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THE INFLUENCE OF TEACHING EXPERIENCE, EDUCATION LEVEL, CLASSROOM MANAGEMENT AND LEARNING EVALUATION ON STUDENT LEARNING OUTCOMES ON JUNIOR HIGH SCHOOLS IN MALANG REGENCY

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ABSTRACT: This study seek to examines the influence of teaching experience, formal education level, classroom management, and learning evaluation on student learning outcomes in junior high schools (SMP) in Malang Regency. Utilizing a quantitative descriptive approach, data was gathered from 196 public and private junior high school teachers through Likert scale questionnaires, which were then analyzed using Structural Equation Modeling (SEM). The research findings shed light that teaching experience and teacher education level significantly affect learning outcomes, both directly and indirectly through classroom management, while systematic learning evaluation enhances learning outcomes through constructive feedback. These findings underscore the importance of teacher professionalism development, reinforcement of classroom management practices, and implementation of effective learning evaluation systems as a reference for policies and practices to enhance the quality of education at the secondary level.
Keywords: Teaching Experience; Teacher Education Level; Teacher Classroom Management; Evaluation of Student Learning Outcomes; Student Learning Outcomes.

INTRODUCTION:

Education serves as the primary foundation in cultivating high-quality human resources. Within the realm of formal education, teachers play a central role as facilitators of learning and determinants of the success of the teaching and learning process in the classroom. One key factor in determining the effectiveness of learning is teaching experience, which reflects the accumulation of practical knowledge, pedagogical skills, and managerial abilities acquired through years of direct practice (Kini & Podolsky, 2016; Rice, 2013).

The quality of teaching is essential in determining students' academic achievement, with experienced teachers generally being more effective in classroom management, delivering adaptive materials, and encouraging student engagement (Papay & Kraft, 2015). Yet, findings about the influence of experience and educational background on student learning outcomes remain inconsistent, depending on the social context and educational system analyzed (Kini & Podolsky, 2016; Rice, 2013).

In the Indonesian education context, disparities persist in academic qualifications and teacher work experience. Data from the Ministry of Education and Culture (2017) shows that some elementary school teachers do not yet have bachelor's degrees. This raises questions about the extent to which teacher experience and formal education impact teaching effectiveness and student learning achievement. Musadad et al. (2022) suggests that to create quality learning, teacher readiness in teaching is a fundamental factor that needs deeper exploration. On the other hand, there have not been many studies that psychometrically evaluate the relationship between these two factors and learning outcomes empirically, using valid measurement approaches

and rigorous analytical methodology. In fact, the focus of education should not only be on academic achievement, but also on strengthening student character through comprehensive integration of educational values, supported by professional guidance and counseling (Alfaiz et al., 2019).

Aligned with the constructivist learning theory, which emphasizes the importance of experience as the foundation for knowledge and skills formation (Ilham, 2022). Existing research has reported that teachers with longer experience tend to develop mature teaching strategies, good classroom management skills, and deep subject mastery (Clotfelter et al., 2007; Ladd, 2008). This condition enables them to create a conducive and adaptive learning environment for diverse student needs, thereby enhancing engagement and learning outcomes (Kraft & Papay, 2014; Nurcahyani et al., 2022), including through the implementation of active learning strategies that have a positive impact on academic achievement, especially in science and mathematics subjects (Theobald et al., 2020). Still, most of these studies only explore direct relationships, without examining the role of mediating variables such as student learning evaluation (Ishak & Suyatno, 2020; Sellami et al., 2017), hence, more complex structural mechanisms have not been fully revealed.

Conversely, in practice, teaching experience does not always correlate directly with teaching quality. Several studies show stagnation or even decline in teacher performance after the early career years, if not accompanied by continuous training and professional development (Harris & Sass, 2011). Additionally, factors such as formal education level also influence teaching effectiveness, where teachers with higher academic qualifications tend to be more reflective and innovative in managing learning (Desimone et al., 2002; Lindroth, 2015).

