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The Impact of IT-Based Classroom Management on English Achievement: The Role of Teacher Competency in Developing Countries

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ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi dampak penggunaan Teknologi Informasi (IT) dalam pengelolaan kelas terhadap prestasi Bahasa Inggris siswa di MAN PK Makassar, serta peran kompetensi gutu dalam pengelolaan kelas berbasis IT. Permasalahan penelitian terletak pada kendala seperti keterbatasan infrastruktur dan kurangnya pelatihan guru, yang menghambat pemanfaatan IT secara optimal. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen yang melibatkan dua kelompok: kelompok eksperimen yang menggunakan IT dalam pengelolaan kelas dan kelompok kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui pre-test dan post-test, lalu dianalisis menggunakan uji T untuk mengukur perbedaan signifikan dalam pencapaian bahasa Inggris antara kedua kelompok. Hasil penelitian menunjukkan bahwa siswa yang belajar di lingkungan kelas berbasis IT mengalami peningkatan signifikan dalam pencapaian bahasa Inggris dibandingkan dengan kelompok kontrol. Integrasi IT dalam pengelolaan kelas terbukti efektif dalam meningkatkan keterampilan bahasa siswa dan menciptakan lingkungan belajar yang lebih interaktif, didukung oleh kompetensi guru yang memadai.penelitian-penelitian sebelumnya dan mencari validasi profesional untuk meningkatkan keandalan penelitian.

ABSTRACT

This study aims to evaluate the impact of Information Technology (IT) integration in classroom management on students' English achievement at MAN PK Makassar, as well as the role of teacher competency in IT-based classroom management. The research problem revolves around challenges such as limited infrastructure and insufficient teacher training, which hinder the optimal use of IT. A quantitative method with an experimental design was employed, involving two groups: an experimental group using IT in classroom management and a control group using conventional methods. Data were collected through pre-tests and post-tests, and analyzed using a T-test to measure significant differences in English achievement between the two groups. The findings show that students in IT-based classrooms experienced a significant improvement in English achievement compared to the control group. The integration of IT in classroom management proved to be effective in enhancing students' language skills and creating a more interactive learning environment, supported by adequate teacher competency.

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INTRODUCTION

In an era globalization and digitalization, information technology (IT) has become an integral component of various aspects of life, including education. Among the many technological innovations implemented, the use of IT in classroom management has garnered significant attention from researchers and educational practitioners (Pata et al., 2022). IT not only facilitates the learning process but also serves as an effective tool for managing classrooms, creating a more dynamic and interactive learning environment (Lomos et al., 2023). Particularly in the context of English language teaching, IT has opened new opportunities to enhance students' language skills. By leveraging various digital applications and platforms, teachers can manage classrooms more efficiently and provide students with richer and more diverse learning experiences (Songkram & Osuwan, 2022) (Latifa, 2017)

In the context of English classroom management, IT technology offers substantial potential to improve students' language skills. Through the use of classroom management software, web-based learning platforms, and online collaborative tools, teachers can develop more structured learning strategies tailored to students' needs (Kallunki et al., 2023). For example, IT-based learning applications can help students access lesson materials independently, practice language skills through digital interactions, and receive real-time feedback (Yilmaz et al., 2023). Additionally, IT enables teachers to monitor student progress more effectively, identify their strengths and weaknesses, and adjust teaching approaches accordingly. Thus, integrating IT into classroom management not only supports the achievement of English language learning objectives but also enhances student engagement and motivation in the learning process

While the use of media and information technology (IT) in English language learning has been widely recognized as an effective tool for enhancing language skills, its implementation at MAN PK Makassar still faces several significant challenges. One of the primary issues is the suboptimal integration of IT with appropriate teaching strategies, resulting in student learning outcomes that have not yet reached their full potential (Bossman & Agyei, 2022). Some teachers struggle to fully utilize the potential of IT as a learning aid, either due to limitations in technological proficiency or a lack of adequate infrastructural support (Lomos et al., 2023) (Latifa et al., 2015). Furthermore, unstructured and poorly guided use of media and IT can lead to disparities in English language proficiency among students, particularly in oral and written communication skills. Therefore, in-depth research is needed to identify the factors influencing the effectiveness of media and IT use in English language learning at MAN PK Makassar, as well

as to develop more integrated and effective approaches to its utilization.

Although numerous studies have explored the benefits of information technology (IT) in education, particularly in English language teaching, there is a significant gap in research specifically focusing on the use of IT in classroom management as a strategy to enhance students' English proficiency over the past three years. Most previous studies have tended to emphasize the technical aspects of IT usage or the development of individual student skills, without giving sufficient attention to how IT can be effectively integrated into classroom management to create a more conducive and structured learning environment (Ilyas et al., 2022) (Nur, 2015). Moreover, existing research often fails to consider the specific context of schools like MAN PK Makassar, where the challenges and opportunities may differ from those in other educational settings. Consequently, there remains a considerable gap in the literature concerning the implementation of IT in classroom management to improve students' English language skills, necessitating further research to fill this void and provide more comprehensive and practical solutions (Lomos et al., 2023)

Bhat (2024), in *"The Long-Term Impact of IT-Based Classroom Management on English Achievement: The Role of Teacher Competency in Developing Countries,"* highlights the importance of teacher competency in technology to maximize positive impacts on student achievement. However, this study does not focus on the use of IT in classroom management. Similarly, Thin (2021), in *"The Effects of Classroom Management Styles on Students' Motivation and Academic Achievement in Learning English,"* explores motivation extensively but does not involve IT in classroom management. In other words, both studies provide a foundation for future research that involves the use of IT in managing classrooms for English language learning.

