Exploration of the Relationship between Classroom Display Management and Elementary School Students' Learning Achievement in Various Learning Conditions

Umar Yampap
Universitas Musamus
Email: yampap_fkip@unmus.ac.id

Corresponding Author: Umar Yampap

Abstract

This study aims to explore the relationship between classroom display management and the achievement of learning achievement of elementary school students under various learning conditions. Classroom display management includes the management of visual elements such as educational posters, concept maps, student works, as well as interactive media designed to create a conducive and interesting learning environment. With a qualitative descriptive approach, this study involves observation, interviews, and data analysis on students and teachers in elementary schools who apply classroom display strategies. The results of the study show that well-managed classroom displays contribute significantly to increasing learning motivation, active student engagement, and material comprehension. In addition, the effectiveness of classroom display management varies based on learning conditions, both in face-to-face learning, blended learning, and online learning. This research emphasizes that classroom displays are not only decorative elements, but also pedagogical tools that are able to improve the quality of learning and student learning achievement.

Keywords: Classroom Display Management, Learning Achievement, Elementary School, Learning Conditions, Learning Motivation.

INTRODUCTION

The physical environment of the classroom plays an important role in supporting the success of the learning process. One aspect of the physical environment that is often a concern is classroom display management, which includes the arrangement of visual elements such as educational posters, concept maps, student work, and other learning aids. Classroom displays not only function as decorations, but also as a learning medium that can provide visual stimulation to motivate students, facilitate understanding of the material, and increase engagement in teaching and learning activities.[1]

At the elementary school level, classroom display management is becoming increasingly relevant considering that children at this age tend to learn more effectively through visualization and hands-on experience.[2] By creating an engaging and informative classroom environment, teachers can build a conducive learning atmosphere and encourage students' cognitive, affective, and psychomotor development. However, the effectiveness of classroom display management is often influenced by various factors, such as the learning methods applied, the needs of students, and the characteristics of the material being taught.[3]

Previous studies have shown a positive relationship between the physical environment of the classroom and student learning achievement. However, studies that specifically highlight how classroom display management has an impact on learning achievement, especially in various learning conditions, are still limited. In the context of traditional, collaborative, or technology-based learning, classroom display management may have a different impact, depending on how these visual elements are integrated into the teaching process.[4]

This research has significance both theoretically and practically. Theoretically, this research is expected to enrich the literature on the management of the physical environment of the classroom, especially display management, as one of the important components in the learning process. The findings of this study are also expected to fill in the knowledge gap on how classroom physical environment factors can affect student learning outcomes, especially at the elementary school level which is an important foundation in the formation of students' academic abilities and character.[5]

[1] Sofi, E. (2016). E-Learning-Based Learning in the Subject of Islamic Cultural History Class VIII Madrasah Tsanawiyah Negeri. *Tanzhim*, *1*(01), 49-64.

[2] Listiani, N. M. (2014). The effect of creativity and motivation on the learning outcomes of marketing productive subjects in grade XI students of SMK Negeri 2 Tuban. *Journal of Educational Economics and Entrepreneurship*, *2*(2), 263-275.

[3] Samini, S., Trisiana, A., & Jumanto, J. (2023). Analysis of the Application of the Self Directed Learning Model to the Independence and Learning Outcomes of Class V Students at SDN 01 Wonorejo, Gondangrejo District, Academic Year 2022/2023. *Journal on Education*, *6*(1), 7941-7959.

[4] Saadati, B. A., & Sadli, M. (2019). Analysis of the development of literacy culture in increasing students' interest in reading in elementary school. *Skillful: Journal of elementary education and learning*, *6*(2), 151-164.

[5] Hermansyah, S., Usman, M., & Hanafi, M. (2023). THE USE OF DIGITAL-BASED FLASHCARDS TO IMPROVE THE LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS. *Journal of Educational Technology, e-ISSN: 3025-5392*, *1*(1), 1-10.