Teacher education level is also believed to influence teaching quality and student learning outcomes. Teachers with higher educational backgrounds are considered more effective in teaching (Babatunde et al., 2021; Guarino et al., 2006; Saenz et al., 2023), and even have greater contributions to science and social learning (Koirala et al., 2020; Lee, 2018). Nevertheless, Goldhaber & Brewer (2000) remind that education level does not always correlate directly with teaching performance. This leads to the assumption that the influence of education level might be mediated by classroom management abilities (Durlak et al., 2011; Korpershoek et al., 2016; Nafisah & Marmoah, 2023), although explicit testing of this mediation is still limited.

Classroom management itself is a crucial factor that supports student engagement and motivation as well as effective learning time. Well-organized classrooms have been proven to support academic success (Jamba & Norbu, 2023; Kiogolo & Mtana, 2022), and effective management strategies can increase student activity and achievement (Gage et al., 2018; van Dijk et al., 2019; Yıldız, 2017). Nevertheless, there has not been much research integrating classroom management with variables such as education level and learning evaluation in one comprehensive structural model (Sivri & Balcı, 2015; Thi & Nguyen, 2021; Wang & Holcombe, 2010).

On the other hand, learning evaluation, both formative and summative, plays an important role in the student learning process. Well-designed evaluations can provide constructive feedback (Black & Wiliam, 1998; Firmania et al., 2018; Hattie & Timperley, 2007), especially when supported by technology and blended learning approaches (Adedoyin, 2016; Hartikainen et al., 2019; Kundu & Bej, 2021). However, the effectiveness of this evaluation is very likely influenced by teacher experience and education level (Munir et al., 2019; Nurmasitah et al., 2022; Tambunan et al., 2021). As such, a comprehensive study is needed that integrates teaching experience, education level, classroom management, and learning evaluation in one structural model to explain their impact on student learning outcomes.

In Indonesia, challenges related to teacher quality remain a significant issue. Data from the Ministry of Education and Culture (2017) shows that approximately 15.79% of elementary school teachers do not yet have S1 education qualifications. This disparity in experience and academic qualifications raises important questions about the extent to which teacher experience and education level influence student learning outcomes. In line with this, Juharyanto et al. (2023) states that the number and qualifications of teachers, meeting frequency, and school programs also determine overall school quality.

This study aims to examine the influence of teaching experience and teacher education level on student learning outcomes in secondary schools in Indonesia. Specifically, this study wants to analyze the contribution of each variable and their interaction in influencing the effectiveness of the teaching and learning process. This study also provides methodological contributions by using statistical analysis techniques and reliable measurement approaches to evaluate variables focused on teacher competence in applied educational contexts.

Based on theoretical study and review of previous research, this study advances the following hypotheses:

H1.1: There is an effect of teaching experience on the learning outcomes of junior high school students in Malang Regency.

H1.2: There is an effect of educational attainment on the learning outcomes of junior high school students in Malang Regency.

H1.3: There is a direct effect of classroom management on the learning outcomes of junior high school students in Malang Regency.

H1.4: There is a direct effect of learning evaluation on the learning outcomes of junior high school students in Malang Regency.

H1.5: There is an indirect effect of educational attainment on the learning outcomes of junior high school students through classroom management.
H1.6: There is an indirect effect of teaching experience on the learning outcomes of junior high school students through learning evaluation in Malang Regency.
H1.7: There is an indirect effect of educational attainment on the learning outcomes of junior high school students through classroom management in Malang Regency.
H1.8: There is an indirect effect of educational attainment on the learning outcomes of junior high school students through learning evaluation in Malang Regency.
H1.9: There is an effect in the structural model of teaching experience, educational attainment, classroom management, and learning evaluation on the learning outcomes of junior high school students.

