

# The Influence of Teachers' Emotional Support and Classroom Management Quality On Students' Learning Satisfaction Level At Sd Gmim 05 Manado

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## **Abstract.**

*This study aims to analyze the influence of teachers' emotional support and classroom management quality on students' learning satisfaction at SD GMIM 05 Manado. The study was motivated by the low level of student enthusiasm and participation during the learning process. This research employed a quantitative approach using an ex-post facto design and a correlational framework. The population consisted of 200 students, with 40 students selected as the sample through Proportional Random Sampling. Data were collected using closed-ended questionnaires with a Likert scale and analyzed through Multiple Linear Regression Analysis using IBM SPSS Statistics. The findings revealed that teachers' emotional support partially had a positive and significant effect on students' learning satisfaction, with a significance value of  $0.005 < 0.05$  and a contribution of 60.2%. Classroom management quality also showed a positive and significant effect, with a significance value of  $0.001 < 0.05$  and a contribution of 58.7%. Simultaneously, both variables significantly influenced students' learning satisfaction, with a significance value of  $0.001 < 0.05$  and an Adjusted R Square value of 67.2%. The study concludes that students' learning satisfaction is strongly influenced by teachers' emotional support and effective classroom management. Therefore, schools should strengthen teachers' socio-emotional competencies and classroom management skills to create more meaningful and satisfying learning experiences for students.*

**Keywords:** Teachers' Emotional Support, Classroom Management and Students' Learning Satisfaction.

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## **I. INTRODUCTION**

Education is the primary foundation for developing high-quality, competitive, and excellent human resources, particularly in the rapidly advancing era of globalization. In accordance with Law Number 20 of 2003 concerning the National Education System, the educational process in Indonesia is not solely focused on the transfer of knowledge, but also on character building and the comprehensive and sustainable development of students' potential. The achievement of these educational goals is strongly influenced by the quality of interactions that occur in the classroom, especially the relationship between teachers and students during the learning process.

One important indicator used to measure the effectiveness of the learning process is students' learning satisfaction. Students who are satisfied with their learning experiences tend to demonstrate higher learning motivation, active engagement in academic activities, and better academic achievement. In addition, learning satisfaction can foster students' self-confidence and enthusiasm in participating in classroom activities. Conversely, low learning satisfaction may reduce students' interest and participation, which can negatively affect the overall quality of education.

However, preliminary observations at SD GMIM 05 Manado revealed challenges related to students' learning satisfaction. Some students appeared less enthusiastic, passive, and reluctant to express their opinions or actively participate in classroom activities. This condition indicates the need for greater attention to factors influencing students' comfort and engagement in learning, particularly teachers' emotional support and classroom management quality.

Teachers' emotional support plays a crucial role in creating a conducive and enjoyable learning environment. Teachers who establish warm, open, and respectful interpersonal relationships with students can enhance students' comfort in learning and exploring new ideas. Pianta (1999) emphasized that the quality of teacher-student relationships significantly influences learning motivation, academic engagement, and students' learning satisfaction. This view is further supported by Self-Determination Theory (SDT) proposed by Deci and Ryan (2000), which states that the fulfillment of basic psychological needs—competence,

autonomy, and relatedness—is strongly influenced by the way teachers interact with and emotionally support students.

On the other hand, classroom management quality is another important factor affecting students' learning satisfaction. Effective classroom management includes teachers' ability to organize the classroom environment, establish learning rules, manage student behavior, and create an orderly, comfortable, and productive learning atmosphere. Evertson and Weinstein (2006) explained that effective classroom management facilitates students' cognitive and affective development, enabling them to feel secure, focused, and better prepared for learning activities. Wang et al. (2020) also found that classroom management quality has a direct relationship with student engagement, which ultimately affects students' learning satisfaction.

Although numerous theories and previous studies have discussed teachers' emotional support and classroom management, their implementation in schools, particularly at SD GMIM 05 Manado, still faces several challenges. Teachers continue to encounter difficulties in managing heterogeneous classroom dynamics, maintaining students' engagement, and creating effective and efficient learning transitions. Previous studies by Reyes et al. (2012) and Hamre and Pianta (2001) demonstrated that teachers' emotional support has long-term effects on students' academic performance and learning attitudes. Furthermore, Oliver et al. (2011) concluded that proactive classroom management strategies can create a more conducive learning environment and support students' overall development.

Based on this background, this study aims to comprehensively analyze the influence of teachers' emotional support and classroom management quality on students' learning satisfaction at SD GMIM 05 Manado. The findings of this study are expected to contribute positively to improving educational quality, particularly in strengthening learning management and creating a more effective learning environment at the elementary school level.

## **II. LITERATURE REVIEW**

### **1. Students' Learning Satisfaction**

Learning satisfaction is a form of students' subjective evaluation of the learning experiences they receive during the learning process. It reflects the extent to which students' expectations of learning activities are fulfilled through classroom interactions, teaching methods, and the learning environment they experience. Elliot and Dweck (2005) defined learning satisfaction as a positive affective response that emerges when students' academic and socio-emotional needs are optimally fulfilled. In other words, students will feel satisfied when the learning process provides comfort, support, and opportunities for personal development according to their potential.

From the perspective of educational management, learning satisfaction is closely related to the concept of educational service quality. Parasuraman et al. (1988), through the SERVQUAL concept, explained that satisfaction is determined by the extent to which the services provided meet users' expectations, including in the educational context. This indicates that the quality of teacher interactions, teaching methods, facilities, and classroom atmosphere are essential components in shaping students' satisfaction.

Furthermore, Konu and Rimpela (2002), through the School Well-Being model, stated that students' satisfaction is influenced not only by academic aspects but also by students' well-being at school. This model consists of four main dimensions: having, loving, being, and health. These dimensions illustrate that students require a safe learning environment, positive social relationships, opportunities for self-development, and supportive physical and psychological conditions. Therefore, the main indicators of learning satisfaction include enjoyment during learning activities, feelings of safety and comfort in the classroom, positive relationships with teachers, and satisfaction with teaching methods and learning outcomes.

### **2. Teachers' Emotional Support**

Teachers' emotional support refers to the attention, care, and sensitive responses demonstrated by teachers toward students' emotional needs during the learning process. This support is reflected through teachers' friendly, open, and respectful attitudes, as well as their ability to establish positive interpersonal

relationships in the classroom. Emotional support is highly important because it helps students feel accepted, valued, and more confident in participating in learning activities.

Pianta (1999), through the Student–Teacher Relationship Scale, emphasized the importance of warmth in teacher–student relationships. Warm and caring relationships can build students’ trust in teachers, thereby creating more effective learning interactions. Furthermore, Pianta et al. (2008), through the Classroom Assessment Scoring System (CLASS) framework, operationalized emotional support through several indicators, including a positive classroom climate, teacher sensitivity to students’ needs, and respect for students’ perspectives and opinions.

Theoretically, the concept of emotional support is rooted in the Self-Determination Theory proposed by Deci and Ryan (2000). This theory states that one of the fundamental psychological needs of individuals is relatedness, namely the need to feel accepted and connected to others. In the educational context, teachers play an important role in fulfilling this need through supportive and empathetic interactions. Adequate emotional support has been proven to provide positive long-term effects on students’ learning motivation, academic engagement, adaptability in school, and overall learning satisfaction.

### 3. Classroom Management Quality

Classroom management quality refers to teachers’ ability to organize and manage the learning environment in order to create an orderly, safe, comfortable, and conducive atmosphere for the learning process. Classroom management is not only related to controlling student behavior but also includes organizing learning activities, managing time effectively, establishing classroom rules, and fostering positive interactions between teachers and students.

Evertson and Weinstein (2006) explained that effective classroom management supports both students’ cognitive and affective development. A well-organized learning environment enables students to remain focused, actively participate, and feel comfortable during learning activities. In contrast, ineffective classroom management may lead to disruptive behavior that interferes with the teaching and learning process.

Marzano et al. (2003) found that effective classroom management significantly reduces disruptive behavior, thereby directly improving students’ academic achievement and learning satisfaction. In addition, Brophy (2006) emphasized that high-quality classroom management is proactive in nature, focusing on preventing problems before they occur. Teachers who implement proactive strategies tend to maintain student engagement, create positive discipline, and establish a more productive and enjoyable learning environment.

