

# Examining the Impact of Classroom Management, Resource Utilization, and Teaching Strategies on Academic Success in History Education: The Role of Self-Efficacy as a Moderator

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## ABSTRACT

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Academic self-efficacy plays a critical role in students' learning outcomes, yet its interaction with instructional variables in history education remains underexplored. This study investigates the influence of classroom management, instructional methods, and learning resource management on students' academic self-efficacy in Indonesian senior high school (SMA) history classes. Using a descriptive quantitative approach, data were collected from 100 randomly selected students representing diverse academic and socioeconomic backgrounds. A structured survey was used to gather data, which was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Findings indicate that classroom management significantly impacts both academic self-efficacy and student performance in history. While academic self-efficacy positively influences students' engagement and persistence, its moderating effect on the relationship between other variables was found to be statistically non-significant in some cases. Resource availability and instructional quality were also identified as key contributors to improved academic outcomes. The results underscore the importance of a well-managed and resource-rich classroom in fostering student motivation and achievement. Students with higher self-efficacy are more likely to enjoy learning, persevere in academic tasks, and participate actively in class. The study recommends that history educators adopt student-centered approaches—such as project-based learning, digital tools, and collaborative discussions—to enhance learners' agency and interest. This research contributes to the literature by integrating four theoretical frameworks—Constructivist, Social Cognitive, Learning Resource, and Self-Determination Motivation theories—and highlights the relatively overlooked moderating role of academic self-efficacy in history education.

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## 1. INTRODUCTION

Education plays a crucial role in shaping students' character and critical thinking skills, particularly through history subjects. In addition to presenting past information, history trains students to analyze social and cultural contexts. However, academic achievement in this subject remains low. According to (Hanifah, 2023), the percentage of passing the history subject shows a worrying percentage, which indicates that there are problems in the learning process. History also serves as a reinforcement of character education to shape a generation capable of distinguishing between good and bad values in society (Haniah et al., 2020). Globally, students' lack of interest and understanding of history presents a challenge in education. Research by (Lucero et al., 2024) suggests that students' interest in history can be piqued through the usage of concept maps. Academic comprehension is generally higher among students who participate actively in their studies. Therefore, engaging teaching methods are necessary to make history more relevant and appealing to students.

From the perspective of Constructivist Theory (Piaget & Vygotsky), history learning should be active and socially interactive to allow students to build their understanding (Zajda, 2021). This theory emphasizes that students do not merely receive information passively but must construct their knowledge through meaningful learning experiences. Therefore, project-based learning approaches, group discussions, and problem-solving strategies effectively enhance students' understanding and interest in history. History education is not solely focused on mastering facts and events but also emphasizes students' analytical skills in understanding broader contexts (Cahyadi et al., 2022). In a complex modern society, a deep understanding of history provides a strong foundation for students to analyze contemporary issues and make informed decisions based on historical insights (Bartelds et al., 2020). As a discipline, history requires a critical approach, where students not only receive information but also analyze and interpret historical data in relevant ways (Nokes, 2022). Hence, more interactive and problem-based learning approaches offer solutions to improve the effectiveness of history education.

A well-managed classroom can help students learn by fostering an atmosphere that is favourable to their studies. In this regard, Social Cognitive Theory explains that environmental factors, such as teachers' classroom management, can influence students' motivation and engagement in learning (Sökmen, 2021). Research shows that teachers who effectively manage classrooms can enhance student motivation and participation. (Dörnyei & Muir, 2019) states that good classroom management functions to create optimal learning conditions, which are essential for achieving established learning objectives. Proper management enables teachers to mitigate distractions during the learning process, allowing students to focus and engage more effectively. Additionally, (Febrianti et al., 2024) emphasize that creative and innovative classroom management fosters students' self-confidence, ultimately increasing their participation in learning activities. (Diani et al., 2023) also highlight that effective classroom management enhances interactions in teaching and learning activities, which is crucial for achieving effective learning outcomes. Therefore, implementing effective classroom management strategies not only increases students' motivation and participation but also contributes to overall academic success.

The management of learning resources, including instructional materials and teaching media, significantly contributes to the quality of education. In this context, Learning Resource Theory emphasizes that learning effectiveness highly depends on the availability and utilization of educational resources (Chiu, 2021). Interactive and innovative learning resources, such as digital teaching materials, concept maps, and visual media, can enhance students' understanding of historical content and make learning more engaging. Research by (Hero & Lindfors, 2019) demonstrates that effective learning resource management includes planning, procurement, and utilization of learning materials, all of which play a crucial role in supporting the learning process. Proper management allows students to access relevant and engaging materials, thereby improving their comprehension of the subject. The availability of interactive and innovative learning resources enables students to connect historical concepts with real-life experiences, thus increasing their motivation to learn.