METHODOLOGY

This research is quantitative research with a descriptive correlational approach. This approach is used to determine the relationship and influence between independent variables (teaching experience, education level, classroom management, and learning evaluation) on the dependent variable (student learning outcomes). The population in this study consists of all public and private junior high school (SMP) teachers in Malang Regency. Sampling was conducted using purposive sampling technique, with criteria of active teaching teachers who completed questionnaires completely. The sample size was determined with a 5% error rate, resulting in 196 teacher respondents from a total population of approximately 400. The sample selection procedure utilized calculations based on the Krejcie and Morgan (1970) Table, incorporating error levels of 1%, 5%, and 10%. In this study, a 5% error level was chosen by the researcher to ensure optimal and maximal results in accordance with the Krejcie & Morgan Table, 1970. The impact of teaching experience, level of education, classroom management, and student learning evaluations on student learning outcomes were taken into consideration. Based on the table, if the population consists of approximately 400 teachers, only 196 teachers would need to be selected as respondents. Data was collected through questionnaire instruments constructed using a five-point Likert scale, including items that measure each variable construct. Content validity of the instrument was examined through expert review, and preliminary testing was conducted to measure internal reliability. Additionally, literature study was used to support the theoretical framework and formulate research indicators. Operationalization Independent variables consist of: (1) teaching experience, (2) teacher education level, (3) classroom management, and (4) learning evaluation. The dependent variable is student learning outcomes. Each construct is measured through a number of indicators formulated based on previous literature.
Data analysis was conducted using Structural Equation Modeling (SEM) approach using Partial Least Squares (PLS) with the help of the latest version of SmartPLS software. The analysis process includes two stages: evaluation of the measurement model (outer model) and structural model (inner model). Outer model evaluation includes convergent validity testing (with loading factor values > 0.70 and AVE > 0.50) and reliability testing (composite reliability and Cronbach's alpha > 0.70). Discriminant validity is tested through Fornell-Larcker criterion and cross-loading. Meanwhile, inner model evaluation is conducted by measuring coefficient of determination (R^2), predictive relevance value (Q^2), and path significance (t-statistic > 1.96) through bootstrapping. Before hypothesis testing, classical assumption tests were conducted to ensure model feasibility, including normality tests (Kolmogorov-Smirnov), multicollinearity tests (tolerance > 0.10 and VIF < 10), and heteroscedasticity tests (with scatterplot). Hypothesis testing was conducted to test the significance of direct influence between variables, with a 5% significance level. The research procedure was conducted through stages: (1) problem identification and preliminary study, (2) hypothesis formulation, (3) instrument preparation and testing, (4) data collection, (5) data analysis using SEM-PLS, and (6) conclusion drawing and research result reporting.

TABLE 1. Variable Measurement Indicators

Variable	Sub Variable	Indicator
Teacher Teaching Experience (David, 1988) (Kasim, 2018) (Auerbach, 2018)	a. Novice (0-2 Years)	1. Just starting to learn how to teach
		2. Learning the basics, facts, and concepts of teaching
		3. Unable to manage daily tasks effectively
		4. Lacking the skills to teach in the classroom
	b. Advanced Novice (3–7 Years)	1. Begins teaching
		2. Adds and consolidates facts and concepts in learning
		3. Early experiences help increase self-confidence
		4. Strongly requires guidance from a mentor teacher
	c. Competent (8–11 Years)	1. Holds a professional qualification
		2. Focuses on student learning
		3. In special situations, begins to understand learning principles
		4. Adopts different strategies for students with diverse needs
	d. Proficient (12–16 Years)	1. Highly skilled in their field
		2. Remembered and respected by students
		3. Teaches fluently and spontaneously, making intuitive decisions
		4. Able to mentor novice teachers
	e. Expert (17+ Years)	1. Demonstrates outstanding achievements
		2. Has authority in teaching and is highly professional
		3. Their ideas shape educational policies within the school
Teacher Education Level (Prayitno, 2019) (Nawawi Hadari dkk, 1997) Tirtarahardja dan La Sulo (2010) Habiby (2017), Umar dan Sulo (1994), Universitas Negeri Malang (2003), (Daien Amir,1980)	Highest qualification obtained through formal or non-formal education – higher education, formal education levels	a. Completed High School / Equivalent b. Completed Diploma III c. Completed Bachelor's Degree (S1) d. Completed Master's Degree (S2) e. Completed Doctoral Degree (S3)
Classroom Management (Irafahmi, 2016), (Sudirman, 1991), (Rumana dkk, 2006), (Semiawan,1992), (Porter dkk, 2000), (Thabary, 1995),(Sabri, 1999), (Dingel ,2023), (Shinta, 2022)	a. Physical and Non-Physical	a. Teaching practices in the subject
		b. Student characteristics
		c. Collaborative learning activities
		d. Writing subject matter in existing student journals
	b. Non-Physical	a. Emotional condition
		b. Characteristics
		c. Discipline
		d. Attention
		e. Maintaining communication beyond classroom learning with students
		f. Building student–student relationships to meet individual needs
	c. Physical	a. Student learning facilities
		b. Arrangement of teaching aids and props
		c. Student seating arrangements
		d. Teachers paying attention to student activities
		e. Students showing a strong and positive connection with each other
		f. Teacher–student relationships guided by existing school policies
		g. Responsiveness in addressing student needs appropriately
Student Learning Outcome Evaluation – Formative (Putri Fitriani, 2023), (Nopiana, 2023), (Syaifuddin, 2023)	Planning – Formative Evaluation	a. Achievement systematics
		b. Suitability of competence with indicators
		c. Meets interactive, integrative, contextual, and thematic learning characteristics
	Organizing Formative evaluation	a. Ability to construct questions
		b. Avoiding misunderstandings about questions unrelated to objectives
		c. Ability to transform questions