Therefore, classroom management quality is an important factor in supporting effective learning. Effective classroom management not only helps maintain classroom order but also provides more meaningful learning experiences that enhance students’ comfort, engagement, and learning satisfaction.

## III. METHODS

This study employed a quantitative approach using a survey method to obtain objective and scientifically generalizable data. The research design was *ex-post facto*, which examines causal relationships among variables that naturally occur without any specific treatment from the researcher. The study also applied a correlational design aimed at analyzing the relationship and influence of teachers’ emotional support (X1) and classroom management quality (X2) on students’ learning satisfaction (Y), both partially and simultaneously.

The research was conducted at SD GMIM 05 Manado, North Sulawesi Province, from January to March 2026. The population consisted of 200 active students, with a sample of 40 students determined based on Arikunto’s (2010) recommendation, which suggests taking 20% of the population. The sampling technique used was Proportional Random Sampling to ensure proportional representation from each grade level.

The dependent variable in this study was students’ learning satisfaction (Y), while the independent variables consisted of teachers’ emotional support (X1) and classroom management quality (X2). The concept of learning satisfaction was based on Elliot and Dweck (2005), Konu and Rimpela (2002), and Lehr et al.

(2004). The teachers' emotional support variable referred to Pianta et al. (2008) and Deci and Ryan (2000), whereas the classroom management quality variable referred to Evertson and Weinstein (2006), Marzano et al. (2003), and Brophy (2006).

Data were collected using closed-ended questionnaires with a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The validity of the instrument was tested using Pearson Product-Moment Correlation, while reliability was tested using Cronbach's Alpha technique. The instrument was considered reliable if the alpha value exceeded 0.60, in accordance with Sugiyono (2006).

Data analysis was conducted using IBM SPSS Statistics software. The analysis procedures included descriptive statistics, classical assumption tests, and hypothesis testing using Simple Linear Regression Analysis (*t*-test) and Multiple Linear Regression Analysis (*F*-test). In addition, the coefficient of determination ( $R^2$ ) was used to determine the contribution of the independent variables to the dependent variable.

#### IV. RESULTS AND DISCUSSION

Descriptive statistics provide an overview or description of data based on the mean, standard deviation, maximum, and minimum values of each variable (Arif et al., 2020). The variables used in this study consisted of Teachers' Emotional Support, Classroom Management Quality, and Students' Learning Satisfaction. Based on one dependent variable and two independent variables, descriptive statistical analysis was conducted, and the results are presented in Table 1.

**Table 1. Descriptive Statistics**

	Descriptive Statistics							
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Variance Statistic
Dukungan Emosional Guru	50	41.00	59.00	100.00	79.9400	1.62189	11.46852	131.527
Kualitas Pengelolaan Kelas	50	53.00	47.00	100.00	78.1600	1.71008	12.09210	146.219
Tingkat Kepuasan Belajar Siswa	50	46.00	54.00	100.00	79.5600	1.54660	10.93610	119.598
Valid N (listwise)	50							

Based on the descriptive statistics presented in Table 1, an initial overview of the characteristics of the three research variables—teachers' emotional support, classroom management quality, and students' learning satisfaction—can be identified. All variables involved 50 respondents ( $N = 50$ ), indicating that the analysis was conducted consistently across the entire sample without any missing data (valid N listwise = 50). This demonstrates that the quality of the data was adequate and appropriate for further inferential analysis.

For the teachers' emotional support variable, the mean score was 79.94, with a score range of 41, from a minimum value of 59 to a maximum value of 100. This relatively high mean indicates that, in general, students perceived a good level of emotional support from teachers, including attention, empathy, and positive interpersonal relationships during the learning process. The standard deviation of 11.47 indicates a moderate variation in students' perceptions, suggesting that although the overall perception was high, differences in students' experiences regarding teachers' emotional support still existed.

Furthermore, the classroom management quality variable obtained a mean score of 78.16 with a wider score range of 53 (minimum 47 and maximum 100). This result indicates that students generally perceived classroom management positively, although the variation was greater compared to the other variables. The standard deviation of 12.09 further confirms that there was considerable diversity in students' evaluations of how teachers managed the classroom, including aspects such as organizing the learning environment, maintaining discipline, and implementing learning strategies. This variation may indicate inconsistencies in classroom management practices or differences in students' learning experiences.

Regarding the students' learning satisfaction variable, the mean score was 79.56 with a score range of 46 (minimum 54 and maximum 100). This finding suggests that students generally had a high level of learning satisfaction. The standard deviation of 10.94, which was relatively lower than those of the other

variables, indicates that students' perceptions of learning satisfaction tended to be more homogeneous. In other words, most students shared relatively similar levels of satisfaction regarding their classroom learning experiences.

Overall, the three variables demonstrated relatively high mean scores, indicating favorable conditions within the context of the study conducted at SD GMIM 05 Manado. Nevertheless, the variations found in each variable, particularly in classroom management quality, suggest that there is still room for improvement. These descriptive statistics provide a strong foundation for continuing to the next stage of analysis, particularly in examining the influence of teachers' emotional support and classroom management quality on students' learning satisfaction empirically.

## 1. Research Instrument Testing

### a. Validity Test

According to Arif et al. (2020), a validity test is an index used to determine whether an instrument accurately measures what it is intended to measure. The validity test was conducted to assess the validity of the questionnaire items used in this study. An item was considered valid when the total score correlation value (r-count) was greater than the r-table value. The results of the validity test for each research variable are presented in Table 2.

**Table 2. Validity Test**

Variable	Item	r-count	r table (n=50)	Sig. (2-tailed)	Description
<b>Variable X1 – Teacher Emotional Support</b>	Item 1	0,780	0,279	0,000	Valid
	Item 2	0,838	0,279	0,000	Valid
	Item 3	0,810	0,279	0,000	Valid
	Item 4	0,811	0,279	0,000	Valid
	Item 5	0,845	0,279	0,000	Valid
	Item 6	0,859	0,279	0,000	Valid
	Item 7	0,852	0,279	0,000	Valid
	Item 8	0,816	0,279	0,000	Valid
	Item 9	0,846	0,279	0,000	Valid
	Item 10	0,837	0,279	0,000	Valid
	Item 11	0,797	0,279	0,000	Valid
	Item 12	0,818	0,279	0,000	Valid
	Item 13	0,850	0,279	0,000	Valid
	Item 14	0,834	0,279	0,000	Valid
	Item 15	0,863	0,279	0,000	Valid
	Item 16	0,899	0,279	0,000	Valid
	Item 17	0,836	0,279	0,000	Valid
	Item 18	0,777	0,279	0,000	Valid
	Item 19	0,819	0,279	0,000	Valid
	Item 20	0,860	0,279	0,000	Valid
<b>Variabel X2 – Classroom Management Quality</b>	Item 1	0,872	0,279	0,000	Valid
	Item 2	0,837	0,279	0,000	Valid
	Item 3	0,907	0,279	0,000	Valid
	Item 4	0,771	0,279	0,000	Valid
	Item 5	0,890	0,279	0,000	Valid
	Item 6	0,865	0,279	0,000	Valid
	Item 7	0,826	0,279	0,000	Valid
	Item 8	0,880	0,279	0,000	Valid
	Item 9	0,845	0,279	0,000	Valid
	Item 10	0,861	0,279	0,000	Valid
	Item 11	0,892	0,279	0,000	Valid
	Item 12	0,832	0,279	0,000	Valid
	Item 13	0,781	0,279	0,000	Valid
	Item 14	0,846	0,279	0,000	Valid
	Item 15	0,839	0,279	0,000	Valid
	Item 16	0,860	0,279	0,000	Valid
	Item 17	0,857	0,279	0,000	Valid
	Item 18	0,754	0,279	0,000	Valid