The use of appropriate and varied teaching strategies can enhance student engagement in history learning. Various approaches, such as project-based learning (PBL) and group discussions, have been proven effective in improving students' comprehension of historical materials. Research by (Imbaquingo & Cárdenas, 2023) shown that students are more engaged in the learning process when project-based learning models are used, leading to higher levels of activity and better learning results. Additionally, (Fikriyyani & Supriyanto, 2024) notes that using digital platforms such as Canva in project-based learning can boost student engagement, making them more motivated to learn. Innovative teaching strategies encourage students to actively explore materials, foster curiosity, and deepen their understanding of historical concepts (Rozal et al., 2021).

When students have academic self-efficacy, they believe in their own abilities to excel in academic pursuits. This conviction plays a significant role in their motivation and learning achievement. A Theory of Self-Determination-Inspired Motivation. (Vallerand, 2021) emphasizes the significance of both intrinsic and extrinsic motivators in boosting students' self-confidence. Students who have faith in their own capacity to learn are more likely to pose in-depth inquiries, show greater interest in class, and persevere when faced with obstacles. (Marta et al., 2024) found that students' motivation and academic performance are positively correlated with their degrees of self-efficacy. Learning results in history topics can be greatly improved by incorporating teaching practices that promote active student participation and help them strengthen their self-efficacy. Classroom management, learning resource management, and teaching tactics all have an impact on students' academic progress, but academic self-efficacy can mitigate that link. When students have faith in their own abilities to learn, they are more receptive to creative classroom practices, top-notch course materials, and positive reinforcement for their efforts. On the other hand, pupils who lack confidence in their abilities may be less likely to actively engage with their studies and make use of available resources, leading to diminished academic performance.

This research is essential given the low academic performance of students in history subjects across various regions and the lack of effective teaching strategies to enhance student engagement and comprehension. If these issues are not addressed, they will weaken students' analytical abilities concerning social and cultural contexts, ultimately affecting their capacity to understand and critically evaluate historical phenomena and contemporary issues. Classroom management, learning resource management, and effective teaching practices are just a few of the aspects that need to be thoroughly investigated in order to determine what influences students' academic progress.

This research offers novelty by synthesising four principal theories—Constructivist Theory, Social Cognitive Theory, Learning Resource Theory, and Self-Determination Motivation Theory—so that we may learn more about what makes a difference to students' grades in history classes. In this study, academic self-efficacy is highlighted as a moderating element in the relationship between classroom management and student achievement., learning resource management, and teaching strategies affecting students' academic performance, a dimension that has been inadequately examined in prior research. Furthermore, by analyzing the effectiveness of project-based teaching strategies, digital media usage, and other interactive approaches in history education, this research provides concrete recommendations for teachers to enhance students' interest and understanding.

It is proposed that academic self-efficacy acts as a mediator between classroom management and learning resource management, and instructional methodologies and students' performance in history classes. We anticipate that the results will provide solid groundwork for improved educational policies within the framework of history education and will substantially advance the field of educational theory. Students' academic performance in history classes can be better understood with the help of this research because it will add new aspects to current theories.

## 2. METHOD

Research methods used here are descriptive and quantitative. Research methods possess scientific traits that enable them to gather data for certain objectives, as stated by Sugiyono (2017). This research makes use of a quantitative technique. According to Sarstedt et al. (2020), the purpose of descriptive research is to provide an account of the present state of the studied topic by use of methodologies like surveys, interviews, or direct observation. Because this study intends to provide an explanation for a continuing phenomenon, it collects data through questionnaires in order to test hypotheses and answer research questions. Using a purposive sampling strategy, one hundred students were chosen for this study in August 2024. The sample consisted of senior high school (SMA) students with variations in gender, academic level, and socioeconomic background. This sample selection was carried out to ensure the diversity of characteristics that could reflect the real conditions in the history learning process. The purposive sampling technique was used because this study focuses on students who are active in learning history and have experience in classroom management, resource utilization, and teaching strategies. While this method does reduce the study's generalisability, it does help researchers get the detailed information they need to accomplish their goals. Partial Least Squares (PLS) was one of the Structural Equation Modeling (SEM) models used for data analysis. As Sarstedt et al. (2020) put it, the purpose of PLS-SEM is to build theories utilizing predictive techniques. Applying PLS to small samples allows one to understand the link between latent variables without assuming a specific measurement scale (Hair et al., 2019).

### 2.1 Validity and Reliability Test (Outer Model)

To make sure the study tool assesses the right variables, researchers run validity and reliability tests. The instrument, in the form of a questionnaire, was validated through expert judgment and a limited pilot test to guarantee the reliability of the measurements.

1. To check for convergent validity, we look at how well item scores correlate with their corresponding construct scores. A factor loading threshold greater than 0.7 is typically used.
2. Discriminant The Average Variance Extracted (AVE) values are compared to determine validity; an AVE of 0.5 is considered acceptable.
3. Values above 0.70 for Composite Reliability, which measures the research instrument's internal consistency, are considered dependable.
4. The reliability findings of the composite are supported by Cronbach's Alpha, with a reliability threshold set at values greater than 0.7.