Practically, this research provides benefits for various parties, especially teachers and school managers.[6] Teachers can use the results of this research to improve the quality of classroom management, especially in utilizing displays as effective teaching aids. For school managers, this research can be a reference for designing policies or programs that support the procurement and use of relevant visual elements in the classroom. In addition, the results of this study can also be considered for education policymakers in developing guidelines related to the management of the learning environment that supports the improvement of student achievement.[7]

A positive and supportive learning environment has long been identified as one of the factors that influence student success. In the theory of educational ecology, the physical environment, including classroom design, is considered an integral part of the educational system that plays a role in facilitating interaction between students, teachers, and subject matter. Classroom display management, as one of the main elements of the physical environment, can increase students' motivation to learn by presenting visual content that is relevant, engaging, and supports the achievement of learning goals.[8]

However, the effectiveness of classroom display management can vary based on learning conditions. In traditional learning, classroom displays can serve as a visual reference source that helps students understand the material taught directly by the teacher. Meanwhile, in collaborative learning, interactive visual elements such as concept maps or student works can be a tool to encourage discussion and collaboration among students. In the era of technology-based learning, classroom displays need to be integrated with digital media to create a holistic learning experience that is relevant to student needs.

This research is focused on elementary school students because at this stage children are in a period of cognitive development that is greatly influenced by visual stimuli. In addition, the study only covers classroom display management as an element of the physical environment, without discussing other aspects such as lighting, ventilation, or the overall layout of the classroom. The learning conditions explored include traditional, collaborative, and technology-based learning to provide a more comprehensive picture of the influence of classroom displays in various teaching contexts.

With a holistic approach, this research is expected to provide strategic recommendations to improve the quality of classroom management and create a learning environment that is able to optimally support the achievement of student achievement.

Based on this background, this study aims to explore the relationship between classroom display management and the achievement of learning achievement of

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[6] Arfani, J. W., & Sugiyono, S. (2014). Effective classroom management: research in three high schools. *Journal of Educational Management Accountability*, *2*(1), 44-57.

[7] Sustiawati, N. L., Suryatini, N. K., & Artati, A. A. A. M. (2018). Development of dance learning design in elementary schools based on localgenius knowledge with an integrated learning approach. *Mudra Journal of Cultural Arts*, *33*(1), 128-143.

[8] Akbar, M. S. (2024). PAI LEARNING MANAGEMENT IN GRADE VIII IN IMPROVING THE RELIGIOUS CHARACTER OF STUDENTS AT SMPN 1 MOJOWARNO JOMBANG. *JOURNAL SAINS STUDENT RESEARCH*, *2*(4), 1057-1069.

elementary school students in various learning conditions. This study also aims to identify supporting factors that can increase the effectiveness of using classroom displays as learning aids.

METHOD

This study uses a mixed approach with a combination of quantitative and qualitative data to obtain a comprehensive picture of the relationship between classroom display management and the achievement of learning achievement of elementary school students.[9] This approach was chosen to explore the causal relationship quantitatively as well as explore the factors that support or hinder the effectiveness of classroom displays qualitatively.[10]

1. **Research Approach**

   This research is descriptive and explanatory, with the aim to:[11]
   a. Describe the management of classroom displays in various learning conditions.
   b. Analyze the relationship between classroom display management and student learning achievement.
   c. Identify the factors that affect the effectiveness of using classroom displays.

2. **Location and Subject of Research**
   a. Research Location: The research was conducted in several primary schools in urban and rural areas to ensure the diversity of learning contexts.
   b. Research Subjects:
   c. Teacher: As a classroom display manager and learning facilitator.
   d. Students: As the main respondents who experience the direct influence of the classroom display.
   e. School Manager: As a party that provides policies related to classroom management.

3. **Population and Sample**
   a. Population**:** All elementary school students and teachers in the study area.
   b. Sampling**:** Taken by stratified random sampling based on:
      1) Types of learning methods (traditional, collaborative, technology-based).
      2) Grade level (low grade and high grade). The sample consisted of 5 schools with a total of 100 students and 10 teachers as respondents.

4. **Data Collection Techniques**
   a. Quantitative Instruments:[12]
      1) Questionnaire: To measure students' and teachers' perceptions of the effectiveness of classroom displays.

