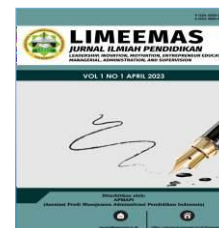


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## THE EFFECT OF LEARNING MANAGEMENT ON STUDENTS' LEARNING OUTCOMES IN ACCOUNTING EDUCATION

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**Abstract:** This study examines the effect of learning management on students' learning outcomes in accounting education at Politeknik Prasetiya Mandiri PSDKU Palembang. A quantitative approach with an explanatory research design was employed. The sample consisted of 50 accounting students selected using purposive sampling. Data were collected through a structured questionnaire to measure learning management, covering planning, implementation, and evaluation, and documentation of students' academic results to measure learning outcomes. The data were analyzed using descriptive statistics and simple linear regression. The results indicate that learning management has a significant positive effect on students' learning outcomes. The coefficient of determination indicates that learning management explains a substantial portion of the variance in students' academic achievement. These findings suggest that effective learning management plays an important role in improving students' learning outcomes in accounting education. Therefore, strengthening lecturers' learning management competencies is recommended to enhance the quality of teaching and learning processes.

**Keywords:** Learning management, learning outcomes, accounting education, higher education, instructional management

**Abstrak:** Penelitian ini mengkaji pengaruh manajemen pembelajaran terhadap hasil belajar siswa dalam pendidikan akuntansi di Politeknik Prasetiya Mandiri PSDKU Palembang. Pendekatan kuantitatif dengan desain penelitian eksplanasi digunakan. Sampel terdiri dari 50 mahasiswa akuntansi yang dipilih menggunakan purposive sampling. Data dikumpulkan melalui kuesioner terstruktur untuk mengukur manajemen pembelajaran, meliputi perencanaan, implementasi, dan evaluasi, serta dokumentasi hasil akademik siswa untuk mengukur hasil pembelajaran. Data dianalisis menggunakan statistik deskriptif dan regresi linier sederhana. Hasil penelitian menunjukkan bahwa manajemen pembelajaran memiliki efek positif yang signifikan terhadap hasil belajar siswa. Koefisien penentuan menunjukkan bahwa manajemen pembelajaran menjelaskan sebagian besar varians dalam prestasi akademik siswa. Temuan ini menunjukkan bahwa manajemen pembelajaran yang efektif memainkan peran penting dalam meningkatkan hasil belajar siswa dalam pendidikan akuntansi. Oleh karena itu, dianjurkan untuk memperkuat kompetensi manajemen pembelajaran dosen untuk meningkatkan kualitas proses belajar mengajar.

**Kata kunci:** Manajemen pembelajaran, hasil pembelajaran, pendidikan akuntansi, pendidikan tinggi, manajemen instruksional

## INTRODUCTION

Higher education plays a crucial role in preparing students with the knowledge and skills needed to address professional and global challenges, particularly in accounting education. Accounting is not only concerned with theoretical understanding but also demands analytical thinking, accuracy, and the ability to apply concepts in real-world situations. Therefore, improving students' learning outcomes in accounting courses has become a major concern for educators and institutions. One of the key factors influencing learning outcomes is how the classroom learning process is managed and organized (Biggs & Tang, 2011).

Learning outcomes are generally viewed as indicators of students' achievement after participating in a learning process, covering cognitive, affective, and psychomotor domains. In accounting education, learning outcomes are often reflected in students' conceptual understanding, problem-solving ability, and academic performance. However, many studies report that students still experience difficulties in mastering accounting concepts, which may result from ineffective instructional practices and poor learning management (Albrecht & Sack, 2000; Trigwell et al., 2012).

Learning management refers to the systematic process of planning, implementing, and evaluating learning activities to achieve predetermined instructional goals. Effective learning management enables lecturers to design meaningful learning experiences, select appropriate teaching strategies, and conduct evaluations that support student learning. According to Richards and Renandya (2002), well-managed learning environments contribute significantly to students' engagement and academic achievement, particularly in skill-based and concept-heavy disciplines such as accounting.

In the context of accounting education, learning management is increasingly important given the subject's complexity. Accounting courses require structured explanations, continuous practice, and timely feedback to help students build understanding progressively. Without effective management of learning activities, students may struggle to connect theoretical knowledge with practical application, leading to suboptimal learning outcomes. Thus, lecturers' ability to manage learning effectively is a critical component of successful accounting instruction (Boyce et al., 2012).