### 2.2 Instrument Testing

1. An R-squared test determines how much of an effect the independent variables have on the dependent one.
2. This evaluation, known as a "inner model analysis," makes use of SmartPLS to probe the relationships between the study framework's variables. When the t-statistic is more than 1.96 and the p-value is less than 0.05, the hypothesis is considered accepted.

### 2.3 Hypothesis Testing (Inner Model)

Predicting causal linkages between model variables is a technique called Deep Model Analysis, which is also called Structural Model. As part of Smart PLS testing, hypotheses are put to the test during deep model analysis. Displayed will be the t-statistic and probability values if the hypothesis is tested. The beta score is used to determine the direction of the link between variables; the t-statistic produces a result of 1.96 for a significance level of 5%. According to these standards, we can either accept or reject the hypothesis:

" $H_a = t\text{-statistic} > 1.96$  with p-values  $< 0.05$ ".

" $H_0 = t\text{-statistic} < 1.96$  with p-value score  $> 0.05$ ".

### 3. FINDINGS AND DISCUSSION

Respondents' gender, grade level, and socioeconomic status will be among the demographic details provided by this study. In addition, the results of the external model evaluation will be detailed, including the following: convergent validity, discriminant validity, composite reliability, and Cronbach's alpha, which measure the accuracy of the measuring tools. Included in this section are the findings from the hypothesis testing and coefficient of determination ( $R^2$ ) that were conducted as part of the inner model analysis to determine the interdependencies among the variables in the proposed model.

#### 3.1 Respondent Characteristics

This study involved 100 high school students who participated in history lessons. The sample consisted of both male and female students, with a slightly higher proportion of females (55%). Students were drawn from various grade levels, with the highest representation from Grade XI (40%), followed by relatively balanced proportions from other grades. In terms of socioeconomic background, the majority of students came from middle-income families (45%), while 35% were from low-income households and 20% from high-income families. This demographic distribution reflects a diverse participant group, which strengthens the generalizability of the study's findings. The variation in gender, grade level, and socioeconomic status provides a comprehensive foundation for analyzing how factors such as classroom management, instructional strategies, and the use of learning resources affect students' academic performance in history education.

#### 3.2 Evaluation of Measurement Model (Outer Model)

External model evaluation using a four-point scale. Several factors are considered while evaluating the research's external model, including composite reliability, convergent and discriminant validity, and Cronbach's alpha. The figure below shows the research model.

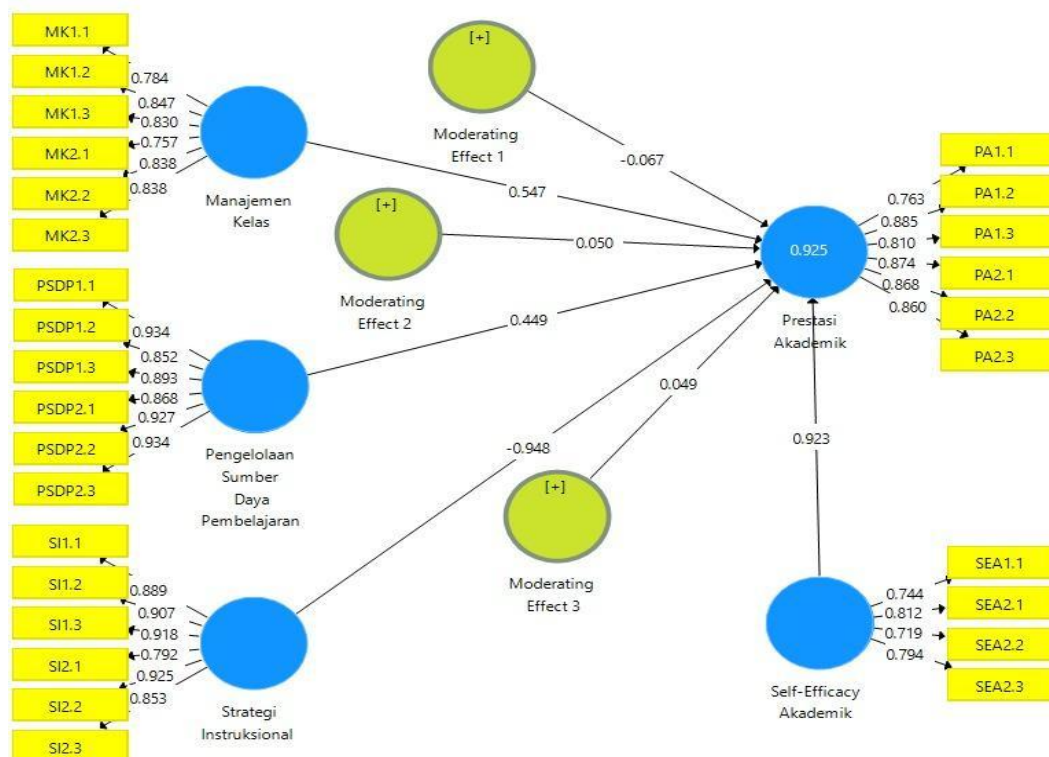


Figure 1. Outer Model

Figure 1 displays the study variables' outer loading values. Because they are greater than 0.7, all of the outer loading values in the figure satisfy the validity criterion.