Variable	Sub Variable	Indicator
		d. Understanding questions and process skills
	Implementation of Formative evaluation	a.1 Each question must have one correct answer
		b.1 Questions must be formulated concisely, clearly, and precisely
		c.1 Question may not give the answer in the right direction
	Controlling Formative evaluation	a.1 Controlling according to general and specific instructions for answering questions
		b.1 Preparing answer keys and scoring guidelines
		c.1 Control over the preparation of questions
		d.1 Control over the outcomes of exam question
Student Learning Outcome Evaluation – Summative (Putri Fitriani, 2023), (Nopiana, 2023), (Syaifuddin, 2023)	Planning – Summative Evaluation	a. Achievement systematics
		b. Suitability of competence with indicators
		c. Meets interactive, integrative, contextual, and thematic learning characteristics
	Organizing Summative Evaluation	a. Ability to construct questions
		b. Avoiding misunderstandings about questions unrelated to objectives
		c. Ability to transform questions
		d. Understanding questions and process skills
	Implementation of Summative evaluation	a.1 Each question must have one correct answer
		b.1 Questions must be formulated concisely, clearly, and precisely
		c.1 Question may not give the answer in the right direction
	Controlling Summative evaluation	a.1 Controlling according to general and specific instructions for answering questions
		b.1 Preparing answer keys and scoring guidelines
		c.1 Control over the preparation of questions
		d.1 Control over the outcomes of exam question
Student Learning Outcomes (Benjamin Bloom, 1956) (Nurbudiyani, 2013) (Anni, 2007)(Kamarsial, 2018) (Meilani , 2021)	a. Cognitive (Knowledge: understanding, application, analysis, synthesis, evaluation)	a.1 Recognition (recalling)
		b.1 Classification (comparing)
		c.1 Executing and implementing procedures
		d.1 Attributing and organizing
		e.1 Checking, critiquing
		f.1 Generating and designing
	b. Affective (Receiving, participation, valuing, organization, and characterization by value)	a.1 Receiving – willingness to be aware of phenomena in the environment.
		b.1 Participation – willingness to actively engage and influence.
		c.1 Providing responses to phenomena in the surrounding environment, encompassing agreement, willingness, and satisfaction in giving feedback, as well as appreciation (evaluation)
		d.1 Valuing – giving reactions, approval, and commitment toward phenomena).
		e.1 Organization – integrating values into a consistent system.
		f.1 Characterization – internalizing a value system into life behavior.
	c. Psychomotor (Perception, readiness, guided response, habitual response, complex overt response, adaptation, creativity)	c.1 Perception – using sensory cues to guide motor activity
		c.2 Readiness – physical, mental, and emotional preparedness to act
		c.3 Guided response – early learning stages including imitation and trial and error
		c.4 Habitual response – performing learned responses with proficiency
		c.5 Complex overt response – skillful performance of complex movements
		c.6 Adaptation – modifying movements to fit special requirements.
		c.7 Creativity – creating new movement patterns for specific situations

RESULTS

After the estimated model meets the Outer Model criteria, researchers then conducted Structural Model (Inner Model) testing. The Adjusted R-Square value for the student learning outcomes construct is 0.899. This

means the model has a strong goodness-of-fit level. This also means that the variability of student learning outcomes can be explained by independent variables by 89.9%.

