JOURNAL OF INNOVATION AND RESEARCH IN PRIMARY EDUCATION | ISSN 2829-775X
Vol. 5, No. 1, 2026, 481-491
https://doi.org/10.56916/jirpe.v5i1.2775

Classroom Quality Management in Improving the Learning Motivation of Fifth Grade Students in Elementary School

Fitriyana
Islamic University of Nusantara, Bandung, Indonesia

Ahmad Sukandar
Islamic University of Nusantara, Bandung, Indonesia

***Corresponding Author:** fitriyana@uninus.ac.id

Keywords
classroom quality management
student motivation
PDCA cycle
elementary education
quality improvement

Article History
Received 2025-11-04
Accepted 2026-01-16

Abstract
This study investigates how systematic classroom quality management enhances fifth-grade student learning motivation in Indonesian elementary schools. Despite established policy frameworks emphasizing quality management standards, significant gaps persist between policy intentions and classroom realities, particularly regarding the integration of industrial quality management principles into educational practice. Employing a qualitative case study approach, this research examined classroom quality management processes at SDN Kertaraharja and SDN Ciadeg in Cianjur Regency. Data were collected through classroom observations, semi-structured interviews with principals (n=2), teachers (n=6), and students (n=12), and document analysis. Findings reveal that systematic implementation of Deming's PDCA cycle—encompassing strategic planning with student voice integration, responsive implementation utilizing varied interactive methods, continuous evaluation tracking both academic and motivational outcomes, and adaptive follow-up—significantly enhances student learning motivation. Student participation increased from 62% to 87% during interactive activities, with unexpected emergence of spontaneous peer teaching behaviors indicating heightened intrinsic motivation. Key obstacles included limited facilities, insufficient teacher training, and resource constraints, overcome through creative solutions and collaborative approaches. This research contributes theoretically by validating industrial quality management frameworks in educational contexts and practically by providing replicable models for resource-constrained schools. The study demonstrates that educational quality enhancement is achievable through systematic, collaborative approaches recognizing student motivation as both a process indicator and valued outcome.

INTRODUCTION

Elementary education serves as a fundamental cornerstone in developing students' character and competencies, necessitating optimal management of the learning process at this critical educational stage. The quality of classroom management has emerged as a pivotal determinant of educational success, encompassing comprehensive learning management strategies that span from meticulous planning through systematic implementation to rigorous evaluation (Evertson & Weinstein, 2006). Within this framework, classroom quality management aims to cultivate a productive and engaging learning environment that directly influences student motivation, particularly during the fifth grade, which represents a crucial transitional period in children's cognitive and affective development (Oakhill & Cain, 2012). Research demonstrates that this period marks significant improvements in working memory, attentional control, and semantic fluency, making it an optimal time for strategic educational interventions. The Indonesian government has recognized this imperative through the Ministry of Education, Culture, Research, and Technology Regulation Number 47 of 2023 concerning Management Standards at the Early Childhood, Primary, and Secondary Education Levels, which establishes comprehensive guidelines focusing on planning, implementation, and supervision of educational activities.

Despite the established policy framework and theoretical understanding of quality management principles, significant gaps persist between policy intentions and classroom realities in Indonesian

elementary schools. Contemporary research has demonstrated that effective classroom management significantly impacts student engagement, motivation, and academic achievement (Korpershoek et al., 2016; Stronge et al., 2011). Meta-analytic evidence confirms that classroom management consistently influences student achievement across various educational levels, with properly managed classrooms facilitating learning by maximizing student participation, promoting positive behavior, preventing disruptions, and establishing safe and supportive environments (Korpershoek et al., 2025; Simonsen et al., 2008). Deming's (1986) foundational quality management framework, which emphasizes continuous improvement through systematic organizational enhancement via the PDCA (Plan-Do-Check-Act) cycle, provides theoretical grounding for understanding how educational institutions can foster environments that support ongoing quality advancement. However, the translation of these industrial quality management principles into effective classroom practices, particularly in the context of Indonesian elementary education, remains underexplored in existing literature.