This study offers a significant contribution by filling the existing gap in the literature through its focus on the use of information technology (IT) in classroom management to enhance students' English proficiency, specifically in the context of MAN PK Makassar. Unlike previous research, which tends to be fragmented and emphasizes either technical aspects or individual learning, this study adopts a holistic approach that strategically integrates IT into classroom management (Xu & Correia, 2024). It not only evaluates the effectiveness of IT as a learning tool but also explores how IT-based classroom management can create a more structured and interactive learning environment, ultimately contributing to the improvement of students' English language skills (Körtesi et al., 2022). The novelty of this research lies in its in-depth analysis of IT implementation in classroom management, a topic that has been largely underexplored in prior studies, as well as in providing practical recommendations that can be adopted by other educational institutions facing similar challenges.

The objective of this study is to evaluate and analyze the effectiveness of using information technology (IT) in classroom management as an effort to enhance students'

English language skills at MAN PK Makassar. This research aims to identify the most effective IT-based classroom management strategies for creating a conducive and interactive learning environment and to measure their impact on improving students' English language proficiency(Jiang, 2024)(Latifa, 2017). Additionally, the study seeks to develop recommendations that teachers and educational institutions can implement to optimize the use of IT for better learning outcomes(Bossman & Agyei, 2022). Thus, this research is expected to make a significant contribution to the field of education, particularly in English language teaching supported by technology, and to enrich the literature on IT-based classroom management.

The framework of research questions in this study focuses on exploring and analyzing the effectiveness of using information technology (IT) in classroom management as a strategy to enhance student achievement in English language learning at MAN PK Makassar. The primary research question guiding this study is: "Can the use of information technology in classroom management improve students' achievement in learning English at MAN PK Makassar?" To answer this question, the research will investigate the extent to which IT integration in classroom management can create a more structured, interactive, and conducive learning environment, and how this impacts student learning outcomes, particularly in mastering English language skills. The study will also consider the supporting and inhibiting factors in the implementation of IT in the classroom, to provide a more comprehensive insight into the potential of IT as a tool for enhancing students' academic achievement in the context of English language learning (Lomos et al., 2023).

Information technology (IT)-based classroom management is an innovation that enables more effective and efficient class management. In the context of modern education, IT serves as a supportive tool for teachers to carry out various classroom management functions, ranging from scheduling and assigning tasks to monitoring student progress (Khan et al., 2021). With digital platforms such as Learning Management Systems (LMS), teachers can easily access student data, provide real-time feedback, and organize learning resources in a more structured manner (Matete et al., 2023). Studies have shown that classroom management integrating IT can enhance student engagement and reduce teachers' administrative burdens, allowing more time to be allocated for meaningful pedagogical interactions.

The effectiveness of using IT in classroom management has been the focus of various studies in recent years. Research indicates that the proper implementation of IT in classroom management can optimize the teaching and learning process, both in terms of time and quality (Kallunki et al., 2023). For example, the use of task management software allows for more systematic organization and submission of assignments, enabling students to complete their tasks with clearer guidance and within appropriate time frames (Cowit & Barker, 2023). Additionally, IT tools such as collaborative applications and online discussion forums facilitate

more intensive student interactions outside of class hours, which in turn contribute to better understanding of the material and improved academic performance (Iyamuremye, 2022). However, the success of IT implementation heavily depends on the readiness of infrastructure and the ability of teachers to integrate technology with effective teaching methods.

The benefits of using IT in classroom management are undeniable, particularly in creating a learning environment that is more adaptive and responsive to students' needs. IT facilitates personalized learning, allowing teachers to tailor content and teaching methods based on the students' proficiency levels (Galbally & Christodoulidi, 2023). Furthermore, IT enables more in-depth monitoring of student performance through data analysis generated from their learning activities. However, the challenges of IT implementation must also be considered, including issues related to the digital divide, resistance to change, and the need for ongoing teacher training (Velasco et al., 2023). Without adequate support, the implementation of IT may not yield optimal results and could potentially exacerbate disparities in educational access (Hartveit et al., 2022).