F-Square testing was conducted to determine how much relative influence the independent latent variables have on the dependent latent variable. The analysis reveals that the f square values for the student learning outcomes variable are 8.742, 14.539, 81.478, and 4.405. The results provide evidence that the independent variables affecting student learning outcomes have major influence.

The testing requirement is that if $Q^2 > 0$, it indicates the model has predictive relevance. Q^2 values of 0.02, 0.15, and 0.35 indicate that the model is weak, moderate, and strong respectively (Ghozali & Latan, 2014).

TABLE 1 Q Square Test

	SSO	SSE	Q^2 (=1-SSE/SSO)
Learning Evaluation	12544,000	12544,000	0,000
Student Learning Outcomes	7448,000	5316,434	0,286
Teaching Experience	9604,000	9604,000	0,000
Classroom Management	7840,000	7840,000	0,000
Education Level	2352,000	2352,000	0,000

From Table 1 above, the q square value for student learning outcomes variable is 0.286. Therefore, it can be concluded that variables influencing student learning outcomes have strong influence.

Based on P Values calculation which must be below 0.05 and t statistics greater than or equal to 1.96 (Ghozali, 2014). If t statistics is greater than t table (1.96), then both constructs are declared significant and vice versa.

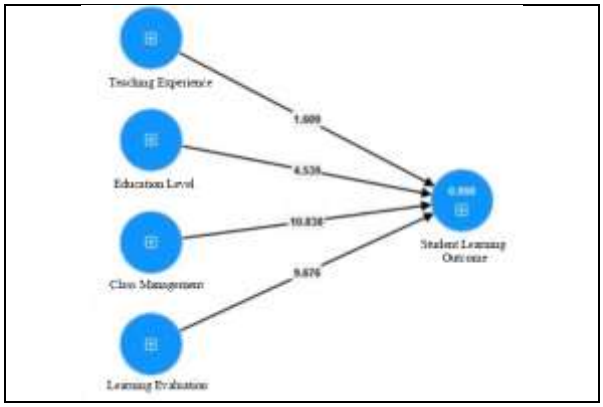

FIGURE 1 Inner Model

TABLE 2 Direct Influence Hypothesis Test

	Original Sample (O)	T Statistics (|O/STDEV|)	P values
Learning Evaluation → Student Learning Outcomes	1,065	9,676	0,000
Teaching Experience → Student Learning Outcomes	0,422	2,609	0,018
Classroom Management → Student Learning Outcomes	1,414	10,838	0,000
Education Level → Student Learning Outcomes	0,459	4,539	0,000

The outcomes of the present research confirm that all four independent variables analyzed have significant effects on student learning outcomes. Teacher teaching experience contributes positively to improving learning outcomes, as shown by a coefficient value of 0.422 and t-statistic value of 2.609. Teacher education level is also proven significant ($\beta = 0.459$; $t = 4.539$), indicating that teachers with higher education tend to have better impact on student achievement. Additionally, classroom management is the most dominant factor affecting learning outcomes ($\beta = 1.414$; $t = 10.838$), followed by learning evaluation practices ($\beta = 1.065$; $t = 9.676$). All hypotheses are accepted, confirming that the combination of teacher personal and professional competencies has a strong impact on student academic performance.

TABLE 3 Mediation Effect Hypothesis Test

	Original Sample (O)	T statistics (|O/STDEV|)	P Values
Education Level → Classroom Management → Student Learning Outcomes	1,185	7,262	0,000

Teaching Experience → Learning Evaluation → Student Learning Outcomes	0,701	2,507	0,013
Education Level → Learning Evaluation → Student Learning Outcomes	0,914	3,942	0,000
Teaching Experience → Classroom Management → Student Learning Outcomes	0,055	0,559	0,576

Mediation path analysis shows that teacher teaching experience has a positive and significant effect on student learning outcomes through learning evaluation (β = 0.701; t = 2.507), but is not significant when mediated by classroom management (β = 0.055; t = 1.96). Conversely, teacher education level proves to have significant mediation effects on student learning outcomes, both through learning evaluation (β = 0.914; t = 3.942) and through classroom management (β = 1.185; t = 7.262). These findings show that learning evaluation is a strong mediator between teacher experience and education on student academic achievement. Meanwhile, classroom management only becomes a significant mediator in the formal education path, but not in the teaching experience path.