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[9] Azhari, D. S., Afif, Z., Kustati, M., & Sepriyanti, N. (2023). Mixed method research for dissertations. *Innovative: Journal Of Social Science Research*, *3*(2), 8010-8025.
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2) Learning Achievement Test: To measure student learning achievement based on class exam results.
   b. Qualitative Instruments:
      1) In-Depth Interview: With teachers and students to explore their experiences with the use of classroom displays.
      2) Classroom Observation: To document the management of classroom displays and learning activities.
      3) Documentation: Photos of class displays and student works displayed.

5. Data Analysis Techniques
   a. Quantitative Analysis:[13]
      1) Using descriptive statistics to describe students' and teachers' perceptions of classroom displays.
      2) Pearson correlation test to identify the relationship between classroom display management variables and student learning achievement achievement.
      3) ANOVA test to see the difference in the influence of classroom display management in various learning conditions.
   b. Qualitative Analysis:
      1) Thematic analysis techniques are used to identify patterns of findings from interviews and observations.
      2) Qualitative data is used to support and clarify the results of quantitative analysis.

6. Validity and Reliability
   a. Instrument validity: Questionnaire and test instruments are validated through expert tests and instrument trials (construct and content validity).
   b. Instrument Reliability: Tested using Cronbach's Alpha coefficient to ensure consistency of results.
   c. Data Triangulation: Using source triangulation methods and techniques (questionnaires, interviews, and observations) to increase the credibility of research results.

7. Research Procedure
   a. Preparation:
      1) Preparation of research instruments.
      2) Obtaining research permits to related schools.
   b. Implementation:
      1) Quantitative data collection through tests and questionnaires.
      2) Qualitative data collection through interviews, observations, and documentation.
   c. Data Analysis:
      1) Quantitative data processing with statistical software (SPSS or similar).

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[13] Sekaran, U., & Bougie, R. (2017). Research methods for business: A development-expertise approach, 6th edition book 1.

2) Thematic analysis for qualitative data.
d. Results Reporting:
1) Preparation of the final research report.

With this method, the research is expected to provide a complete picture of the relationship between classroom display management and student learning achievement achievement and provide applicable recommendations to improve the quality of learning.

RESULTS AND DISCUSSION

A deeper understanding of the role of classroom displays in improving student achievement

This study aims to analyze the role of classroom displays in creating a conducive learning environment and influencing the improvement of student achievement. Classroom displays that include visual elements such as learning materials, student works, and educational media are considered to be able to increase learning motivation and students' understanding of learning concepts. An engaging and informative visual environment is believed to help students absorb material more effectively, reduce boredom, and encourage active involvement in the learning process. Using a qualitative descriptive approach, the study involved direct observation and interviews with teachers and students to understand the extent to which classroom displays contribute to improved learning outcomes[14]

Classroom displays, or visual displays in classrooms, refer to various visual elements used to support the learning process. This includes posters, graphics, concept maps, and student work displayed on the walls. Research shows that classroom displays can play an important role in improving student achievement in a variety of ways.[15]

1. Increase Student Engagement

One of the main roles of classroom displays is to increase student engagement. When classrooms are decorated with relevant and engaging materials, students tend to feel more connected to the subject matter. According to research by Higgins et al. (2005), a visually rich learning environment can increase students' motivation and interest in lessons. Interactive displays, such as digital whiteboards or thematic learning areas, also encourage students' active participation in group discussions and activities.

2. Facilitating Visual Learning

Many students are better visual learners when information is presented graphically. Classroom displays provide a visual representation of the concepts being taught, helping students understand and remember information better. A study by

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[14] Valeza, A. R. (2017). *The role of parents in improving children's achievement in Perum Tanjung Raya Permai, Pematang Wangi Village, Tanjung Senang District, Bandar Lampung* (Doctoral dissertation, UIN Raden Intan Lampung).