### 3.3 Validity Test

To find out if a survey is legitimate, researchers conduct a validity test. This study's validity assessment was carried out using convergent validity and AVE. Convergent validity is a tool for evaluating the validity of measurement models that use indicator reflection. Using PLS, this technique determines the degree of association between item and component scores. An individual's level of reflection is deemed important when there is a substantial correlation coefficient ( $r=0.7$ ) between the two. Preliminary research on the development of a measurement scale, however, has shown that loading values between 0.5 and 0.6 are adequate (Dahri, 2017).

**Table 1.** Validity Test Results

Variables		Outer Loading	AVE	Information
Class Management	MK1.1	0.784	0.666	Valid
	MK1.2	0.847		Valid
	MK1.3	0.830		Valid
	MK2.1	0.757		Valid
	MK2.2	0.838		Valid
	MK2.3	0.838		Valid
Academic Achievement	PA1.1	0.763	0.713	Valid
	PA1.2	0.885		Valid
	PA1.3	0.810		Valid
	PA2.1	0.874		Valid
	PA2.2	0.868		Valid
	PA2.3	0.860		Valid
Learning Resource Management	PSDP1.1	0.934	0.814	Valid
	PSDP1.2	0.852		Valid
	PSDP1.3	0.893		Valid
	PSDP2.1	0.868		Valid
	PSDP2.2	0.927		Valid
	PSDP2.3	0.934		Valid
Academic Self-Efficacy	SEA1.1	0.744	0.590	Valid
	SEA2.1	0.812		Valid
	SEA2.2	0.719		Valid
	SEA2.3	0.794		Valid
Instructional Strategy	SI1.1	0.889	0.778	Valid
	SI1.2	0.907		Valid
	SI1.3	0.918		Valid
	SI2.1	0.792		Valid
	SI2.2	0.925		Valid
	SI2.3	0.853		Valid
Class Management * Academic Self-Efficacy		1,558	1.000	Valid

Learning Resource Management * Instructional Strategies	2,048	1.000	Valid
Instructional Strategy * Academic Self-Efficacy	2.233	1.000	Valid

### 3.4 Reliability Test

This study makes use of the Composite Reliability and Cronbach Alpha tests. Cronbach Alpha is often used as a measure of reliability's lower bound. Data must have a Cronbach alpha greater than 0.7 in order to be deemed reliable. One measure of a variable's reliability is its composite dependability. Data is thought to have outstanding dependability if the composite reliability score is higher than 0.7.

**Table 2.** Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability
Class Management	0.901	0.91 4	0.923
Moderating Effect 1	1,000	1,00 0	1,000
Moderating Effect 2	1,000	1,00 0	1,000
Moderating Effect 3	1,000	1,00 0	1,000
Learning Resource Management	0.954	0.95 7	0.963
Academic Achievement	0.919	0.92 3	0.937
Academic Self-Efficacy	0.781	0.83 2	0.851
Instructional Strategy	0.942	0.94 5	0.954

All instruments are considered reliable according to the test results, with Cronbach Alpha and Composite reliability scores > 0.7.

### 3.5 Structural Model Evaluation of Inner Model

The essence of evaluating an inner model is testing the hypothesised correlations between latent constructs. Here is how the assessment of the internal model is described:

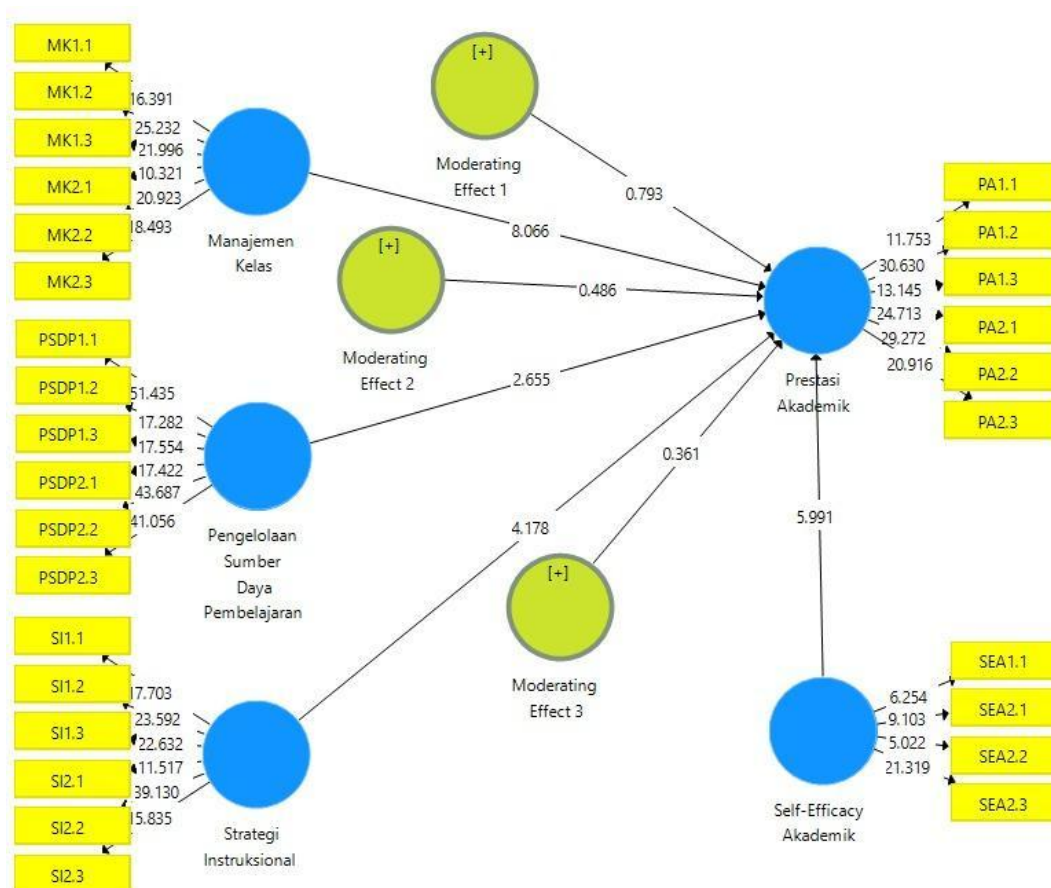


Figure 2. Inner Model

3.6 R-Square Test

Using the R-Square test, researchers can determine the extent to which exogenous variables impact endogenous variables. Based on data analysis performed using the smartPLS application, the R-Square value is derived as shown in the following table:

Table 3. R-Square Test

	R Square	R Square Adjusted
Academic Achievement	0.925	0.917

Class management, learning resource management, instructional strategies, international strategies, and self-efficacy all had a 92.5% impact on academic achievement, according to the test results; the remaining 7.5% variables that were not included in this study accounted for it. Academic achievement has an R-Square score of 0.925.

3.7 Hypothesis Testing

It is possible to test the research hypothesis with the outcomes of the data analysis. T-Statistics and P-Values were used to test the hypothesis in this study. This study's null hypothesis can be considered accepted whenever the p-values are less than 0.05. Based on the inner model, the following are the outcomes of the research hypothesis testing:

**Table 5.** Research Hypothesis Testing

	Original Sample (O)	T Statistics ( O/STDEV )	P Values
Class Management -> Academic Achievement	0.547	8,066	0.000
Moderating Effect 1 -> Academic Achievement	-0.067	0.793	0.428
Moderating Effect 2 -> Academic Achievement	0.050	0.486	0.627
Moderating Effect 3 -> Academic Achievement	0.049	0.361	0.718
Learning Resource Management -> Academic Achievement	0.449	2.655	0.004
Academic Self-Efficacy -> Academic Achievement	0.923	5.991	0.000
Instructional Strategy -> Academic Achievement	-0.948	4.178	0.000

### 3.8 The Influence of Class Management on Academic Achievement

According to the test results, Class Management positively impacts Academic Achievement (Beta score: 0.547, T statistic: 8.066,  $p > 1.96$ ,  $p < 0.05$ ). Based on these findings, it's clear that well-managed classrooms greatly benefit students' academic performance.

A key factor in raising kids' academic performance is having a well-managed classroom. Class management and student accomplishment are significantly related, according to the research. (Thi & Nguyen, 2021) found that classroom management positively contributes to student achievement, with the results of the analysis showing a strong correlation between the two. Consistent with what we know from research, pupils do better in school when teachers are able to keep their classes under control (Khan et al., 2020). Furthermore, (Adedigba & Sulaiman, 2020) emphasized the importance of ideal classroom management, which not only creates a comfortable learning environment but also supports students' social and intellectual development. Here, effective classroom management may set the tone for a learning environment that encourages students to pay closer attention and actively participate, which in turn boosts their grades. In addition, research by (Aydin & Karabay, 2020) demonstrates that students' learning behaviour is influenced by instructors' ability to effectively manage their classrooms, which in turn affects their academic performance. The desire to learn on the part of students is another factor that helps them succeed in school. Research by (Jafari et al., 2019) demonstrates a strong positive correlation between learning success and study habits as well as achievement motivation. Thus, effective classroom management not only creates a conducive environment but can also increase students' motivation to learn, which ultimately contributes to their academic achievement. In general, it's safe to say that kids' academic performance benefits greatly from well-managed classrooms. This is supported by numerous studies that demonstrate a correlation between effective classroom management, student motivation, and academic accomplishment. Thus, in order to provide pupils with the best possible learning environment, teachers should always work to improve their classroom management abilities.