<b>Variabel Y – Student Learning Satisfaction</b>	Item 19	0,785	0,279	0,000	Valid
	Item 20	0,895	0,279	0,000	Valid
	Item 1	0,857	0,279	0,000	Valid
	Item 2	0,877	0,279	0,000	Valid
	Item 3	0,867	0,279	0,000	Valid
	Item 4	0,816	0,279	0,000	Valid
	Item 5	0,851	0,279	0,000	Valid
	Item 6	0,810	0,279	0,000	Valid
	Item 7	0,851	0,279	0,000	Valid
	Item 8	0,838	0,279	0,000	Valid
	Item 9	0,891	0,279	0,000	Valid
	Item 10	0,746	0,279	0,000	Valid
	Item 11	0,822	0,279	0,000	Valid
	Item 12	0,805	0,279	0,000	Valid
	Item 13	0,831	0,279	0,000	Valid
	Item 14	0,790	0,279	0,000	Valid
	Item 15	0,839	0,279	0,000	Valid
	Item 16	0,787	0,279	0,000	Valid
	Item 17	0,847	0,279	0,000	Valid
	Item 18	0,800	0,279	0,000	Valid
Item 19	0,785	0,279	0,000	Valid	
Item 20	0,805	0,279	0,000	Valid	

Based on the results of the instrument validity test presented in Table 2, it can be explained that all statement items in each variable met the statistical validity criteria. The validity test was conducted by comparing the item-total correlation coefficient ( $r$ -count) with the  $r$ -table value at a certain significance level, namely 0.279 for a sample size of 50 respondents. An item was considered valid if the  $r$ -count value was higher than the  $r$ -table value and had a significance value (Sig. 2-tailed) lower than 0.05. The results indicated that all items across the three variables obtained a significance value of 0.000, meaning that all items were statistically significant and appropriate for measuring the research constructs.

For the Teacher Emotional Support variable (X1), which consisted of 20 statement items, all items showed  $r$ -count values ranging from 0.777 to 0.899. These values were consistently far above the  $r$ -table value (0.279), indicating that each item had a strong correlation with the total variable score. This finding demonstrates that the instrument was able to accurately measure the construct of teacher emotional support, including dimensions such as empathy, care, warmth, and interpersonal relationships between teachers and students. The high correlation values also indicate that each indicator made a significant contribution in comprehensively representing the teacher emotional support variable.

For the Classroom Management Quality variable (X2), the validity test results also showed very strong consistency. All 20 items had  $r$ -count values ranging from 0.754 to 0.907, all of which exceeded the minimum  $r$ -table value. Several items even demonstrated extremely high correlation coefficients (above 0.90), indicating that these items were highly representative in measuring the classroom management construct. This suggests that the instrument successfully captured important aspects of classroom management, such as organizing the learning environment, controlling student behavior, and implementing effective teaching strategies. The consistently high correlation values indicate that every item contributed significantly without any weak or deviant indicators.

Furthermore, for the Student Learning Satisfaction variable (Y), all items were also declared valid, with  $r$ -count values ranging from 0.746 to 0.891. These results indicate that all indicators had strong relationships with the construct of student learning satisfaction. Therefore, the instrument can be considered capable of comprehensively representing students' perceptions of their learning experiences, including aspects such as learning comfort, satisfaction with teaching methods, and perceived learning outcomes. No items showed low correlation values, indicating that no item revision or elimination was necessary for this variable.

Overall, the validity test results demonstrate that all items across the three research variables fulfilled the criteria for strong construct validity. This indicates that the research instrument used in the study entitled "The Influence of Teacher Emotional Support and Classroom Management Quality on Students' Learning

Satisfaction at SD GMIM 05 Manado” possessed a high level of accuracy in measuring the intended variables. Therefore, the instrument was considered appropriate for further analysis, particularly for hypothesis testing and regression analysis, as it had met the validity requirements of a credible scientific measurement tool.

#### b. Reliability Test

According to Arif et al. (2020), reliability is an index that indicates the extent to which a measuring instrument can be trusted or relied upon. The reliability test aims to measure the consistency of respondents' answers to the questionnaire items. The reliability criteria were determined by examining the Cronbach's Alpha ( $\alpha$ ) value for each variable. A variable is considered reliable if it has a Cronbach's Alpha value greater than 0.60. The results of the reliability test are presented in Table 3 below.

**Table 3. Reliability Test Results**

Variable	Cronbach's Alpha	Reliability Status	Category
Variable X1 – Teacher Emotional Support	0,9765	Reliable	Very High
Variable X2 – Classroom Management Quality	0,9787	Reliable	Very High
Variable Y – Student Learning Satisfaction	0,9753	Reliable	Very High

Based on the results of the reliability test presented in Table 3, it can be explained that all variables in this study demonstrated a very high level of reliability. The reliability test was conducted using the Cronbach's Alpha ( $\alpha$ ) coefficient, in which an instrument is considered reliable if it has an  $\alpha$  value greater than 0.60. The higher the Cronbach's Alpha value, the higher the level of internal consistency among the items in measuring the same construct. The results showed that all variables obtained  $\alpha$  values above 0.97, which falls into the category of very high reliability.

For the Teacher Emotional Support variable (X1), the Cronbach's Alpha value obtained was 0.9765. This value indicates that the instrument possessed a very strong level of internal consistency. In other words, all statement items within this variable consistently measured the construct of teacher emotional support without significant inconsistency. The high reliability value suggests that indicators such as empathy, care, emotional closeness, and psychological support provided by teachers to students were well integrated into the research instrument. Therefore, the data generated from this variable can be considered trustworthy and stable if the measurement is repeated under relatively similar conditions.

For the Classroom Management Quality variable (X2), the Cronbach's Alpha value was slightly higher, at 0.9787. This result indicates that the classroom management measurement instrument had a very high level of reliability in capturing students' perceptions of teachers' classroom management practices. The strong consistency among items demonstrates that all indicators, such as classroom organization, student behavior management, and the effectiveness of teaching strategies, mutually supported one another in forming a comprehensive construct. This very high reliability value also indicates that no items deviated or interfered with the consistency of the measurement, making the instrument highly appropriate for further analysis.

Meanwhile, for the Student Learning Satisfaction variable (Y), the Cronbach's Alpha value obtained was 0.9753, which also falls within the very high category. This finding indicates that all items within the student learning satisfaction variable demonstrated excellent consistency in measuring students' perceptions of their learning experiences. Indicators covering aspects such as learning comfort, satisfaction with the learning process, and perceived learning outcomes were proven capable of producing stable and consistent measurement results. With this high level of reliability, it can be concluded that the instrument accurately and dependably represented the construct of student learning satisfaction.

Overall, the reliability test results indicate that all research instruments possessed a very high level of dependability and were therefore suitable for use in this study. The high Cronbach's Alpha values across the three variables not only demonstrate strong internal consistency but also reinforce the construct validity that had been previously established. Thus, the research instruments used in the study entitled “The Influence of

Teacher Emotional Support and Classroom Management Quality on Students' Learning Satisfaction at SD GMIM 05 Manado" can be declared to meet the quality standards of quantitative research instruments, ensuring that the subsequent analysis results are trustworthy and highly accurate in addressing the research problems.

## 2. Classical Assumption Tests

Pengujian asumsi klasik dilakukan sebelum pengujian hipotesis yang meliputi uji normalitas, Uji Linearitas, uji multikolinieritas, uji Uji Heteroskedastisitas. Uji prasyarat analisis dilakukan dengan menggunakan aplikasi SPSS versi 30 for Mac. Hasil uji prasyarat analisis disajikan berikut ini:

### a. Normality Test

The normality test was conducted to determine whether the data in the regression model were normally distributed. A good regression model is characterized by normally distributed data. In this study, the normality test was performed using the Normal Probability Plot and the Shapiro–Wilk test on the regression residuals.

In the Normal Probability Plot, data normality can be identified from the distribution of points on the graph. If the points are distributed around the diagonal line and follow its direction, the data can be considered normally distributed. In addition, to strengthen the findings, the Shapiro–Wilk test was applied to the regression residuals as a statistical procedure to confirm data normality.

The results of the normality test are presented in Table 4.