Furthermore, learning management is closely related to the choice of instructional strategies and classroom practices. Student-centered approaches, clear lesson planning, and systematic assessment procedures have been shown to positively influence students' motivation and academic performance. Biggs and Tang (2011) emphasize that constructive alignment between learning objectives, teaching activities, and assessment is essential for improving learning outcomes in higher education.

Despite growing attention to learning management in general education, empirical studies specifically examining its effects on students' learning outcomes in accounting education remain limited. Many existing studies examine teaching methods or curriculum design separately, without integrating learning management as an integrated process. This indicates a research gap that needs to be explored, particularly in higher education settings where learning autonomy and instructional quality are highly emphasized.

Understanding the effect of learning management on students' learning outcomes in accounting education is important not only for theoretical development but

also for practical improvement. From a managerial perspective, effective learning management can support lecturers in organizing instruction more efficiently and institutions in enhancing educational quality. From a pedagogical perspective, it can help create learning environments that foster deeper understanding and better academic performance among students.

Therefore, this study aims to examine the effect of learning management on students' learning outcomes in accounting education. By analyzing how planning, implementation, and evaluation of learning influence students' academic achievement, this research is expected to provide empirical evidence that can contribute to improving teaching practices and learning management in accounting programs at the higher education level.

## **METHODOLOGY**

This study employed a quantitative, explanatory research design to examine the effect of learning management systems on students' learning outcomes in accounting education. The quantitative approach was considered appropriate because the study aimed to measure the relationships and influences among variables using numerical data and statistical analysis. Through this design, the study sought to explain how learning management practices contribute to students' academic achievement in accounting courses.

The research was conducted at Politeknik Prasetiya Mandiri PSDKU Palembang. The study population consisted of students enrolled in the accounting program. From this population, a sample of 50 students was selected using purposive sampling, with the criterion that the students had completed at least one core accounting course. This sampling technique was chosen to ensure that respondents had sufficient experience with the variables being studied.

The independent variable in this study was learning management, which encompassed three main dimensions: planning, implementation, and evaluation of learning. Planning involved preparing learning objectives, materials, and instructional strategies. Implementation involved conducting teaching and learning activities in the classroom, while evaluation focused on assessment methods and feedback processes. The dependent variable was students' learning outcomes, measured through academic performance indicators in accounting courses.

Data were collected using a structured questionnaire and documentation of students' academic results. The questionnaire used a Likert scale from strongly disagree to strongly agree and aimed to measure students' perceptions of learning management practices. Meanwhile, learning outcomes were obtained from students' course grades to ensure objective measurement. The instruments used in this study are summarized in Table 1.

**Table 1. Instruments and Data Collection**

<b>Variable</b>	<b>Indicator</b>	<b>Instrument</b>	<b>Data Source</b>
Learning Management	Planning, Implementation, Evaluation	Questionnaire (Likert Scale)	Students
Learning Outcomes	Academic achievement in accounting courses	Documentation (course grades)	Academic records

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to describe respondents' characteristics and the distribution of variables. Inferential analysis was conducted using simple linear regression to examine the effect of learning management on students' learning outcomes. Prior to hypothesis testing, validity and reliability tests were conducted to ensure the quality of the research instruments. All data analyses were performed using statistical software to obtain accurate and reliable results.

## RESULT AND DISCUSSION

### Result

Data analysis was conducted to examine the effect of learning management on students' learning outcomes in accounting education. The analysis includes descriptive statistics, instrument testing, assumption testing, and regression-based hypothesis testing. The results are presented systematically to provide a clear and comprehensive understanding of the relationship between learning management and students' academic achievement. This section presents statistical evidence highlighting the extent to which learning management contributes to learning outcomes and supports the research hypothesis proposed in this study.

#### A. Descriptive Statistics

The respondents in this study were 50 accounting students from Politeknik Prasetiya Mandiri PSDKU Palembang. Descriptive analysis was conducted to provide an overview of students' perceptions of learning management and their learning outcomes. The results indicate that students generally perceived the lecturers' learning management practices as positive, while their learning outcomes were moderate to high.