### 3.9 The Influence of Moderating Effect 1 on Academic Achievement

Class management and academic self-efficacy did not interact in a way that significantly affected students' academic progress, as shown by the results (beta value = -0.067, T-statistic = 0.793 ( $p < 1.96$ ), and p-value = 0.428 ( $p > 0.05$ ). Academic self-efficacy appears to have a negligible mediation effect between good classroom management and student achievement. Academic self-efficacy, or the belief in one's ability to attain academic goals, has been found to have a strong correlation with academic resilience and achievement (Supervía et al., 2022). However, the present investigation did not find that students' self-efficacy either strengthened or weakened the correlation between classroom management and students' academic achievement. This backs up the findings of a study (Adeline Nne & Ekene, 2021) that showed that factors other than self-efficacy play substantial roles in determining academic

achievement, such as the quality of the learning environment and the presence or absence of social support.

Furthermore, research by (Kumschick et al., 2024) confirms that although effective classroom management is able to create a conducive learning atmosphere by reducing disruptions and improving discipline, students' academic outcomes do not always improve if they do not have strong confidence in their academic abilities. This means that successful classroom management does not necessarily result in better academic achievement without the support of students' internal factors such as self-efficacy. In the context of the Indonesian education system, the implementation of classroom management that is not fully adaptive to the individual needs of students and the dominant instructional approach that emphasizes compliance, also limits the development of self-efficacy. Teachers often face limitations in professional training and are therefore unable to fully integrate learning approaches that empower students' self-efficacy.

Better learning habits are linked to self-efficacy, according to the research (Hayat et al., 2020), but this does not necessarily translate into higher grades. This provides more evidence that self-efficacy plays a complicated and non-linear mediating function in the connection between effective classroom management and student achievement. Maybe self-efficacy is more of a mediator with an indirect role, or maybe other exogenous factors are at play here that were not taken into account. Class management and students' belief in their own abilities to succeed academically are two crucial aspects of education, but how they work together to impact students' performance in the classroom is complex. The complexity of this relationship demands a broader and deeper research approach, for example through longitudinal studies and qualitative methods, to reveal the dynamics that occur in daily learning practices.

### ***3.10 The Influence of Moderating Effect 2 on Academic Achievement***

The results showed that the interplay between LMSs and instructional approaches did not have a statistically significant effect on students' academic achievement. Since the beta value is 0.050, the T statistic is 0.486 ( $p < 1.96$ ) and the p-value is 0.627 ( $p > 0.05$ ), it may be deduced that the moderating effect does not substantially help to improve academic attainment. This finding raises questions about the effectiveness of instructional strategies used in supporting the optimization of learning resource management. Learning resource management includes the management of teaching materials, learning media, and a supportive learning environment (Puspitarini & Hanif, 2019). Good resource management won't matter much in improving learning results if the methods used to teach aren't tailored to each student's unique strengths and weaknesses. As pointed out by (Mamun et al., 2020), the success of learning module development is highly dependent on how the module is implemented through appropriate instructional strategies. Conventional, one-way, or decontextualized strategies can limit the utilization of learning resources, and even potentially hinder the overall learning process of students.

The availability of instructional strategies and resources is just one of several external elements that influence academic accomplishment; others include instructional leadership, environmental support, and student learning motivation. (Liu et al., 2021) emphasized the important role of educational leadership in creating a supportive learning environment. Without managerial support and collaboration between teachers, students and education managers, the effectiveness of instructional strategies will remain limited.

In the context of Indonesia's education system, limited technological facilities, lack of quality teaching materials and low professional training for teachers affect the quality of learning resource management. On the other hand, the tendency to use traditional teaching methods that have not been flexible is also an obstacle in accommodating the diversity of student learning needs. Limitations of this study include the exclusion of learning motivation variables and the lack of a participatory approach to assess student and teacher responses to the instructional strategies implemented. In addition, the quantitative approach used has not been able to capture the complex interaction dynamics in daily learning practices.

Overall, these results suggest that while learning resource management and instructional strategies are important elements in education, the interaction between them may not necessarily result in improved academic achievement in the absence of alignment with student needs, systemic support and relevant implementation contexts. Further research using longitudinal and qualitative approaches is needed to explore these dynamics in greater depth.