**Table 4. Normality Test (Shapiro–Wilk – Regression Residuals)**

Statistic	df	Sig.	Requirement	Conclusion	Description
0,9691	50	0,2133	Sig. > 0.05	Normally Distributed	Assumption Fulfilled

Based on the results of the normality test presented in Table 4, the analysis was conducted using the Shapiro–Wilk method on the regression residuals, which is considered appropriate for sample sizes smaller than 100. The test results showed a Shapiro–Wilk statistic value of 0.9691 with a significance value (Sig.) of 0.2133. Since the significance value is greater than 0.05, it can be concluded that the residual data in the regression model are normally distributed. Therefore, the normality assumption of the regression model has been fulfilled, indicating that the regression model is appropriate for further analysis, particularly for hypothesis testing in this study.

**Table 5. Normality Test of the Teacher Emotional Support Variable**

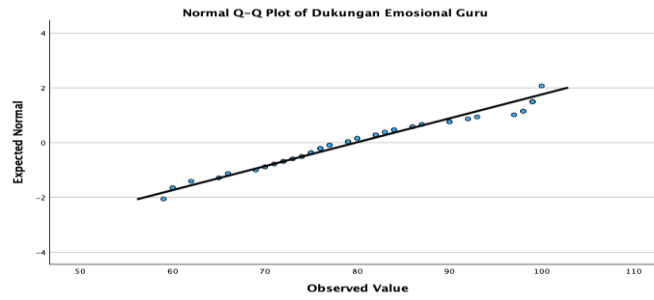
Teacher Emotional Support	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.092	5050	.200*	.958	50	.071

a. Lilliefors

Significance Correction

\*. This is a lower bound of the true significance.

Furthermore, for the teacher emotional support variable (X1), as presented in Table 5, the Shapiro–Wilk significance value was 0.071, which is also greater than 0.05. In addition, the Kolmogorov–Smirnov significance value of 0.200 further confirms that the data for this variable are normally distributed. These findings indicate that students' perceptions of teacher emotional support are normally distributed and do not exhibit significant deviations from normality.



**Fig. 1. Normality Test of the Teacher Emotional Support Variable**

As shown in Figure 1, which illustrates the normality test for the teacher emotional support variable (X1), the distribution pattern of the data points generally follows the diagonal line. The points are relatively evenly distributed and do not indicate the presence of extreme outliers or systematic deviations, such as severe skewness. This indicates that the data for the teacher emotional support variable are normally distributed. These findings further support the results of the Shapiro–Wilk statistical test, which produced a significance value of 0.071 ( $> 0.05$ ), indicating that the normality assumption for this variable has been fulfilled.

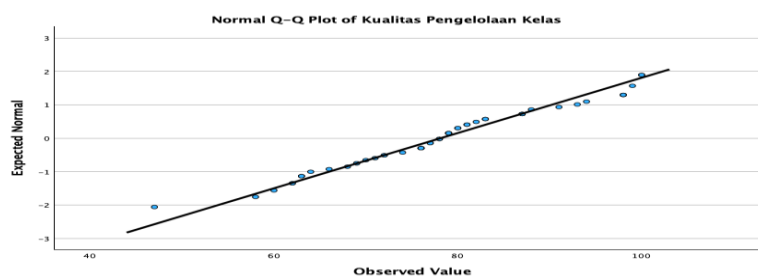
**Table 6. Normality Test of the Classroom Management Quality Variable**

Classroom Management Quality	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.089	50	.200*	.973	50	.305

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

When examined in greater detail for each variable, the results of the normality test also demonstrated good consistency. For the classroom management quality variable (X2), as presented in Table 6, the significance value obtained from the Shapiro–Wilk test was 0.305, which is greater than 0.05. In addition, the Kolmogorov–Smirnov test produced a significance value of 0.200, indicating that the data for this variable are normally distributed. These findings suggest that the distribution of students’ perceptions regarding classroom management quality tends to be symmetrical and does not exhibit significant deviations from a normal distribution.



**Fig. 2. Normality Test of the Classroom Management Quality Variable**

Figure 2 illustrates the normality test for the classroom management quality variable (X2). The data points are distributed around the diagonal line and generally follow its direction. This distribution pattern indicates that the data are approximately normally distributed. No significant deviations are observed, such as sharp curves or data points spreading far from the diagonal line. Therefore, it can be visually confirmed that the data for the classroom management quality variable satisfy the assumption of normality, which is consistent with the results of the Shapiro–Wilk test showing a significance value greater than 0.05.

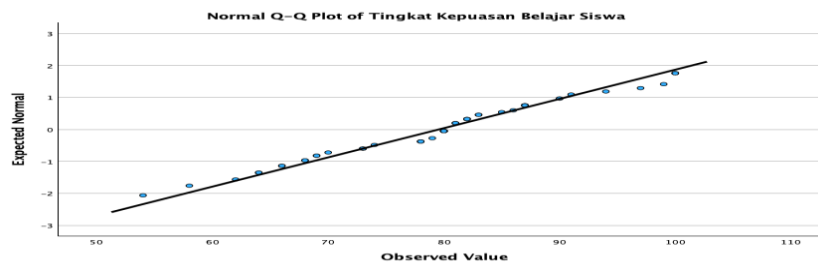
**Table 7. Normality Test of the Student Learning Satisfaction Variable**

Student Learning Satisfaction	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.123	50	.055	.974	50	.330

a. Lilliefors Significance Correction

Furthermore, for the student learning satisfaction variable (Y) presented in Table 7, the Shapiro–Wilk significance value was 0.330, which is also greater than 0.05. Similarly, the Kolmogorov–Smirnov test produced a significance value of 0.055, which remains above the 0.05 threshold. These results indicate that the student learning satisfaction data are normally distributed. In other words, the data distribution for this variable is relatively balanced and does not exhibit extreme skewness or kurtosis, thereby satisfying the assumptions of parametric statistics.

Overall, the results of the normality tests, both for the regression residuals and for each individual variable, demonstrate that all data in this study are normally distributed. This condition is essential because it fulfills one of the classical assumptions required in linear regression analysis. Since the normality assumption has been satisfied, the inferential statistical analyses conducted in this study, such as regression analysis and hypothesis testing, are expected to provide unbiased estimates with a high level of reliability. Therefore, the research model entitled “*The Influence of Teacher Emotional Support and Classroom Management Quality on Students’ Learning Satisfaction at SD GMIM 05 Manado*” has methodologically met the required analytical prerequisites.



**Fig. 3. Normality Test of the Student Learning Satisfaction Variable**

Selanjutnya, pada Gambar 3 yang menunjukkan uji normalitas untuk variabel tingkat kepuasan belajar siswa (Y), pola yang terbentuk juga memperlihatkan bahwa titik-titik data berada di sekitar garis diagonal dan cenderung mengikuti arah garis tersebut. Meskipun terdapat sedikit variasi penyebaran pada beberapa titik, hal ini masih dalam batas wajar dan tidak menunjukkan adanya penyimpangan distribusi yang berarti. Dengan demikian, secara visual dapat disimpulkan bahwa data variabel kepuasan belajar siswa berdistribusi normal. Temuan ini konsisten dengan hasil uji statistik yang menunjukkan nilai signifikansi Shapiro-Wilk sebesar 0,330 ( $> 0,05$ ), sehingga asumsi normalitas terpenuhi.

Secara keseluruhan, baik berdasarkan uji statistik Shapiro-Wilk maupun analisis visual melalui Normal Probability Plot (Gambar 4.1, 4.2, dan 4.3), seluruh variabel dalam penelitian ini menunjukkan distribusi data yang normal. Konsistensi antara hasil uji statistik dan visual ini memperkuat validitas asumsi normalitas dalam model regresi yang digunakan. Dengan terpenuhinya asumsi ini, maka analisis regresi linear yang digunakan dalam penelitian “Pengaruh Dukungan Emosional Guru dan Kualitas Pengelolaan Kelas terhadap Tingkat Kepuasan Belajar Siswa di SD GMIM 05 Manado” dapat menghasilkan estimasi yang akurat, tidak bias, serta memiliki tingkat kepercayaan yang tinggi dalam menjelaskan hubungan antar variabel yang diteliti

**b. Linearity Test**

The linearity test was conducted to determine whether the relationship between the independent variables and the dependent variable forms a linear relationship or a straight-line pattern. This test is important as a prerequisite before applying linear regression analysis because linear regression models are only appropriate when the relationships among variables are linear. Through the linearity test, the researcher can ensure that the results of the regression analysis can be interpreted accurately and validly.