**Table 2. Descriptive Statistics of Research Variables**

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Learning Management	50	2.80	4.60	3.87	0.45
Learning Outcomes	50	65	90	78.40	6.25

The mean score for learning management ( $M = 3.87$ ) indicates that students perceived learning management practices as good. Meanwhile, the average learning outcome score ( $M = 78.40$ ) suggests that students achieved satisfactory academic performance in accounting courses.

#### B. Validity and Reliability Test Results

To ensure the quality of the research instruments, validity and reliability tests were conducted on the learning management questionnaire. Item validity was examined using corrected item-total correlation, while reliability was measured using Cronbach's Alpha.

**Table 3. Reliability Test Results**

Variable	Number of Items	Cronbach's Alpha	Interpretation
Learning Management	15	0.892	Reliable

The Cronbach's Alpha value of 0.892 indicates that the questionnaire items were highly reliable, exceeding the minimum acceptable threshold of 0.70.

### C. Hypothesis Testing

Prior to regression analysis, assumption tests were conducted to ensure the appropriateness of the data for parametric analysis. The Kolmogorov-Smirnov normality test showed that the data were normally distributed (Sig. = 0.200 > 0.05). Additionally, the linearity test indicated a linear relationship between learning management and learning outcomes (Sig. = 0.000 < 0.05), confirming that regression analysis could be performed.

A simple linear regression analysis was used to test the hypothesis regarding the effect of learning management systems on students' learning outcomes in accounting education.

**Table 4. Simple Linear Regression Analysis**

Variable	B	Std. Error	t	Sig.
Constant	52.317	4.128	12.67	0.000
Learning Management	6.723	1.215	5.53	0.000

The regression results indicate that learning management has a significant positive effect on students' learning outcomes ( $\beta = 6.723$ ,  $p < 0.05$ ). This finding suggests that improvements in learning management practices are associated with higher student achievement in accounting courses.

To determine the magnitude of learning management's influence on learning outcomes, the coefficient of determination ( $R^2$ ) was used.

**Table 5. Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.623	0.388	0.375	4.91

The R Square value of 0.388 indicates that learning management explains 38.8% of the variance in students' learning outcomes, while the remaining 61.2% is influenced by other factors not examined in this study. Overall, the results demonstrate that learning management significantly influences students' learning outcomes in accounting education. Students who perceived better planning, implementation, and evaluation of learning tended to achieve higher academic performance. These findings provide empirical evidence supporting the importance of effective learning management in improving students' learning outcomes.

### Discussion

The findings of this study reveal that learning management has a significant positive effect on students' learning outcomes in accounting education. This result indicates that well-organized planning, effective implementation, and systematic evaluation of learning activities contribute meaningfully to students' academic achievement. These findings support the assumption that learning outcomes are not solely determined by students' abilities but are also strongly influenced by how

lecturers manage the learning process.

From a theoretical perspective, the results align with the concept of instructional management, which emphasizes organizing learning activities to achieve educational objectives effectively. According to Biggs and Tang (2011), effective learning occurs when learning objectives, teaching activities, and assessment are constructively aligned. In this study, students who perceived better learning management tended to achieve higher learning outcomes, indicating that constructive alignment was likely present in the instructional process.

The significant influence of learning management on learning outcomes also supports Richards and Renandya's (2002) view that effective learning environments enhance student engagement and achievement. Although their work focuses primarily on language education, the principle remains applicable to accounting education, where structured instruction, clear explanations, and systematic evaluation are essential, given the subject's complexity.

The coefficient of determination ( $R^2 = 0.388$ ) indicates that learning management accounts for a considerable proportion of the variance in students' learning outcomes. This finding suggests that nearly forty percent of students' academic achievement can be attributed to how learning is managed. This result is consistent with Trigwell, Prosser, and Waterhouse (2012), who found that teachers' approaches to teaching significantly influence students' approaches to learning and, ultimately, their academic performance.

In accounting education, effective learning management is particularly crucial because accounting requires not only theoretical understanding but also continuous practice and application. Boyce et al. (2012) argue that accounting instruction should be carefully managed to encourage deep learning rather than surface memorization. The present study supports this argument by demonstrating that structured learning management systems improve learning outcomes (Despita et al., 2025; Vivin Afini, Fitri Nurdianingsih, Ridayani, 2025).