### **3.11 The Influence of Moderating Effect 3 on Academic Achievement**

The results showed that the interaction between students' academic self-efficacy and instructional strategies had no effect on their academic performance. The beta value of 0.049, T-statistic of 0.361 ( $p < 1.96$ ), and p-value of 0.718 ( $p > 0.05$ ) all suggest that the moderating effect is not substantially helpful in improving academic performance. These results highlight the complex nature of the relationship between instructional strategies, academic self-efficacy, and academic achievement. Academic self-efficacy refers to students' belief in their own skills to finish academic tasks, and it is considered as an important factor in encouraging motivation and resilience (Abdolrezapour et al., 2023). Its influence is not strong enough when not supported by appropriate instructional strategies. In this context, the effectiveness of instructional strategies becomes a crucial factor. Strategies that are too structured, conventional, or do not match students' learning styles can actually limit the space for exploration and reduce students' confidence in learning. As shown by (Fu et al., 2023), even while higher levels of self-confidence can boost performance, this outcome is highly dependent on the implementation of relevant and adaptive instructional strategies.

Furthermore, (Cattelino et al., 2019) brought attention to the fact that factors like academic stress and the capacity for self-regulation impact the correlation between academic success and self-efficacy. Students' high levels of self-efficacy won't guarantee top performance if they struggle to self-regulate or are under intense academic pressure. In the context of Indonesian education, this becomes relevant because of the heavy curriculum and high expectations for students to succeed, which can lead to stress and lower academic performance.

In addition, the use of one-way and non-personalized teaching strategies tends to be unable to facilitate the strengthening of students' self-efficacy. Under these conditions, the contribution of self-efficacy to academic achievement is weak because students do not get instructional support that is able to accommodate their individual needs and potential. This study has several limitations, including the lack of detail on the types of instructional strategies used, as well as the absence of data on students' perceptions of these strategies. Furthermore, the interplay between instructional tactics and academic self-efficacy cannot be fully understood due to the lack of longitudinal data.

In sum, the findings indicate that students' academic success is not necessarily affected by the interplay between instructional tactics and academic self-efficacy, even if both are crucial to the learning process. Learning strategies that are more adaptable to each student's unique environment and circumstances, as well as additional variables that may bolster this link, necessitate additional investigation.

### **3.12 The Influence of Learning Resource Management on Academic Achievement**

The findings demonstrate that Academic Achievement is positively impacted by Learning Resource Management, as indicated by a Beta score of 0.449, T statistic of 2.655 ( $p > 1.96$ ), and p-value of 0.004 ( $p < 0.05$ ). Improving students' academic achievement is greatly influenced by good resource management.

Learning resource management improves kids' academic performance, according to the study's findings, highlighting the need for efficient methods of overseeing school supplies. The selection of instructional materials, the integration of technological tools, and the creation of a conducive classroom setting are all components of effective learning resource management. A beneficial effect on students' academic performance can be achieved through well-managed schools, according to research (Kim et al., 2019).

Participation from all stakeholders is essential in the effective management of learning resources, including teachers, students, and parents. (Hou et al., 2019) in his research found that good instructional leadership in schools contributed to higher academic achievement. This shows that effective resource management not only depends on teaching materials, but also on how these resources are managed and integrated into the learning process.

Furthermore, studies conducted by Elhusseini et al. (2022) highlighted the positive impact of learning resource management techniques, namely self-regulation mechanisms in learning, on academic achievement among adolescents. Students are able to gain the necessary abilities for self-regulation and academic success through effective management of their resources. Therefore, an atmosphere conducive to students' skill growth in learning can be fostered through efficient management of learning resources.

Academic emotions and the use of effective learning strategies also play a role in students' academic success, according to studies (Amalia & Latifah, 2019). Students' motivation and engagement in learning can be enhanced by the creation of a positive learning atmosphere through the good management of learning resources. Students' academic performance improves when they are well-supported and have sufficient resources.

This study's findings point to the importance of well-managed learning resources in raising students' overall academic performance. Among these are the supervision of instructional resources, the participation of all stakeholders in the educational process, and the cultivation of students' capacities for self-regulation. Hence, schools must keep refining their methods of managing learning materials if they want to provide their students with the best possible classroom experience.

### ***3.13 The Influence of Academic Self-Efficacy on Academic Achievement***

Significance of Academic Self-Efficacy on Academic Achievement is supported by a Beta score of 0.923, a T statistic of 5.991 ( $p > 1.96$ ), and a p value of 0.000 ( $p < 0.05$ ). When students believe in their own abilities, they are more driven to do well in school.

The findings of the study backed up the importance of self-belief in the classroom by showing that students' academic self-efficacy greatly affects their academic performance. Academic self-efficacy, basically defined as a person's belief in their ability to achieve academic goals, is one of the most essential aspects influencing students' motivation and learning behavior. Research conducted by Santika shows that students who score higher on measures of self-efficacy also tend to do better in school. This is likely due to the fact that these students are more resilient and able to sustain their enthusiasm to learn (Zysberg & Schwabsky, 2020).