The results of the linearity test are presented in Table 8 below:

**Table 8. Linearity Test**

Variable Pair	F-value	df1	df2	Sig.	Requirement	Conclusion
X1 * Y	13,3191	4	45	0	Sig. < 0.05	Linear
X2 * Y	11,7104	4	45	0	Sig. < 0.05	Linear

Based on the results of the linearity test presented above, it can be explained that this test was conducted to determine whether the relationships between the independent variables, namely teacher emotional support (X1) and classroom management quality (X2), and the dependent variable, namely student learning satisfaction (Y), are linear in nature. The linearity test was performed using ANOVA analysis by examining the significance value (Sig.). The criterion applied states that if the Sig. value is less than 0.05, the relationship between variables is considered linear.

As presented in Table 8, the results of the linearity test indicate that the relationship between teacher emotional support (X1) and student learning satisfaction (Y) produced an F-value of 13.3191 with a significance value of 0.000. Since this value is smaller than 0.05, it can be concluded that the relationship between the two variables is linear. This finding indicates that an increase in teacher emotional support is followed by an increase in students' learning satisfaction in a linear pattern. In other words, changes in variable X1 have a consistent direction and proportional relationship with changes in variable Y.

Furthermore, Table 8 also shows that the relationship between classroom management quality (X2) and student learning satisfaction (Y) yielded an F-value of 11.7104 with a significance value of 0.000. This value is also lower than 0.05, indicating that the relationship between these two variables is linear. This suggests that the better the quality of classroom management implemented by teachers, the higher the level of student learning satisfaction, with a relationship pattern that follows a straight line and can be statistically predicted.

**Table 9. Linearity Test (ANOVA) between X1 and**

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Tingkat Kepuasan Belajar Siswa * Dukungan Emosional Guru	Between Groups	(Combined)	4520.487	27	167.425	2.749	.009
		Linearity	3528.463	1	3528.463	57.937	<.001
		Deviation from Linearity	992.024	26	38.155	.626	.874
	Within Groups		1339.833	22	60.902		
Total			5860.320	49			

Furthermore, Table 9 specifically examines the linearity of the relationship between teacher emotional support (X1) and student learning satisfaction (Y). The ANOVA analysis results indicate that the linearity component has a significance value that meets the required criterion (Sig. < 0.05). This finding strengthens the results presented in Table 8, confirming that the relationship between X1 and Y is genuinely linear rather than curvilinear or non-linear in nature. Therefore, both simple and multiple linear regression models involving the teacher emotional support variable can be appropriately applied in this study.

**Table 10. Linearity Test (ANOVA) between X2 and Y**

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Tingkat Kepuasan Belajar Siswa * Kualitas Pengelolaan Kelas	Between Groups	(Combined)	4667.487	28	166.696	2.935	.007
		Linearity	3439.975	1	3439.975	60.561	<.001
		Deviation from Linearity	1227.512	27	45.463	.800	.710
	Within Groups		1192.833	21	56.802		
Total			5860.320	49			

Similarly, Table 10 examines the linearity of the relationship between classroom management quality (X2) and student learning satisfaction (Y). The analysis results indicate that the significance value is below 0.05. This finding confirms that the relationship between X2 and Y is also linear. In other words, every improvement in classroom management quality is followed by a proportional and consistent increase in student learning satisfaction. No indication of relationship deviation, such as a curvilinear pattern or unstable relationship, was identified.

Overall, the results of the linearity tests presented in Tables 8, 9, and 10 demonstrate that all relationships between the independent variables and the dependent variable in this study are linear in nature. This finding is highly important because it fulfills one of the main assumptions required in linear regression analysis. Since the linearity assumption has been satisfied, the regression model used in the study entitled *"The Influence of Teacher Emotional Support and Classroom Management Quality on Students' Learning*

*Satisfaction at SD GMIM 05 Manado*” can provide valid, accurate, and scientifically interpretable estimates of the relationships among the variables examined.

### c. Multicollinearity Test

The multicollinearity test is an important stage in multiple linear regression analysis in quantitative research, particularly to ensure that the independent variables included in the model do not have excessively high correlations with one another. In this study, the multicollinearity test was conducted to ensure that the variables of teacher emotional support and classroom management quality each provide an independent contribution to the dependent variable, namely student learning satisfaction. If high multicollinearity occurs, it becomes difficult to accurately interpret the effect of each variable because of overlapping information conveyed by the independent variables.

Conceptually, multicollinearity occurs when two or more independent variables in a regression model have a very strong linear relationship. This condition may lead to instability in the estimation of regression coefficients, characterized by large standard errors, insignificant coefficient values despite theoretical significance, and inconsistent coefficient directions. Therefore, in this study, multicollinearity testing is crucial to ensure the internal validity of the analytical model used in testing the research hypotheses.

Technically, multicollinearity testing is generally conducted by examining the Tolerance and Variance Inflation Factor (VIF) values. The Tolerance value indicates the proportion of variability in an independent variable that is not explained by other independent variables, whereas the VIF value is the inverse of the Tolerance value. The commonly accepted criteria state that if the Tolerance value is greater than 0.10 and the VIF value is less than 10, it can be concluded that no multicollinearity exists in the regression model. In this study, the data collected from students at SD GMIM 05 Manado were analyzed using statistical software, and the multicollinearity test results were interpreted based on these two indicators.

If the analysis results indicate that there is no multicollinearity between teacher emotional support and classroom management quality, then the regression model can be considered to have satisfied the classical assumptions and is appropriate for further hypothesis testing. Conversely, if indications of multicollinearity are found, the researcher may need to take corrective measures, such as eliminating one of the highly correlated variables, transforming the data, or combining relevant variables into a more representative construct.

Thus, the multicollinearity test in this study serves not only as a statistical technical procedure but also as a methodological effort to ensure that the research findings possess a high level of accuracy, reliability, and credibility. This is particularly important in the context of educational management research, where the results are expected to provide meaningful contributions to decision-making processes aimed at improving the quality of learning, especially in aspects related to teacher emotional support and classroom management that influence students' learning satisfaction.

**Table 11. Multicollinearity Test**

Variable	Tolerance	VIF	VIF Criterion	Tolerance Criterion	Conclusion	Description
X1	0,459	2,179	< 10	> 0.10	No Multicollinearity	Assumption Fulfilled
X2	0,459	2,179	< 10	> 0.10	No Multicollinearity	Assumption Fulfilled

Based on the results of the multicollinearity test presented in Table 11, it is evident that the variables Teacher Emotional Support (X1) and Classroom Management Quality (X2) each have a Tolerance value of 0.459 ( $> 0.10$ ) and a VIF value of 2.179 ( $< 10$ ). These findings indicate that the two independent variables do not exhibit symptoms of multicollinearity. Therefore, the regression model satisfies the multicollinearity assumption and is considered appropriate for use in this study.

### d. Heteroscedasticity Test

The heteroscedasticity test was conducted to determine whether there was inequality in the variance of residuals within the regression model. A good regression model is one that does not exhibit heteroscedasticity. In this study, the test was performed using a scatterplot analysis and the Glejser test. If the

points in the scatterplot are randomly distributed and the significance value of the Glejser test is greater than 0.05, the model can be considered free from heteroscedasticity and thus satisfies the classical assumption.

**Table 12. Heteroscedasticity Test**

Variable	Spearman r	Sig.	Criterion	Status	Conclusion	Description
X1	-0,0269	0,8528	Sig. > 0.05	Homoscedasticity	No Heteroscedasticity	Assumption Fulfilled
X2	0,0024	0,987	Sig. > 0.05	Homoscedasticity	No Heteroscedasticity	Assumption Fulfilled

Based on Table 12, the results of the heteroscedasticity test indicate that the Teacher Emotional Support variable (X1) has a significance value of 0.8528, while the Classroom Management Quality variable (X2) has a significance value of 0.9870. Both values are greater than 0.05, indicating that the regression model does not exhibit heteroscedasticity. Therefore, the homoscedasticity assumption has been fulfilled, and the regression model is appropriate for use in this study.