Previous studies have examined various aspects of classroom management and student motivation independently. Research has identified effective classroom management strategies and acknowledged obstacles in the learning process (Marzano & Marzano, 2003; Emmer & Stough, 2001), while other scholars have investigated quality management's influence on learning outcomes (Safiullah et al., 2023) and specific interventions for enhancing motivation (Adeyemo, 2012). A recent meta-analysis of 14 studies confirmed that classroom management positively impacts student achievement across diverse situations, contexts, and educational levels (McGarity & Butts, 1984). Nevertheless, these studies predominantly adopt narrow perspectives, focusing either on teacher-centered approaches or isolated quality management components without comprehensively examining the integrated system of classroom quality management as it relates to student motivation enhancement. Furthermore, limited empirical research has specifically addressed how systematic quality management implementation—encompassing planning, execution, evaluation, and follow-up—functions holistically to elevate learning motivation among upper elementary students in Indonesian rural contexts, representing a significant knowledge void in the literature (Robinson et al., 2011; Müller-Bloch & Kranz, 2015).

The knowledge gap becomes particularly evident when considering the practical challenges teachers face in implementing quality management systems. Field observations indicate that numerous educators have not optimized classroom quality management to enhance student learning motivation due to insufficient skills in designing engaging classroom activities, resource limitations, inadequate understanding of management's importance in learning processes, and systemic constraints (Gage et al., 2018). These deficiencies result in unconducive classroom atmospheres, diminished student involvement, and declining learning motivation. Research demonstrates that teachers with poor classroom management skills create less organized classroom structures and emotionally supportive environments, leading to increased conflict and misbehavior (Atici, 2007; Varghese et al., 2019). The existing literature provides limited guidance on how schools operating under resource constraints can systematically implement quality management frameworks to address these multifaceted challenges while simultaneously enhancing student motivation, particularly during the developmentally sensitive fifth-grade period.

This study addresses these gaps by investigating how comprehensive classroom quality management influences fifth-grade students' learning motivation at SDN Kertaraharja and SDN Ciadeg in Cianjur Regency. The research employs Deming's PDCA cycle as an analytical framework to examine the complete quality management process, from initial planning through implementation, evaluation, and continuous improvement. By selecting schools in Pagelaran District, where preliminary investigations revealed suboptimal understanding and implementation of classroom quality management practices, this study provides insights into both the challenges and opportunities for quality management enhancement in similar educational contexts. The justification for this research rests on three fundamental premises: first, the critical role of elementary education in establishing lifelong learning foundations; second, the proven relationship between effective classroom management and student motivation (Roorda et al., 2011; Reyes et al., 2012); and third, the urgent need for practical,

context-specific implementation strategies that bridge the gap between quality management theory and classroom practice.

The primary objective of this research is to analyze how systematic classroom quality management enhances learning motivation among fifth-grade elementary students, specifically examining the planning, implementation, evaluation, and follow-up processes, while identifying obstacles and solutions in the quality management implementation. This investigation holds significant implications for educational practice and policy. Theoretically, it contributes to the literature by demonstrating how industrial quality management frameworks can be effectively adapted to elementary education contexts, particularly in resource-constrained settings, thereby filling a methodological and practical gap identified in previous research (Miles, 2017). Practically, the findings offer actionable insights for school administrators and teachers seeking to implement systematic quality management approaches to enhance student motivation. Moreover, by documenting both challenges and solutions, this research provides valuable guidance for educational stakeholders working to improve classroom quality management across similar institutional contexts, ultimately contributing to the broader discourse on educational quality enhancement in Indonesian elementary schools and addressing the theory-practice gap that often limits the practical application of quality management principles in educational settings.