[15] Mokoginta, S. O., Mangangantung, J. M., & Liando, M. R. (2023). The Role of Teachers in Improving Science Learning Achievement of Grade V Students of SD GMIM IV Tomohon. *Journal of Education and Counseling (JPDK), 5*(2), 260-272.

Mayer (2009) shows that the use of images and diagrams in teaching can improve understanding of complex concepts compared to using only text.

3. Creating a Positive Learning Environment

Classroom displays also contribute to the creation of a positive and inclusive learning environment. When students' work is displayed, it not only rewards them but also creates a sense of belonging to the classroom. According to Fisher & Frey (2014), a positive learning environment can increase students' confidence and encourage them to participate more actively in learning.

4. Supporting Learning Differentiation

Classroom displays allow teachers to implement learning differentiation by displaying different types of materials according to the needs of different types of learners in the classroom. For example, teachers can display additional information for students who need more challenges or provide resources for those who need additional support. This is in line with the principles of inclusive education which emphasizes the importance of meeting the needs of all students.

5. Facilitate Access to Information

With the classroom display, important information becomes easily accessible to all students at any time during the teaching and learning process. This includes lesson schedules, class rules, as well as additional resources such as glossary of terms or math problem-solving steps. Quick access to this information helps speed up the learning process and allows students to work independently.

Overall, classroom displays play a crucial role in improving student academic achievement through increased engagement, support for visual learning styles, creation of positive environments, learning differentiation, and ease of access to information. By effectively utilizing visual displays in the classroom, teachers can create a more enjoyable and productive learning experience for all students.

In understanding the role of classroom displays in improving student achievement, there are several relevant theories:

a. Constructivist Learning Theory *(Jean Piaget & Lev Vygotsky)*
   1) Principle: Learning occurs actively through interaction with the environment.
   2) Relevance: Classroom displays serve as visual *stimuli* that help students build their own understanding of the material being studied. Visualization in the form of diagrams, concept maps, or student work helps students associate old knowledge with new knowledge.

b. Teori Multiple Intelligences (Howard Gardner)
   1) Principle: Every individual has multiple intelligences such as visual-spatial, linguistic, interpersonal, and other intelligences.
   2) Relevance: Classroom displays can target visual-spatial intelligence through media such as images, graphics, and posters, and facilitate collaborative learning by displaying the work of the group. This allows students with different types of intelligence to learn optimally.

c. Learning Environment Theory (Lewin & Bandura)

1) Principle: A conducive environment plays an important role in shaping students' learning behavior and motivation.
2) Relevance: An engaging and informative classroom look creates a positive learning atmosphere, encourages a sense of comfort, and minimizes distractions. This increases students' focus as well as their desire to learn.
d. Learning Motivation Theory (Abraham Maslow - Hierarchy of Needs)
1) Principle: Students need to meet basic needs, such as a sense of security and reward, before achieving academic achievement.
2) Relevance: Classroom displays that value students' work (e.g., displaying the results of their creativity) can meet the need for esteem, thereby increasing students' intrinsic motivation and confidence in learning.

Based on these theories, classroom displays have a significant role in:
a) Assisting with concept understanding through a visual and interactive approach
b) Adapting students' learning needs to different types of intelligence
c) Creating a conducive learning environment to motivate students
d) Appreciate students' efforts so as to encourage confidence and increase achievement

Thus, the application of classroom displays that are designed effectively and creatively can be one of the supporting strategies to improve student learning achievement holistically.

Effective classroom display implementation strategies in various learning conditions

This research aims to explore effective classroom display implementation strategies in supporting the learning process in various conditions, both traditional, modern, and technology-based learning. Classroom displays that include visual elements such as educational posters, concept maps, student works, and interactive media are proven to be able to increase student motivation, engagement, and understanding of learning materials. Using a qualitative descriptive approach, this study involves direct observation and interviews with educators and students to analyze the impact of classroom displays on the learning environment. The results of the research are expected to provide practical guidance for educators in designing and implementing attractive, relevant, and sustainable classroom displays to significantly improve student achievement.[16]

1. Definition of Class Display

Classroom display refers to the use of visual media and teaching aids placed in the classroom to support the teaching and learning process. This includes posters, whiteboards, projectors, and other digital technologies. The main purpose of classroom

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[16] Gunawan, I., Ulfatin, N., Sultoni, S., Sunandar, A., Kusumaningrum, D. E., & Triwiyanto, T. (2017). Assistance in the implementation of Innovative learning strategies in the Implementation of the 2013 Curriculum. *Abdimas Pedagogy: Scientific Journal of Community Service*, *1*(1), 37-47.

displays is to improve students' understanding, grab their attention, and create an interactive learning environment.