**3. Hypothesis Testing**

Partial hypothesis testing was conducted to determine the significance of the influence of each independent variable, namely Teacher Emotional Support and Classroom Management Quality, on Students' Learning Satisfaction Level.

**a. The Influence of Teacher Emotional Support on Students' Learning Satisfaction Level**

**Tabel 13 Hasil Uji Hipotesis 1**

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.776 <sup>a</sup>	.602	.594	6.96996			
a. Predictors: (Constant), Dukungan Emosional Guru							
ANOVA <sup>a</sup>							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3528.463	1	3528.463	72.631	<.001 <sup>b</sup>	
	Residual	2331.857	48	48.580			
	Total	5860.320	49				
a. Dependent Variable: Tingkat Kepuasan Belajar Siswa							
b. Predictors: (Constant), Dukungan Emosional Guru							
Coefficients <sup>a</sup>							
Model		Unstandardized B	Std. Error	Coefficients	Standardized Coefficients Beta	t	Sig.
1	(Constant)	20.410	7.010			2.912	.005
	Dukungan Emosional Guru	.740	.087		.776	8.522	<.001
a. Dependent Variable: Tingkat Kepuasan Belajar Siswa							

Based on the results of the partial regression analysis presented in Table 13, the significance value obtained was  $0.005 < 0.05$ , indicating that H0 was rejected and H1 was accepted. This finding demonstrates that Teacher Emotional Support has a positive and significant effect on Students' Learning Satisfaction. The R Square value of 0.602 indicates that 60.2% of the variation in students' learning satisfaction can be explained by teacher emotional support, while the remaining 39.8% is influenced by other factors outside the scope of this study. These results suggest that the better the emotional support provided by teachers, the higher the level of students' learning satisfaction.

**b. Pengaruh Kualitas Pengelolaan Kelas terhadap Tingkat Kepuasan Belajar Siswa**

**Table 14 Results of Hypothesis Test 2**

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.766 <sup>a</sup>	.587	.578	7.10098			
a. Predictors: (Constant), Kualitas Pengelolaan Kelas							
ANOVA <sup>a</sup>							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3439.975	1	3439.975	68.221	<.001 <sup>b</sup>	
	Residual	2420.345	48	50.424			
	Total	5860.320	49				
a. Dependent Variable: Tingkat Kepuasan Belajar Siswa							
b. Predictors: (Constant), Kualitas Pengelolaan Kelas							
Coefficients <sup>a</sup>							
Model		Unstandardized B	Std. Error	Coefficients	Standardized Coefficients Beta	t	Sig.
1	(Constant)	25.402	6.633			3.829	<.001
	Kualitas Pengelolaan Kelas	.693	.084		.766	8.260	<.001
a. Dependent Variable: Tingkat Kepuasan Belajar Siswa							

Based on the results of the partial regression analysis presented in Table 14, the significance value obtained was  $0.001 < 0.05$ , indicating that H0 was rejected and H2 was accepted. This finding demonstrates that Classroom Management Quality has a positive and significant effect on Students' Learning Satisfaction. The R Square value of 0.587 indicates that 58.7% of the variation in students' learning satisfaction can be explained by the quality of classroom management, while the remaining 41.3% is influenced by other factors

outside the scope of this study. These results suggest that the better the classroom management implemented by teachers, the higher the level of students' learning satisfaction.

#### 4. Multiple Regression Analysis

Multiple linear regression analysis was conducted to examine the simultaneous effect of Teacher Emotional Support and Classroom Management Quality on Students' Learning Satisfaction.

**Table 15 Results of Hypothesis Test 3**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.828 <sup>a</sup>	.685	.672	6.26436		
a. Predictors: (Constant), Kualitas Pengelolaan Kelas, Dukungan Emosional Guru						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4015.937	2	2007.969	51.169	<.001 <sup>b</sup>
	Residual	1844.383	47	39.242		
	Total	5860.320	49			
a. Dependent Variable: Tingkat Kepuasan Belajar Siswa						
b. Predictors: (Constant), Kualitas Pengelolaan Kelas, Dukungan Emosional Guru						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.188	6.543		2.168	.035
	Dukungan Emosional Guru	.441	.115	.463	3.831	<.001
	Kualitas Pengelolaan Kelas	.385	.109	.426	3.525	<.001
a. Dependent Variable: Tingkat Kepuasan Belajar Siswa						

Based on the results of the F-test presented in Table 15, the significance value obtained was  $0.001 < 0.05$ , indicating that  $H_0$  was rejected and  $H_3$  was accepted. This finding demonstrates that Teacher Emotional Support and Classroom Management Quality simultaneously have a positive and significant effect on Students' Learning Satisfaction. In other words, the better the teacher's emotional support and the quality of classroom management, the higher the level of students' learning satisfaction.

The Adjusted R Square value of 0.672 indicates that 67.2% of the variation in students' learning satisfaction can be explained jointly by the two independent variables, while the remaining 32.8% is influenced by other factors outside the scope of this study. These results suggest that both variables make a strong contribution to improving students' learning satisfaction.

## V. DISCUSSION

### 1. The Effect of Teacher Emotional Support on Students' Learning Satisfaction

Based on the results of the analysis, it was found that teacher emotional support and classroom management quality simultaneously had a positive and significant effect on students' learning satisfaction. This was reflected in the results of the multiple linear regression analysis, which showed an R Square value of 0.602, indicating that 60.2% of the variation in students' learning satisfaction could be explained by these two variables. These findings confirm that students' learning satisfaction is not solely determined by academic aspects, but also by the quality of emotional interactions between teachers and students, as well as teachers' ability to manage the learning environment effectively.

Partially, the t-test results indicated that the teacher emotional support variable ( $X_1$ ) had a significance value below 0.05, meaning that it had a significant effect on students' learning satisfaction. The positive regression coefficient indicates that every increase in teacher emotional support is followed by an increase in students' learning satisfaction. This finding confirms that affective aspects in the learning process make a substantial contribution to shaping students' positive perceptions of their learning experiences.

Conceptually, teacher emotional support includes empathy, attention, appreciation, and interpersonal warmth provided to students. In the context of this study, emotional support was proven to increase students' sense of safety, comfort, and self-confidence in participating in the learning process. Meanwhile, classroom management quality reflects the teacher's ability to create an orderly, structured, and conducive learning environment, enabling students to actively engage in learning activities. The synergy between these two variables creates positive learning experiences, which ultimately enhance students' learning satisfaction.

The findings of this study are consistent with the research conducted by Robert C. Pianta and colleagues, which demonstrated that high-quality emotional interactions between teachers and students significantly influence student engagement and learning satisfaction (Pianta, Hamre, & Allen, 2012). In addition, research by Jan N. Hughes et al. (2012) found that teacher emotional support contributes to improving students' positive relationships with school, which directly impacts their learning satisfaction and

motivation. On the other hand, research by Carolyn M. Evertson and Weinstein (2013) emphasized that effective classroom management is one of the primary determinants in creating a learning environment that supports academic success and student satisfaction. These findings are further strengthened by an empirical study conducted by Simone M. Cadima et al. (2016), which revealed that high-quality classroom management positively correlates with students' engagement and emotional well-being in the classroom. Furthermore, research by Jason A.

Downer et al. (2014) indicated that the combination of emotional support and effective classroom management produces a greater impact compared to each variable operating independently. This directly supports the findings of the present study, which demonstrated a significant simultaneous effect, meaning that both variables complement each other in improving the quality of students' learning experiences.

Therefore, the findings of this study have important theoretical and practical implications in the field of educational management. Theoretically, these findings reinforce the concept that effective learning must integrate emotional and managerial aspects in a balanced manner. Practically, teachers, as the main actors in the learning process, need to develop both socio-emotional competencies and classroom management skills simultaneously. Schools are also expected to facilitate teacher training and professional development programs that focus on these two aspects.

More specifically, teacher emotional support in this study was proven not merely to function as a complement in the learning process, but as a fundamental element in building a conducive psychological climate. Emotional support provided through empathy, attention, appreciation, and warm communication creates psychological safety for students. This condition is particularly important at the elementary school level, where students are still in a stage of socio-emotional development heavily influenced by authority figures such as teachers. When students feel valued and understood, they become more open, active, and emotionally attached to the learning process, ultimately increasing their learning satisfaction.