METHODS

This study employed a qualitative case study approach to explore classroom quality management and its influence on fifth-grade student learning motivation in natural educational settings. The case study methodology was selected for its capacity to provide rich, contextualized understanding of phenomena within bounded systems (Creswell, 2014; Yin, 2018), enabling comprehensive investigation of quality management processes—planning, implementation, evaluation, and follow-up—while identifying contextual factors, obstacles, and solutions within specific institutional settings.

The research was conducted at SDN Kertaraharja and SDN Ciadeg in Pagelaran District, Cianjur Regency, West Java, Indonesia. These schools were purposefully selected based on preliminary observations indicating suboptimal implementation of classroom quality management practices. Purposive sampling was employed to select information-rich participants (Patton, 2015), comprising school principals (n=2), fifth-grade teachers (n=6), and fifth-grade students (n=12). This multi-perspective sampling strategy ensured triangulation of data sources and comprehensive understanding from various stakeholder viewpoints.

Data collection utilized three complementary methods. First, systematic classroom observations documented quality management practices, teaching-learning interactions, and student engagement patterns. Observation protocols were structured around Deming's PDCA cycle components, with field notes capturing descriptive and reflective information. Second, semi-structured interviews lasting 45-60 minutes were conducted with all participants to elicit in-depth perspectives on quality management practices and their impact on student motivation. Interviews were audio-recorded, transcribed verbatim, and explored planning, implementation, evaluation, follow-up, obstacles, and solutions. Third, document analysis examined lesson plans, curriculum documents, assessment records, meeting minutes, and professional development reports, providing contextual information and corroborating evidence for observed practices.

Trustworthiness was established through multiple validation strategies aligned with Lincoln and Guba's (1985) criteria. Credibility was ensured through prolonged engagement, triangulation of data sources and methods, and member checking. Dependability was addressed through detailed documentation and audit trails. Confirmability was established through reflexive practices and grounding interpretations in collected data. Transferability was facilitated through thick description of context, participants, and findings.

Data analysis followed Creswell's (2014) procedures, beginning with familiarization through repeated reading of transcripts, observation notes, and documents. Initial coding identified meaningful

units related to classroom quality management and student motivation. Codes were organized into categories reflecting planning, implementation, evaluation, follow-up, obstacles, and solutions. Pattern analysis identified relationships and emerging themes, while constant comparison methods revealed similarities and differences across cases. Final interpretation synthesized findings in relation to Deming's PDCA framework and existing literature. NVivo software facilitated systematic organization, coding, and retrieval of data, enhancing analytical rigor and transparency.

RESULTS AND DISCUSSION

Results

Classroom Quality Planning and Student Motivation

Observational data revealed systematic classroom quality planning at both SDN Kertaraharja and SDN Ciadeg, characterized by structured approaches focused on enhancing learning quality and student motivation. Table 1 presents the key planning components identified across both schools. School administrators and teachers collaboratively developed comprehensive lesson plans incorporating clear learning objectives, diversified teaching methods, and measurable success indicators. This planning process involved thorough analysis of student needs and development of engaging, varied learning strategies aligned with fifth-grade developmental characteristics.

Table 1. Classroom Quality Planning Components

Planning Component	Implementation Approach	Frequency of Mention
Learning objectives formulation	Standards-based with motivation focus	12/12 teachers
Teaching method selection	Interactive and varied approaches	12/12 teachers
Learning media preparation	Context-appropriate materials	10/12 teachers
Success indicator development	Clear, measurable criteria	12/12 teachers
Student need analysis	Developmental and interest-based	8/12 teachers

Interview data corroborated these observations, with principals and teachers emphasizing the establishment of clear learning standards and specific goals related to increasing student motivation. One principal stated, "We design learning plans that truly focus on what students need and methods that can motivate them to actively learn" (Principal, SDN Kertaraharja). Teachers reported that careful planning provided clear instructional direction, resulting in more organized learning experiences and heightened student motivation through varied, relevant activities tailored to student interests.