DISCUSSION

The empirical outcomes of this investigation affirm that teaching experience is a major factor contributing to improved student learning outcomes. Educators with longer teaching experience tend to have better abilities in classroom management, selecting appropriate teaching strategies, understanding student characteristics, preparing relevant teaching materials, and conducting evaluations of learning effectively (Hasibuan, 2018; Saputra, 2024; Triwiyanto et al., 2018).

Rich experiential backgrounds allow teachers to enhance their pedagogical skills by learning from various challenges and situations in the classroom, including the ability to adapt teaching methods to students' learning styles, provide a more personalized approach, and create a conducive learning environment. These outcomes are supported by Wiyono et al. (2025) who emphasize that teacher efficacy and work motivation are key factors in improving teacher performance, and that teaching experience, level of education, and professional competence collectively influence student learning outcomes. Furthermore, systematic and creative lesson planning tailored to student conditions (Nurhadi et al., 2023), effective delivery of material according to students' cognitive development stage (Saputra, 2024), and the ability to provide constructive feedback post-evaluation (Hasibuan, 2018), are crucial aspects that strengthen the impact of teaching experience on students' academic achievements.

Nonetheless, the length of teaching experience does not automatically guarantee the relevance of teaching methods when teachers tend to stay in their comfort zone and show resistance to pedagogical innovations. This situation has the potential to hinder the adoption of innovative teaching methods that align with the dynamics of the development of knowledge and educational technology. Reflecting patterns observed in previous research, the sustainability of teachers' performance effectiveness requires a strong commitment to continuous professional development, either through active participation in needs-based training, workshops focused on best practices, or the utilization of the latest learning technologies. This approach is seen as strategic to ensure that teachers' pedagogical and professional competencies remain aligned with curriculum changes, the demands of 21st-century learning, and the needs of learners in the era of digital transformation.

In addition to teaching experience, another equally important factor in influencing student learning outcomes is the level of education of teachers, which serves as an indicator of the academic and professional capacity of an educator. A higher level of education contributes to improving the quality of learning in the classroom, critical thinking skills, the selection of relevant teaching strategies, and better academic performance (Asiyah et al., 2021; Pratiwi, 2015). Teacher with adequate academic qualifications tend to have a broad perspective on the importance of education, are able to provide motivation, moral support, and create a conducive learning environment, including the provision of facilities and the utilization of learning technologies (Hanum et al., 2020; Suherman et al., 2016).

Consistent with prior empirical evidence from Saribu (2021) and Nisa et al. (2024), which indicate that teachers with higher education possess better pedagogical and professional competencies, stronger technological skills, and a more open attitude towards learning innovations. This is affirmed further by Sumarsono et al. (2017), who uncover that academic background influences active participation in educational quality improvement. Purnomo et al. (2023) confirms that teachers' readiness to integrate learning technologies, like Virtual Learning Environment (VLE), is determined by their adaptive and innovative professional attitudes. Thus, enhancing the quality of learning requires synergy between improving teachers' academic qualifications, continuous training, and strengthening adaptive attitudes so that teachers can meet the educational demands of the Industry 4.0 era.

Nevertheless, a high level of education must be complemented with practical skills in managing learning, one of which is through effective classroom management skills to create a conducive learning environment. The teacher's ability in classroom management has been proven to be a key factor in achieving learning

objectives and improving students' academic performance. This is in accordance with Wahyuni (2022), who states that students' learning outcomes are the main indicator of the success of the learning process in schools, and effective classroom management serves as a cornerstone in its achievement. Classroom management not only includes arranging seating or maintaining order, but also lesson planning, managing social interactions, time management, and controlling student behavior.