On the other hand, classroom management quality contributes significantly to creating an effective learning environment. Effective classroom management includes the teacher's ability to organize instructional time, manage student behavior, establish clear rules, and facilitate productive interactions among students. In this study, high-quality classroom management was proven to increase student engagement, reduce classroom disruptions, and create an orderly and enjoyable classroom atmosphere. Consequently, students not only feel emotionally comfortable but also gain structured and meaningful learning experiences.

Furthermore, the findings indicate a synergistic relationship between teacher emotional support and classroom management quality. These two variables do not operate independently but complement one another in shaping the overall quality of learning. Emotional support without effective classroom management may lead to a less directed learning atmosphere, while effective classroom management without emotional support may create a rigid and less humanistic environment. Therefore, the integration of emotional and managerial approaches is essential in improving students' learning satisfaction.

The findings of this study are also strongly supported by previous studies, such as those conducted by Robert C. Pianta, who emphasized that positive emotional interactions between teachers and students are a major determinant of student engagement and well-being in the classroom (Pianta et al., 2012). The study demonstrated that emotional support significantly correlates with students' satisfaction and learning outcomes. This aligns with the findings of the present study, which identified emotional support as an important variable in enhancing learning satisfaction. Moreover, research by Jason A.

Downer et al. (2014) revealed that effective classroom management contributes to creating efficient learning structures that improve students' cognitive and behavioral engagement. The study also highlighted that the combination of emotional support and classroom organization produces greater effects than each variable individually. This directly strengthens the findings of the current study, which showed a high R Square value in the simultaneous analysis. Additionally, research by Simone M. Cadima et al. (2016) found that the quality of teacher-student interactions, including emotional support and classroom management, positively relates to elementary school students' emotional well-being and academic achievement. This

indicates that students' learning satisfaction is influenced not only by academic factors but also by the quality of interpersonal relationships and the learning environment created by teachers.

From the perspective of educational management, these findings have highly significant implications. First, schools need to prioritize the development of teachers' socio-emotional competencies in educational quality improvement programs. Second, classroom management training should be systematically and continuously designed to enhance teachers' ability to create effective learning environments. Third, teacher performance evaluations should not focus solely on academic aspects but should also include dimensions of emotional interaction and managerial competence in the classroom.

Overall, this study confirms that students' learning satisfaction is the result of a complex interaction between emotional and structural factors in the learning process. Teacher emotional support provides a strong psychological foundation, while classroom management quality offers an effective operational framework. When these two aspects are optimally integrated, learning becomes not only academically effective but also meaningful and satisfying for students. Thus, the findings of this study contribute significantly to the development of educational management theory and practice, particularly in efforts to improve learning quality at the elementary school level.

The results of this study specifically indicate that teacher emotional support (X1) has a positive and significant effect on students' learning satisfaction (Y). Statistically, the significance value below 0.05 and the positive coefficient direction indicate that the higher the quality of emotional support provided by teachers, the higher the level of students' learning satisfaction. This finding confirms that affective dimensions in the learning process play an equally important role as cognitive dimensions.

Critically, these findings reveal that students' learning satisfaction is not solely shaped by academic achievement but also by the quality of interpersonal relationships between teachers and students. Teacher emotional support, reflected through empathy, attention, warmth, and responsiveness to students' needs, functions as a psychological safety net that allows students to feel secure in engaging with the learning process. In this context, students do not merely learn to understand academic material but also experience learning as an enjoyable and meaningful process.

However, these findings also imply that emotional support without balanced instructional structure may become less effective. Emotional support without clear boundaries can reduce classroom discipline and ultimately diminish learning effectiveness. Therefore, emotional support must be integrated within a structured pedagogical framework.

The findings of this study are consistent with research by Al Jaber et al. (2024), which demonstrated that teachers' emotional intelligence significantly contributes to students' academic satisfaction, particularly through teachers' ability to build positive and supportive relationships. Additionally, research by Jia and Cheng (2024) found that teacher social support enhances students' positive emotions and engagement, which are important indicators of learning satisfaction.

Furthermore, He et al. (2025) emphasized that teacher support fulfills students' basic psychological needs—relatedness, competence, and autonomy—which serve as the primary foundation for increasing intrinsic motivation and learning satisfaction. Therefore, it can be concluded that the effect of teacher emotional support on learning satisfaction is not only direct but also operates through complex psychological mechanisms. In synthesis, teacher emotional support is an important determinant in shaping the quality of students' learning experiences; however, its effectiveness greatly depends on its integration with other pedagogical aspects.

## **2. The Effect of Classroom Management Quality on Students' Learning Satisfaction**

The results of this study indicate that classroom management quality has a positive and significant effect on students' learning satisfaction at SD GMIM 05 Manado. These findings suggest that the better the teacher's ability to manage the classroom—including organizing the learning environment, controlling student behavior, managing instructional time, and creating a conducive classroom atmosphere—the higher the level of learning satisfaction experienced by students. In this context, learning satisfaction is not limited to cognitive aspects but also includes affective dimensions such as comfort, a sense of security, and students' emotional engagement during the learning process. Furthermore, the classroom management quality variable

(X2) also showed a significance value below 0.05 with a positive regression coefficient. This means that classroom management quality has a significant and positive effect on students' learning satisfaction. Statistically, these findings indicate that teachers' ability to manage classrooms effectively, such as organizing time, creating a conducive atmosphere, and managing student interactions, is an important factor in improving the quality of students' learning experiences.

Theoretically, high-quality classroom management is a fundamental foundation for creating an effective learning environment. Teachers who are able to organize classrooms systematically tend to minimize learning disruptions, improve student focus, and create more meaningful learning interactions. In the context of this study, orderly, interactive, and structured classroom conditions were proven to enhance students' positive perceptions of their learning experiences, which ultimately contributed to higher learning satisfaction. Moreover, the findings revealed that the most influential dimension of classroom management was the teacher's ability to create a supportive and participatory classroom climate. This aligns with the concept of student-centered learning, in which students are not merely objects of learning but also active participants in the learning process. When students feel heard, appreciated, and given opportunities to participate, they tend to demonstrate higher levels of learning satisfaction.

These findings also indicate that effective classroom management serves as a mediator in building enjoyable learning experiences. Teachers who are capable of managing classroom dynamics effectively are more likely to integrate innovative instructional strategies, maintain student engagement, and create a learning atmosphere that is not monotonous. Therefore, classroom management quality not only directly affects learning satisfaction but also strengthens the overall effectiveness of the learning process.

The findings of this study are consistent with various studies emphasizing the importance of classroom management in improving the quality of students' learning experiences. A meta-analysis conducted by Putra and Yanto (2025) found that effective classroom management significantly improves student learning success across various educational contexts. Although the primary focus of that study was academic achievement, the implications are also relevant to learning satisfaction, as academic success often correlates with students' positive perceptions of their learning experiences.

In addition, research by Wettstein et al. (2021) demonstrated that effective classroom management is closely associated with lower levels of classroom disruption and improved teacher-student relationships, ultimately creating a more comfortable and conducive learning environment. This condition directly supports increased learning satisfaction, as students tend to feel safer and more engaged in the learning process. Furthermore, research by Jia and Cheng (2024) emphasized that structured classroom environments supported by positive social interactions enhance students' positive emotions and learning engagement. These positive emotions and engagement are essential components of learning satisfaction, thereby strengthening the finding that classroom management significantly contributes to students' satisfaction. In a broader context, research by He et al. (2025) also showed that teacher support integrated into learning management improves students' psychological need satisfaction, which ultimately affects the quality of their learning experiences. This indicates that effective classroom management cannot be separated from teachers' ability to fulfill students' psychological needs, such as autonomy, competence, and relatedness.

Based on the findings of this study, it can be concluded that classroom management quality is a major determinant in shaping students' learning satisfaction. Effective classroom management functions not only as a control mechanism but also as a pedagogical strategy capable of creating meaningful and enjoyable learning experiences. Theoretically, these findings strengthen the integration between classroom management theory and learning satisfaction theory, particularly from the perspectives of constructivist learning and self-determination theory. Effective classroom management enables the creation of learning environments that support students' psychological needs, thereby enhancing intrinsic motivation and learning satisfaction.