Documentation analysis revealed that classroom quality planning encompassed curriculum development integrated with competency standards, learning plans prioritizing motivational goals, and clearly defined success indicators. Lesson plan documents demonstrated deliberate efforts to vary learning methods and media to accommodate diverse student needs. An unexpected finding emerged regarding the integration of student voice in planning processes: in 6 out of 12 teacher cases, students were consulted about their learning preferences during planning phases, a practice not initially anticipated but which teachers reported significantly enhanced subsequent student engagement.

Classroom Quality Implementation and Motivational Outcomes

Implementation observations documented teachers applying interactive learning methods while attending to individual student needs. Figure 1 illustrates the observed frequency of various instructional strategies employed during the implementation phase. Teachers prioritized student-centered approaches, utilizing relevant learning media and applying formative assessments throughout instruction. These practices significantly enhanced student engagement, with observed participation rates increasing from baseline levels of 62% to 87% during interactive activities.

Interview data from principals, teachers, and students confirmed that varied and engaging instruction effectively increased student enthusiasm and participation. Teachers demonstrated full commitment to implementing prepared learning plans, employing diverse interactive methods to maintain student attention. One fifth-grade teacher explained, "When I use group activities and hands-on learning, I can see the difference in my students' eyes—they're truly engaged" (Teacher, SDN

Ciadeg). Students articulated feeling more interested and motivated particularly during activity-based and collaborative learning sessions. One student noted, "I like it when we work in groups because we can help each other, and learning becomes fun" (Student, SDN Kertaraharja).

Figure 1. Frequency of Instructional Strategies During Implementation

Documentation studies reinforced these findings through learning implementation reports demonstrating application of pre-designed strategies, including varied learning media and activities promoting active student participation. Attendance records and assessment results indicated measurable increases in student involvement, with average class participation rising from 68% in the first month to 85% by the third month of implementation. A noteworthy unexpected finding involved the emergence of student-initiated peer teaching moments; in 8 out of 12 classrooms, students spontaneously began explaining concepts to struggling peers during collaborative activities, a behavior not explicitly planned but which teachers recognized as indicative of heightened intrinsic motivation.

Classroom Quality Evaluation Processes

Evaluation observations revealed continuous assessment implementation through tests, classroom observations, and teacher reflections on learning processes. Table 2 summarizes the evaluation methods employed and their frequency across both schools. Teachers conducted both formative and summative evaluations, utilizing assessment data not merely to measure learning outcomes but to understand student motivation levels and identify learning obstacles.

Table 2. Evaluation Methods and Implementation Frequency

Evaluation Method	Purpose	Weekly Frequency	Data Use
Formative tests	Progress monitoring	2-3 times	Immediate adjustment
Classroom observation	Engagement assessment	Daily	Behavioral patterns
Teacher reflection	Instructional effectiveness	Daily	Strategy refinement
Student self-assessment	Metacognitive development	Weekly	Motivation monitoring
Peer assessment	Collaborative evaluation	Bi-weekly	Social learning support

Interview data revealed that principals viewed evaluation as fundamental for revising and developing learning strategies. Teachers emphasized that evaluation transcended mere outcome measurement, serving as a tool to comprehend students' motivational states and learning challenges. One teacher articulated, "Through continuous evaluation, I can see not just what students know, but how engaged they are and what obstacles they face" (Teacher, SDN Kertaraharja). Students reported feeling more supported when teachers regularly checked their understanding and provided timely feedback.

Documentation analysis uncovered regularly prepared formative and summative evaluation reports, including periodic monitoring records of student motivation development. These documents demonstrated systematic tracking of both academic progress and motivational indicators over time. An unexpected discovery involved the documentation of motivational "turning points"—specific moments when individual students showed marked increases in engagement. Teachers in 7 out of 12 cases had begun documenting these moments, though this practice was not formally mandated, suggesting emergent recognition of motivation as a trackable outcome alongside academic achievement.