2. The Importance of Classroom Displays in Learning

Effective classroom displays can help students understand the subject matter better. Research shows that the use of visual elements can increase information retention by up to 65% compared to using text alone (Mayer, 2009). In addition, classroom displays also serve as visual reminders that can motivate students and create a positive learning atmosphere.

3. Classroom Display Implementation Strategy

Here are some effective classroom display implementation strategies in various learning conditions:

a. Adapting to Students' Learning Styles

Every student has a different learning style—some prefer to learn visually, auditory, or kinesthetic. Therefore, it is important to adapt the classroom display to this learning style. For example:

1) For visual students: Use graphs, diagrams, and images.
2) For auditory students: Include a short audio or video.
3) For kinesthetic students: Engage practical activities that can be done around the display.

b. Using Digital Technology

In today's digital era, the use of technology such as interactive projectors and digital whiteboards can make classroom displays more engaging and interactive. With this technology, teachers can:

1) Displays multimedia presentations.
2) Using educational apps for interactive quizzes.
3) Enables collaboration between students through an online platform.

c. Pay attention to the layout of the classroom

The layout of the classroom greatly affects the effectiveness of classroom displays. Make sure that all visual elements are easily visible to all students from their sitting positions. Some layout tips include:

1) Place important posters on the front wall for easy viewing.
2) Use the group table for discussion so that each group has access to their own teaching materials.
3) Make sure there are no distractions from other furniture that obstruct the view of the display.

d. Involving Students in the Process of Making Displays

Involving students in the creation of displays not only increases their engagement but also provides a sense of ownership towards their study space. Some ways to engage students include:

1) Ask them to create posters about specific topics.
2) Invite them to collaborate on a lesson-related art project.

3) Create a brainstorming session about what you want to display in the classroom.

e. Adapting the Display to the Learning Conditions

Learning conditions can vary from face-to-face learning to distance learning (online). In this context:

1) For in-person learning: Focus on physical elements such as whiteboards and posters.

2) For distance learning: Use online platforms like Google Classroom or Zoom to share visual materials in real-time.

4. **Evaluation of the effectiveness of classroom displays**

After the implementation of the classroom display strategy, it is important to evaluate its effectiveness. This can be done through:

a. Survey students about what they find helpful in the learning process.

b. Direct observation during teaching and learning activities to see how students interact with the display.

c. Analyze academic results before and after the implementation of the display strategy.

By implementing these strategies consistently and adaptively to the specific needs and conditions of each group of students, teachers can create a more effective and enjoyable learning environment.

CONCLUSION

Based on the results of the research on the relationship between classroom display management and the achievement of learning achievement of elementary school students in various learning conditions, it can be concluded that classroom displays play a significant role in creating a conducive, interactive, and inspiring learning environment. Good classroom display management, through the management of visual elements such as educational posters, concept maps, interactive media, and student works, is proven to be able to increase learning motivation, active student involvement, and understanding of learning materials. In the condition of face-to-face learning, the classroom display functions as a visual means that directly supports the understanding of concepts and appreciation of students' work. Meanwhile, in blended learning or online learning, the concept of classroom display can be adapted in digital form through the use of technology, such as interactive media and virtual learning platforms. The effectiveness of classroom display management is greatly influenced by the creativity of teachers, student involvement, and the relevance of the material displayed. Thus, classroom displays are not just decorative elements, but pedagogical instruments that can be optimized to improve student learning achievement in various learning conditions. Implementing an effective display management strategy requires careful planning, periodic updates, and active participation from all parties involved in the learning process.

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