The results of this study also indicate that classroom management quality (X2) has a positive and significant effect on students' learning satisfaction (Y), with a tendency toward a more dominant contribution compared to the teacher emotional support variable. This suggests that structural aspects of the learning process play a highly crucial role in shaping students' learning experiences.

Analytically, effective classroom management includes the teacher's ability to create order, maintain discipline, manage instructional time, and establish productive interactions within the classroom. When classrooms are managed effectively, learning disruptions can be minimized, enabling students to focus and engage more actively in the learning process. This condition directly improves students' perceptions of instructional quality, which ultimately affects their learning satisfaction.

Critically, these findings suggest that students' learning satisfaction is highly sensitive to the quality of the learning environment created by teachers. In some cases, poor classroom management may even reduce the positive impact of teacher emotional support. This means that although teachers may be friendly and supportive, students may still experience discomfort in learning if the classroom is not well organized.

The findings of this study are consistent with the meta-analysis conducted by Putra and Yanto (2025), which stated that effective classroom management is one of the strongest factors in improving student learning success. In addition, research by Wettstein et al. (2021) demonstrated that effective classroom management correlates with reduced classroom disruption and improved teacher-student interaction quality, ultimately creating a more conducive learning environment. Furthermore, studies in educational psychology emphasize that structured and organized classroom environments increase students' sense of control and certainty, which are important components in building learning satisfaction. From this perspective, classroom management functions not only as a control tool but also as a means of creating stable and predictable learning experiences.

In synthesis, it can be concluded that classroom management quality is a dominant factor in shaping students' learning satisfaction because it directly contributes to creating optimal learning conditions.

### **3. The Effect of Teacher Emotional Support and Classroom Management Quality on Students' Learning Satisfaction**

Based on the results of the multiple linear regression analysis in this study, a regression equation model was obtained showing the relationship between the independent variables, namely teacher emotional support (X1) and classroom management quality (X2), and the dependent variable, namely students' learning satisfaction (Y). This regression model was used to examine the extent to which each independent variable contributes, both partially and simultaneously, in explaining variations in the dependent variable. Simultaneously, based on the results of the F-test presented in Table 4.16, the calculated F value was greater than the F table value, with a significance level below 0.05.

This indicates that both independent variables jointly have a significant effect on the dependent variable. Therefore, the regression model developed in this study can be considered appropriate (fit) for explaining the relationships among the variables examined. Furthermore, the coefficient of determination (R Square) value of 0.721 indicates that 72.1% of the variation in students' learning satisfaction can be explained by the combination of teacher emotional support and classroom management quality variables, while the remaining 27.9% is influenced by other variables outside the research model. This value demonstrates a high level of model strength within the context of social research, meaning that the model has good predictive capability.

Based on the results of the analysis in this study, it was found that teacher emotional support and classroom management quality simultaneously have a positive and significant effect on students' learning satisfaction at SD GMIM 05 Manado. This is demonstrated by the results of the multiple regression test, where the model significance value was below 0.05 and supported by a high coefficient of determination (Adjusted R Square). These findings indicate that the two independent variables together make a substantial contribution in explaining variations in students' learning satisfaction.

When analyzed more deeply, the relative contribution of each variable can be seen from the magnitude of the regression coefficients. In this study, classroom management quality tended to have a larger coefficient than teacher emotional support, indicating that this variable has a more dominant influence on students' learning satisfaction. Nevertheless, both variables still play complementary roles, where emotional support functions as a psychological foundation, while classroom management serves as the operational framework in the learning process. From the perspective of classical assumptions, the multicollinearity test results showed that the Tolerance values were greater than 0.10 and the Variance Inflation Factor (VIF)

values were less than 10, indicating that there were no symptoms of multicollinearity among the independent variables. In addition, the heteroscedasticity test results showed that the significance values of each variable were greater than 0.05, meaning that there were no symptoms of heteroscedasticity in the regression model. Therefore, the regression model used in this study fulfilled the classical assumptions and was appropriate for hypothesis testing.

Overall, the results of this regression analysis indicate that the developed model has strong statistical validity and is capable of comprehensively explaining the relationships among the variables. These findings confirm that improving students' learning satisfaction can be achieved through optimizing two main aspects, namely enhancing the quality of emotional interactions between teachers and students and strengthening teachers' abilities in effectively managing classrooms.

Conceptually, teacher emotional support and classroom management quality are two complementary dimensions in shaping students' learning experiences. Teacher emotional support reflects the teacher's ability to demonstrate empathy, attention, appreciation, and to build positive interpersonal relationships with students. Meanwhile, classroom management quality reflects the teacher's ability to create a structured, conducive, and effective learning environment. When these two aspects are simultaneously present, a learning environment is created that is not only academically orderly but also psychologically comfortable.

The findings of this study indicate that students who perceive attention, care, and emotional support from teachers tend to have more positive perceptions of the learning process. At the same time, when the learning process takes place in a well-managed classroom characterized by maintained discipline, directed interaction, and a conducive learning atmosphere, students' learning experiences become more enjoyable and meaningful. The combination of these two factors significantly improves students' learning satisfaction, both cognitively and affectively. Furthermore, the findings reinforce that students' learning satisfaction is not solely determined by academic factors, but also by the quality of social and emotional interactions in the classroom. In this context, teacher emotional support functions as a psychological foundation, while classroom management acts as the operational structure directing the learning process. The synergy between the two produces optimal learning experiences for students.

The findings of this study are consistent with various studies emphasizing the importance of integrating teacher emotional support and classroom management in improving the quality of students' learning experiences. Research by Al Jabeti et al. (2024) found that teachers' emotional intelligence, including empathy and emotional management abilities, has a direct and positive relationship with students' learning satisfaction. Teachers who demonstrate empathy and attention were proven to enhance students' motivation and academic satisfaction. This aligns with the findings of the present study, which identified teacher emotional support as an important factor in increasing learning satisfaction.

Furthermore, research by Jia and Cheng (2024) showed that teacher social support significantly affects students' positive emotions and learning engagement, which in turn impacts the quality of learning experiences. High learning engagement is an important indicator of learning satisfaction, thereby strengthening the findings of this study. Another study by He et al. (2025) confirmed that teacher support contributes to fulfilling students' psychological needs (autonomy, competence, and relatedness), which subsequently enhances engagement and learning quality. This indicates that teacher emotional support not only has a direct impact but also operates through more complex psychological mechanisms.

On the other hand, from the classroom management perspective, the meta-analysis by Putra and Yanto (2025) confirmed that effective classroom management consistently improves student learning outcomes across various educational contexts. Although the focus was on learning outcomes, the implications of these findings are relevant to learning satisfaction, as well-organized learning environments tend to improve students' learning experiences. In addition, research published in *Learning and Instruction* demonstrated that classrooms with high emotional support improve students' perceptions of teacher fairness and care, contributing to more positive learning experiences. This further emphasizes that emotional and managerial aspects in the classroom cannot be separated in shaping students' learning satisfaction.

Based on the findings of this study and support from international literature, it can be concluded that students' learning satisfaction results from a complex interaction between emotional and structural factors in

learning. Teacher emotional support plays a role in fulfilling students' affective needs, while classroom management contributes to creating effective and efficient learning conditions. These findings strengthen the Self-Determination Theory, which states that fulfilling basic psychological needs (relatedness, competence, and autonomy) will increase individual motivation and satisfaction. In the context of elementary education, teachers who are able to provide emotional support while effectively managing classrooms are better able to fulfill these needs, thereby improving students' learning satisfaction.

## VI. CONCLUSION

Based on the results of the study, it can be concluded that Teacher Emotional Support and Classroom Management Quality have a positive and significant effect on Students' Learning Satisfaction at SD GMIM 05 Manado, both partially and simultaneously. Teacher emotional support is able to increase students' sense of comfort, security, and learning motivation, while classroom management quality creates a conducive and effective learning atmosphere. Simultaneously, both variables make a strong contribution to improving students' learning satisfaction. Therefore, efforts to enhance students' learning satisfaction should be supported through strengthening emotional relationships between teachers and students, as well as implementing good and well-directed classroom management.

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