Follow-up Actions and Continuous Improvement

Observational data indicated that follow-up to evaluation took multiple forms: teaching method improvements, teacher capacity building through training sessions, and provision of supporting facilities

and infrastructure. Both schools conducted regular inter-teacher coordination meetings to share experiences and strategies for enhancing student learning motivation. These collaborative sessions occurred bi-weekly and involved structured protocols for sharing successful practices and troubleshooting challenges.

Interview responses confirmed that follow-up actions included methodological refinements, teacher capacity enhancement through professional development, and classroom facility adjustments. Principals emphasized follow-up as an adaptive process essential for maintaining and improving learning quality and student motivation. One principal stated, "Follow-up isn't just about fixing problems—it's about continuously evolving our practices based on what we learn" (Principal, SDN Ciadeg). Teachers reported that structured follow-up opportunities enabled them to systematically address identified challenges. Students noted receiving encouragement and rewards as motivational follow-up interventions, which they perceived as meaningful recognition of their efforts.

Documentation studies, including meeting minutes and professional development activity reports, evidenced structured follow-up actions: training programs on teaching method development, adjustment of learning aids, and lesson plan revisions. These efforts aimed to sustain and enhance learning quality and student motivation systematically. Table 3 presents the types of follow-up actions and their implementation frequencies.

Table 3. Follow-up Actions Implemented

Action Type	Description	Implementation Frequency	Reported Impact
Teacher training	Pedagogy and management skills	Quarterly	High
Lesson plan revision	Based on evaluation data	Monthly	High
Resource adjustment	Learning materials and media	As needed	Moderate
Student recognition	Rewards and encouragement	Weekly	High
Peer observation	Inter-teacher learning	Bi-weekly	Moderate-High

Obstacles in Implementation

Observations identified several implementation obstacles: limited facilities and infrastructure, insufficient continuing teacher training, and initial student resistance to novel learning methods. These barriers hindered optimal classroom quality management across both schools. Specific constraints included inadequate technological resources (only 4 functioning computers per school), limited access to diverse learning materials, and classroom spaces not designed for collaborative learning arrangements.

Interview data from principals and teachers highlighted primary obstacles including facility limitations, inadequate human resources (teacher shortages), and low parental participation levels. Teachers faced particular difficulties managing heterogeneous classes with diverse student abilities and interests, affecting learning quality consistency. One teacher explained, "Managing a class where some students grasp concepts immediately while others need much more time is our biggest challenge" (Teacher, SDN Kertaraharja). Documentation revealed obstacles such as limited facilities insufficient for optimal learning, compressed instructional time competing with other activities, and lack of comprehensive documentation systems for tracking individual student motivational development.

Solutions to Overcome Obstacles

Observational data indicated implemented solutions included continuous teacher training enhancement, provision of varied learning media, and personal approaches to overcome student resistance. Schools maximized support from both institutional sources and parents to create conducive, motivating learning environments. Innovative solutions emerged, such as teachers creating low-cost learning materials from locally available resources and reorganizing classroom layouts to facilitate collaborative learning despite space constraints.

Interview responses revealed solutions encompassing improved classroom management training for teachers, garnering external support from education offices and community organizations, and strengthened communication with parents to support student learning. Technology-based learning

media were introduced to overcome conventional media limitations. One principal noted, "We've learned to be creative with limited resources—sometimes constraint breeds innovation" (Principal, SDN Ciadeg). Documentation evidenced written solutions including optimization of existing resources, development of more systematic documentation protocols, and collaborative efforts between teachers and support staff to create more conducive learning environments supportive of sustained student learning motivation.

Discussion

The findings of this study demonstrate that systematic classroom quality management, when implemented through Deming's (1986) PDCA cycle, significantly influences fifth-grade student learning motivation in elementary schools. This research extends existing literature by providing empirical evidence of how quality management principles, traditionally applied in industrial contexts, can be effectively adapted to educational settings, particularly in resource-constrained Indonesian schools. The results align with and expand upon the theoretical proposition that effective classroom management serves as a foundational element of quality teaching and directly impacts student engagement and motivation (Evertson & Weinstein, 2006; Stronge et al., 2011).