Furthermore, the positive relationship between learning management and learning outcomes can be explained through student engagement theory. Well-managed learning environments tend to increase students' motivation, participation, and responsibility for learning. As Astin (1999) suggested, students' involvement in the learning process is a key predictor of academic success. Effective planning and implementation of learning activities can foster such involvement among accounting students.

This study is consistent with previous empirical research demonstrating that instructional quality and classroom management play a crucial role in shaping students' academic achievement. Effective learning management enables lecturers to organize learning objectives, instructional strategies, and assessments in a structured manner (Marisyah et al., 2025), thereby creating a conducive learning environment (Indriansyah et al., 2025). When learning activities are well managed, students are more likely to engage actively in the learning process and achieve better academic outcomes (Dita Rahmawati et al., 2025; Faridatul Faridatul & M Bambang Purwanto, 2025).

Albrecht and Sack (2000) emphasized that many of the challenges faced in accounting education arise not from deficiencies in curriculum content, but from ineffective instructional practices. Poorly managed learning processes may lead to students' difficulties in understanding accounting concepts, despite the availability of

adequate learning materials. The findings of this study support this argument by showing that improvements in learning management can directly enhance students' learning outcomes (M Bambang Purwanto et al., 2025), highlighting the importance of focusing on instructional effectiveness rather than curriculum revision alone (Purwanto, Yuliasri, et al., 2025).

Although learning management systems significantly contribute to students' learning outcomes, this study's results indicate that they do not fully explain students' academic achievement. A substantial proportion of learning outcomes is influenced by other factors beyond learning management (Umar & Purwanto, 2025). These factors may include students' prior knowledge (Dahnial Dahnial et al., 2025), learning motivation (Fitria Marisya et al., 2025), learning strategies (Purwanto, Marsinah, et al., 2025), and the level of external support they receive from peers (Purwanto, 2025), family, or the learning environment (Indriani et al., 2025). This suggests that learning outcomes are multidimensional and cannot be attributed to a single factor.

This finding aligns with the theoretical perspective proposed by Gagné et al. (2005), who argue that learning outcomes emerge from the interaction between instructional conditions and learner characteristics. Even when learning management is effective, students' individual differences may influence how they process information and perform academically. Therefore, to optimize learning outcomes in accounting education (Agustina et al., 2026), effective learning management should be complemented by strategies that address students' individual needs (Satriah et al., 2025), motivation (Harpiansi, Anggra Prima, 2025), and learning readiness (Purwanto, Firdaus, et al., 2025).

From a practical perspective, the findings highlight the importance of strengthening lecturers' competencies in managing learning processes. Effective lesson planning, appropriate instructional strategies (Purwanto, Yuliana, et al., 2025) Continuous evaluation should be prioritized to improve students' learning outcomes in accounting education (Jamilah et al., 2026; Sherly Malini et al., 2026). Institutions are encouraged to support professional development programs that enhance lecturers' learning management skills.

Overall, this study contributes to the existing literature by providing empirical evidence on the role of learning management in accounting education. The findings confirm that effective learning management is a key factor in improving students' learning outcomes and support theoretical frameworks emphasizing the importance of instructional organization and quality (Ilsa Palingga Ninditama et al., 2025; Purwanto, Umar, et al., 2025). Future research is recommended to explore additional variables and employ different methodological approaches to gain a more comprehensive understanding of factors influencing learning outcomes in accounting education.

## **CONCLUSION**

This study concludes that learning management has a significant and positive effect on students' learning outcomes in accounting education at Politeknik Prasetya Mandiri PSDKU Palembang. Effective learning management, which includes careful planning, well-organized implementation, and systematic evaluation of learning activities, plays an essential role in improving students' academic achievement. The findings indicate that students who experience well-managed learning processes tend to achieve better learning outcomes, highlighting the importance of instructional organization in

accounting education. Furthermore, this study's results emphasize that learning management is a key determinant of learning success, although it is not the only factor influencing students' learning outcomes. A considerable proportion of learning achievement is also affected by other variables such as students' motivation, prior knowledge, and learning strategies. Therefore, lecturers and educational institutions are encouraged to continually enhance learning management practices and to provide professional development opportunities to support effective teaching. Future research is recommended to incorporate additional variables and broader samples to gain a more comprehensive understanding of factors affecting learning outcomes in accounting education.

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