One possible explanation for the positive impact of self-efficacy on academic achievement is the development of better methods for self-regulation and learning. A study conducted by Basith et al. (2020) found that students who have faith in their own learning capacities are more likely to utilize strategies that aid in academic success, such as effective time management and metacognition. A student's level of self-efficacy greatly influences their level of motivation, strategy, and engagement with the material covered in class.

Furthermore, research by (Amalia & Latifah, 2019) emphasizes the fact that feelings about one's own academic performance do have a correlation with feelings of self-efficacy. Students who believe in their own abilities to learn are more invested in their coursework since they are able to achieve more success in doing so. Students' focus and determination, two factors crucial to their academic success, might be bolstered by these pleasant emotions.

Furthermore, as shown by Ashraf et al. (2023), Academic procrastination is a common obstacle that students face, and self-efficacy plays a significant role in helping students overcome this problem. When kids have self-assurance, they are less likely to procrastinate and more likely to complete their assignments on time.

Students' academic self-efficacy has a substantial effect on their academic performance, according to the study's results. When students believe in their own abilities to learn and succeed, they are more

likely to do so, even when faced with challenges. Teachers can help their students succeed academically by implementing strategies such as providing study skills training, emotional support, and other interventions that increase students' belief in their own abilities.

### **3.14 The Influence of Instructional Strategies on Academic Achievement**

According to the results (Beta score of -0.948, T statistic of 4.178 ( $p > 1.96$ ), and p value of 0.000 ( $p < 0.05$ ), Instructional Strategy had a substantial negative effect on Academic Achievement. These results add to the mounting body of evidence suggesting that certain pedagogical approaches may be counterproductive in this classroom.

There has to be a comprehensive review of the pedagogical techniques used as the study's findings suggest that some of them might be counterproductive to students' academic success. Although instructional strategies are designed to improve learning outcomes, not all methods are universally applicable, and some may have negative effects in certain contexts.

To begin, know that your pupils' backgrounds and the classroom environment greatly impact the efficacy of your teaching methods. There was no relationship between academic self-efficacy and academic accomplishment among Banda Aceh high school students (Akrofi Baafi, 2020), indicating that students' lack of self-confidence could result in poor performance independent of the tactics employed in the classroom (Bahrun et al., 2023). This suggests that strategies that do not consider students' psychological factors, such as self-efficacy, can be potentially detrimental.

In addition, research by (Amalia & Latifah, 2019) showed that self-regulation strategies in learning act as a mediator between parental expectations and intrinsic motivation towards academic achievement. Students may struggle to effectively manage their time and learning resources if instructional practices do not promote the development of self-regulation abilities. This, in turn, can lead to poor academic accomplishment. This suggests that instructional strategies that do not address self-regulation aspects may be ineffective.

Furthermore, research by (Amalia & Latifah, 2019) supports the idea that parents should be actively involved in their children's education. If instructional strategies do not involve parents or do not consider the support they provide, then the impact on students' academic achievement can be minimal or even negative. Parental involvement can provide additional motivation and emotional support that students need to succeed in their academics.

Research by (Hayat et al., 2020) proves that high-quality instructional resources are critical for student success in the classroom. If the instructional strategy does not use teaching materials that are appropriate or relevant to students' needs, then the expected learning outcomes will not be achieved. This shows that the selection and implementation of appropriate teaching materials is key to an effective instructional strategy.

Overall, these results suggest that not all instructional strategies can be considered effective in improving student achievement. It is important to carefully evaluate the strategies implemented, considering the context, student characteristics, and support available from the surrounding environment. To find the most effective tactics and learn how to modify them for varied pupils, more study is required.

## **4. CONCLUSION**

The study's results suggest that students' academic success was influenced by classroom management, learning resource management, instructional tactics, and academic self-efficacy. However, not all interactions between these variables were shown to have a meaningful impact. As an independent variable, academic self-efficacy was discovered to significantly impact academic achievement, and classroom management and resource management had a direct positive effect on academic achievement. However, some moderating effects, such as the interactions between learning strategies and academic self-efficacy, and between resource management and teaching strategies, did not contribute significantly to academic achievement. This indicates that while each component is

important in the educational context, the effectiveness of their interactions is still influenced by other factors such as appropriate instructional approaches, systemic support and learner characteristics.

Therefore, educators and policymakers want more specific suggestions, such as creating professional development programs for history instructors to enhance their adaptive learning skills and classroom management abilities. Furthermore, a longitudinal design is necessary to capture the dynamics of changes in the impact of these factors over time, or future study should focus on more particular areas, such as the importance of self-efficacy in different academic disciplines. Further research could also explore the indirect or mediating relationships involving learning motivation, self-regulation skills, and social support in the context of history learning.

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