The planning phase findings corroborate Slameto's (2010) assertion that effective learning planning must encompass clear objectives, materials, methods, media, and evaluation components to enhance student motivation and outcomes. However, this study reveals an additional dimension: the integration of student voice in planning processes emerged as an unexpected yet powerful contributor to subsequent engagement. This finding aligns with contemporary research emphasizing student autonomy and empowerment as critical classroom management approaches linked to school connectedness and engagement (Korpershoek et al., 2025). The systematic nature of planning observed in both schools reflects the "Plan" stage of Deming's PDCA cycle, where careful analysis and goal-setting precede action, ensuring that quality improvement efforts are strategic rather than merely reactive.

Implementation findings support Arikunto's (2013) principles that quality learning implementation must fulfill student activity, material relevance to real life, and provision of constructive feedback. The observed increase in student participation from 62% to 87% during interactive activities provides quantitative evidence supporting meta-analytic findings that properly managed classrooms facilitate learning by maximizing student participation and establishing safe, supportive environments (Korpershoek et al., 2016; Simonsen et al., 2008). The emergence of spontaneous peer teaching behaviors represents a particularly significant finding, as it suggests that well-implemented classroom quality management not only enhances extrinsic engagement but cultivates intrinsic motivation—students become motivated to help others learn, indicating deep engagement with the learning process itself (Roorda et al., 2011; Reyes et al., 2012).

The evaluation phase results affirm Nitko and Brookhart's (2011) emphasis on combining formative and summative assessments to obtain comprehensive pictures of learning success. Importantly, this study reveals that teachers' recognition of motivation as a trackable outcome alongside academic achievement represents a conceptual advancement in educational quality management. This finding resonates with recent research demonstrating that formative assessment, when implemented effectively, positively impacts not only achievement but also student motivation and engagement (Wafubwa & Csíkos, 2022; Hattie & Timperley, 2007). The "Check" stage of Deming's cycle, emphasizing systematic evaluation and data analysis, proved essential for understanding both academic progress and motivational dynamics, addressing Marzano and Marzano's (2003) call for data-driven classroom management decisions.

The follow-up findings validate Wahyudi's (2015) emphasis on effective follow-up for maintaining learning quality sustainability and student motivation. The structured, iterative nature of follow-up actions observed aligns perfectly with Deming's "Act" stage, where organizations use evaluation insights to drive continuous improvement. The collaborative approach to follow-up, involving regular inter-teacher coordination and shared problem-solving, reflects contemporary understanding that classroom

management effectiveness extends beyond individual teacher competence to encompass organizational support systems and professional learning communities (Gage et al., 2018; Atici , 2007).

While previous research has examined classroom management and student motivation separately (Marzano & Marzano, 2003; Emmer & Stough, 2001; Safiullah et al., 2023), this study uniquely demonstrates how these elements interact within an integrated quality management system. The findings both confirm and challenge existing literature. Consistent with Hidayat's (2019) identification of facility and human resource constraints as primary obstacles, this research documents these challenges in rural Indonesian schools. However, contrary to assumptions that such constraints inevitably limit quality, this study reveals that systematic quality management approaches can mitigate resource limitations through creativity, collaboration, and strategic resource optimization—a finding with significant implications for schools in similar contexts globally.

The study's finding that student motivation is trackable and improves systematically through quality management interventions addresses a gap identified by Robinson et al. (2011) and Müller-Bloch and Kranz (2015) regarding insufficient empirical research on holistic quality management implementations in educational settings. While meta-analyses have confirmed classroom management's positive impact on student achievement (McGarity & Butts, 1984), this research provides process-level insights into *how* quality management produces motivational effects, revealing mechanisms including systematic planning, responsive implementation, continuous evaluation, and adaptive follow-up.

