05$. These results indicate that facility management also has a positive and significant effect on teachers' pedagogical competence. The more optimal the management and utilization of learning facilities, the more teachers' pedagogical competence in the teaching process will increase.

This shows that both independent variables, namely classroom management and infrastructure, have a significant positive partial effect on the pedagogical competence of Al-Qur'an teachers at SDIT Sabilul Huda in Cirebon City. In other words, the more effective the classroom management and the better the available infrastructure, the higher the pedagogical ability of teachers in managing Al-Qur'an learning.

The results of correlation tests, F tests, and T tests show that teachers' pedagogical competence is influenced by several external factors, including classroom management and infrastructure. Research conducted by Wijayanti shows that classroom management and pedagogical competence have a positive and significant effect on student learning outcomes, meaning that the better the competence of teachers in the teaching and learning process, the better the output¹⁴. This is certainly in line with the results of research conducted by researchers that classroom management and infrastructure management can affect teacher competence, which will ultimately affect the final results or output of education itself.

Conclusion

The results of research at SDIT Sabilul Huda in Cirebon City show that classroom management has a positive and significant relationship with the pedagogical competence of Al-Qur'an teachers, which means that the better the classroom management, the higher the teachers' ability to design, implement, and evaluate learning. In addition, facility management has also been proven to have a positive and significant relationship with pedagogical competence, where the availability and optimal management of facilities can support teachers in implementing effective learning strategies that are tailored to the needs of students. Simultaneously, these two variables have a very strong relationship with teachers' pedagogical competence, which shows that the synergy between classroom management and infrastructure plays an important role in creating a conducive learning environment, motivating students, and making it easier for teachers to optimize Al-Qur'an learning. Thus, improving the pedagogical competence of Al-Qur'an teachers requires attention not only to the development of individual teachers' abilities, but also to the improvement of classroom management systems and the continuous optimization of facilities and infrastructure.

¹⁴ Tarindra Puspa Wijayanti, *Pengaruh Kompetensi Pedagogik dan Pengelolaan Kelas terhadap Hasil Belajar Siswa Kelas V SDN Se-Gugus RA Kartini Kecamatan Adiwarna Kabupaten Tegal* (Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2020), <http://etheses.uin-malang.ac.id/51346/1/19140093.pdf>

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