The organized physical classroom environment including spatial arrangement, lighting, ventilation, and cleanliness can enhance students' comfort and concentration. Further, positive interpersonal relationships between teachers and students, based on mutual respect, create a safe emotional atmosphere conducive to learning. A servant leadership-oriented teaching style also makes a major contribution, as highlighted by Syam et al. (2023); empathetic, open, and accountable teachers are able to foster a conducive learning climate for academic achievement. Marlina et al. (2020) point out that a well-organized learning environment can minimize distractions, enhance concentration, and promote material understanding.

High student motivation to learn, as manifested by an enjoyable and challenging learning environment, correlates directly with improved learning achievement. Positive interactions between students and teachers as well as among students support collaborative learning, which in turn strengthens learning outcomes. Additionally, skilled teachers in classroom management are able to adjust teaching approaches according to students' learning styles, whether visual, auditory, or kinesthetic. Comparable to the findings of Maisyaroh et al. (2024), the implementation of creative methods such as project-based learning, collaborative activities, and the use of digital technology can enhance students' critical thinking skills and digital literacy. For this reason, effective classroom management not only directly contributes to learning outcomes but also equips students with relevant 21st-century competencies.

Although effective classroom management has proven to support the achievement of learning objectives, its success is highly dependent on the appropriate evaluation process to measure, assess, and improve the quality of learning. Well-designed evaluations provide useful feedback for students to enhance the quality of their learning and provide accurate data for teachers to enhance the learning process (Pravesti et al., 2020). In the context of the challenges of the Industry 4.0 era, teachers are facing changes in social values, an increase in virtual-based work, and the complexity of the learning process, making evaluation a key instrument in maintaining the overall success of education Mustiningsih et al., 2020).

Suardipa & Primayana (2023) also report that learning evaluation is not just about giving grades, but also serves to measure the effectiveness of learning strategies, student competency development, and as a basis for decision-making for continuous improvement. Evaluation can take the form of formative and summative tests, observations, portfolios, as well as self-assessments. Diagnostically managed evaluation results enable teachers to identify student learning difficulties, design appropriate interventions, and adjust learning strategies, methods, and materials to be more effective (Laila et al., 2024). As such, evaluation is not just a measuring tool, but an integral part of improving the quality of education, which if consistently implemented will have a positive and influential on whole student learning outcomes.

The current research has limitations in terms of the scope of variables and analysis models utilized. The findings shed light that teaching experience, education level, classroom management, and learning evaluation significantly influence junior high school students' learning outcomes. For educational institutions, these findings can serve as strategic information that highlights the importance of strengthening these factors for improving the quality of learning. The implementation of teacher competency enhancement programs, through continuous professional development, classroom management reinforcement, academic qualification improvement, and effective learning assessment, is expected to have a tangible impact on students' academic achievement. Meanwhile, future research could be further enriched by more complex models, such as incorporating mediating or moderating variables like student learning motivation or school management support, to enrich understanding of the inter-variable influence mechanisms. Likewise, it is also advisable to explore other potential factors that could significantly contribute, such as integrating learning technology, parental involvement, and school climate, so that the research results can offer more comprehensive recommendations for enhancing the quality of learning at the junior high school level.

CONCLUSION

Based on research results, it can be concluded that teaching experience, education level, classroom management, and learning evaluation have significant influence on junior high school student learning outcomes in Malang Regency. Teachers with high teaching experience are able to implement varied learning methods appropriate to student characteristics, thus facilitating material understanding. Higher teacher education levels have positive impacts on learning outcomes because teachers better understand the importance of educational processes and can provide effective guidance. Good classroom management creates conducive learning environments, encouraging students to be more focused and motivated in learning processes. Learning evaluation conducted systematically and on target provides feedback that helps students understand weaknesses and encourages learning achievement improvement. Thus, these four factors contribute importantly to improving student academic achievement.

Suggestions that can be given based on these findings are the need for more attention from educational institutions to improve teaching experience quality, teacher education levels, classroom management abilities, and learning evaluation effectiveness. Strategic steps such as teacher training, academic qualification improvement, and evaluation system improvement need to be conducted continuously. For future researchers, it is suggested to develop more comprehensive research models by adding other variables that potentially influence learning outcomes, and consider using mediation or moderation variables to provide deeper understanding of relationships between variables.

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