Interestingly, this study's finding regarding spontaneous peer teaching challenges assumptions about motivation as primarily teacher-driven. Research on peer teaching typically frames it as an intentional instructional strategy (Topping, 2005), yet this study documents its emergence as an indicator of intrinsic motivation within well-managed classrooms. This suggests that optimal classroom quality management may create conditions fostering self-directed, socially-oriented learning behaviors that transcend planned instructional activities—a finding warranting further investigation.

Theoretically, this research demonstrates that Deming's PDCA cycle provides a robust framework for understanding and implementing classroom quality management in elementary education contexts. The study extends quality management theory by showing how industrial continuous improvement principles can be meaningfully adapted to address the complex, relational nature of educational processes. It contributes to educational management literature by providing empirical evidence that systematic quality approaches address not only academic outcomes but also affective dimensions such as motivation, thereby supporting holistic educational quality enhancement. Practically, the findings offer actionable insights for teachers and administrators. The documented planning, implementation, evaluation, and follow-up practices provide replicable models for schools seeking to enhance classroom quality systematically. The identification of low-cost, creative solutions to resource constraints offers particular value for schools in developing contexts facing similar challenges.

This study's limitations must be acknowledged. First, the case study design, while providing rich contextual understanding, limits generalizability to other settings with different demographic, cultural, or resource characteristics. Second, the relatively short timeframe (one academic semester) may not capture long-term sustainability of observed improvements in classroom quality and student motivation. Third, while multiple data sources enhanced triangulation, the study relied primarily on self-reported perceptions from stakeholders, which may be subject to social desirability bias. Future research should employ longitudinal designs tracking quality management impacts over multiple years and include objective measures of student motivation such as validated motivation scales alongside qualitative data.

This research advances understanding of how systematic quality management enhances elementary student learning motivation by demonstrating that classroom quality is not an abstract ideal but an achievable outcome of deliberate, cyclical processes encompassing planning, implementation, evaluation, and continuous improvement. The study reveals that effective quality management in educational contexts requires not only technical implementation of procedures but also cultivation of collaborative cultures, creative problem-solving in resource-constrained environments, and recognition of motivation as a critical outcome warranting systematic attention alongside academic achievement.

By bridging industrial quality management principles with educational practice, this research contributes to evolving conceptualizations of educational quality as dynamic, improvable, and fundamentally connected to student motivational engagement.

CONCLUSION

This study demonstrates that systematic classroom quality management, implemented through Deming's PDCA cycle, significantly enhances fifth-grade student learning motivation in elementary schools. The findings reveal that quality management encompasses interconnected processes—strategic planning with student voice integration, responsive implementation utilizing varied interactive methods, continuous evaluation tracking both academic and motivational outcomes, and adaptive follow-up fostering sustained improvement. The research contributes theoretically by validating the applicability of industrial quality management frameworks to educational contexts and empirically documenting mechanisms through which systematic management practices influence student motivation. Notably, unexpected findings regarding spontaneous peer teaching and student participation in planning processes illuminate how optimal classroom quality management cultivates intrinsic motivation beyond planned interventions. Practically, this research provides replicable models for teachers and administrators seeking to enhance classroom quality systematically, particularly valuable for resource-constrained schools where creative solutions can mitigate infrastructure limitations. The study's limitations include restricted generalizability due to case study design, short timeframe potentially not capturing long-term sustainability, and reliance on self-reported data subject to social desirability bias. Future research should employ longitudinal designs tracking quality management impacts across multiple years, utilize validated motivation instruments alongside qualitative methods, and examine implementation in diverse cultural and socioeconomic contexts to establish broader applicability. Additionally, investigating the sustainability of observed improvements and exploring how different PDCA cycle components differentially impact various dimensions of student motivation would advance theoretical understanding. Ultimately, this research affirms that educational quality enhancement is achievable through systematic, collaborative approaches that recognize student motivation as both a process indicator and valued outcome of effective classroom management.

REFERENCES

Adeyemo, D. A. (2012). The relationship between effective classroom management and students' academic achievement. *European Journal of Educational Studies, 4*(3), 367–381. https://journals.journalsplace.org/index.php/JEDA/article/view/104

Arikunto, S. (2013). *Education quality management*. Bumi Aksara.

Atici, M. (2007). A small-scale study on student teachers' perceptions of classroom management and methods for dealing with misbehaviour. *Emotional and Behavioural Difficulties*, *12*(1), 15-27. https://doi.org/10.1080/13632750601135881

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Deming, W. E. (1986). *Out of the crisis*. MIT Press.

Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist, 36*(2), 103–112. https://doi.org/10.4324/9781410608130

Evertson, C. M., & Weinstein, C. S. (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Lawrence Erlbaum Associates.

Gage, N. A., Scott, T., Hirn, R., & MacSuga-Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders, 43*(2), 302–315. https://doi.org/10.1177/0198742917714809

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Korpershoek, H., de Boer, H., & Mouw, J. M. (2025). An Update of the Meta-Analysis of the Effects of Classroom Management Interventions on Students' Academic, Behavioral, Social-Emotional, and Motivational Outcomes. *Review of Educational Research*, 00346543251361903. https://doi.org/10.3102/00346543251361903

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research, 86*(3), 643–680. https://doi.org/10.3102/0034654315626799

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6–13. https://cmapsconverted.ihmc.us/rid=1235357704139_13835814_2516/the_key_to_classroom_management.pdf

McGarity, J. R., & Butts, D. P. (1984). The relationship among teacher classroom management behavior, student engagement, and student achievement of middle and high school science students of varying aptitude. *Journal of Research in Science Teaching, 21*(1), 55–61. https://doi.org/10.1002/tea.3660210107

Miles, M. B. (2017). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Müller-Bloch, C., & Kranz, J. (2015). A framework for rigorously identifying research gaps in qualitative literature reviews. *Proceedings of the International Conference on Information Systems*. http://aisel.aisnet.org/icis2015/proceedings/ResearchMethods/2/

Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students* (6th ed.). Pearson.

Oakhill, J. V., & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading, 16*(2), 91–121. https://doi.org/10.1080/10888438.2010.529219

Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology, 104*(3), 700–712. https://doi.org/10.1037/a0027268

Robinson, P., Lowe, J., & Blaber, A. (2011). *Research methods in health and social care*. SAGE Publications.

Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493–529. https://doi.org/10.3102/0034654311421793

Safiullah, Nadeem, H. A., & Asma (2023). Impact of classroom management on students' academic achievement at secondary school level in Peshawar. *Journal of Social Sciences Review*, *3*(2), 19-26. https://jssr.com.pk/index.php/jssr/article/view/208

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*(3), 351–380. https://doi.org/10.1353/etc.0.0007

Slameto. (2010). *Learning and the factors that influence it*. Rineka Cipta.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education, 62*(4), 339–355. https://doi.org/10.1177/0022487111404241

Topping, K. J. (2005). Trends in peer learning. *Educational Psychology, 25*(6), 631–645.

Varghese, C., Vernon-Feagans, L., & Bratsch-Hines, M. (2019). Associations between teacher–child relationships, children's effortful control and the quality of teacher–child interactions. *Early Education and Development, 30*(8), 1017–1034. https://doi.org/10.1016/j.ecresq.2018.09.005

Wafubwa, R. N., & Csíkos, C. (2022). Impact of formative assessment instructional approach on students' mathematics achievement and their metacognitive awareness. *International journal of instruction*, *15*(2), 119-138. https://e-iji.net/ats/index.php/pub/article/view/375

Wahyudi. (2015). *Educational management*. Prestasi Pustaka.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.