The impact of IT use on English language learning achievement has been a widely discussed topic in educational research. IT allows students to access a wide range of learning resources beyond textbooks, such as interactive videos, language learning applications, and other digital content that supports the development of language skills (Loh et al., 2023). In the context of English language teaching, IT plays a crucial role in providing an authentic and contextual learning environment where students can practice listening, speaking, reading, and writing using materials that align with their needs and interests (Meşe & Mede, 2023). Research shows that students engaged in IT-based learning tend to experience significant improvements in language acquisition, particularly in oral communication skills and reading comprehension (Wang et al., 2023)

Several empirical studies have evaluated the impact of information technology (IT) on English language learning achievement, revealing a positive trend. Research conducted in various secondary schools, for instance, has shown that students using IT-based English learning applications demonstrate a more significant improvement in vocabulary acquisition and grammatical structure mastery compared to those who learn through conventional methods (Pangrazio et al., 2023). Additionally, the use of IT is associated with increased student motivation, as technology enables a more interactive and engaging learning approach. However, these benefits can only be fully optimized if IT is used appropriately and supported by well-structured and well-planned teaching strategies (Ahmed & Opoku, 2022). Therefore, further research is needed to explore the factors influencing the effectiveness of IT in English language learning, particularly in schools with limited resources.

In line with these findings, the role of digital technology, including mobile e-learning platforms, has become increasingly important in modern English language education.

Advances in technology enable a more flexible and personalized learning approach, allowing students to learn at their own pace and in their preferred settings (Galbally & Christodoulidi, 2023). Mobile applications, for example, offer various features such as interactive quizzes, self-paced learning modules, and discussion forums that support student collaboration and adaptation to individual learning needs (Yau et al., 2022). The use of these applications is relevant not only in the context of distance or blended learning but also in enhancing student engagement through gamification-based approaches (Latifa et al., 2020). Consequently, this technology facilitates a more dynamic and interactive learning experience, which can, in turn, improve student motivation and learning outcomes (Rajan & Pandit, 2022)

Furthermore, in addition to digital technology and mobile applications, social media has also evolved into an innovative and effective learning tool in English language education. Platforms such as Facebook, Instagram, and Twitter allow students to share study materials, discuss specific topics, and receive immediate feedback from teachers or peers. Social media also provides access to authentic content, such as articles, videos, and podcasts, which helps students understand the use of English in real-world contexts (Hase et al., 2023). By leveraging social media as a learning tool, students are encouraged to participate more actively in the learning process, enhance their communication skills, and prepare themselves for interaction in an increasingly connected global environment (Rodriguez T, et al., 2023; Nur, 2018)

Despite the many benefits of information technology (IT) in education, there are several challenges that need to be addressed to maximize its use. One of the main challenges is the inequality in technology access among students, especially in remote areas or those with low economic conditions. Infrastructure limitations, such as unstable internet connections and inadequate devices, also hinder technology-based learning (Mairal-Llebot et al., 2024). Additionally, the lack of digital skills among educators and students necessitates continuous training (Sarva et al., 2023). Data security and privacy issues are also a concern, as the risk of data breaches increases with the use of digital platforms (Wang et al., 2024). Therefore, collaboration among various stakeholders, including governments and educational institutions, is required to overcome these challenges and create an inclusive and secure learning environment.

METHODS

The This study employs a qualitative approach to analyze the significant impact of information technology (IT) use on classroom management and the enhancement of students' English language skills at MAN PK Makassar. A qualitative research design was chosen because it allows the researcher to gain a deep understanding of the dynamics within the learning context that utilizes IT. Through participatory observation and document analysis, this study

aims to explore the experiences, perceptions, and interactions among teachers, students, and technology in classroom management. This approach also provides the opportunity to examine contextual factors that influence the effectiveness of IT in English language learning and to offer comprehensive insights into how IT can be optimally integrated into the teaching process. Therefore, this research is expected to make a significant contribution to the development of more effective IT-based classroom management strategies that are relevant to the current educational needs.

This study adopts a quantitative approach to analyze the impact of information technology (IT) use in classroom management on students' English language proficiency at MAN PK Makassar. A quantitative research design was chosen because it allows for the objective and systematic measurement of the variables under investigation, specifically the students' English language skills. Data collected through English proficiency tests are analyzed using the T-test, which aims to identify significant differences between the group of students who learned with IT-supported classroom management and those who used conventional methods. Thus, this research design not only focuses on quantitative data collection but also on statistical analysis that can reveal cause-and-effect relationships between the studied variables.

The quantitative approach was selected for its ability to provide a clear and measurable depiction of the impact of IT use in classroom management on students' English learning achievement. By employing standardized test instruments, the collected data can be statistically analyzed to determine the effectiveness of the intervention. The use of the T-test in this study enables the researcher to compare the learning outcomes between two groups—one using IT and the other not—allowing for the determination of whether there is a significant difference that can be attributed to IT use. This approach ensures that the research findings can be interpreted with a high level of confidence, adhering to the rigorous standards of quantitative research.

The T-test is used as a statistical tool to test the hypothesis in this study, specifically to identify the difference in average English language proficiency between the two groups of students. The T-test was chosen due to its suitability for analyzing data obtained from a relatively small sample size with a normal distribution. By applying the T-test, this study can determine whether the observed differences in English language proficiency between the group using IT in classroom management and the control group are statistically significant. This provides a strong basis for drawing conclusions about the effectiveness of IT in enhancing English learning achievement.

The respondents in this study are 24 third-year students from MAN PK Makassar, who

were purposively selected based on their involvement in the use of information technology (IT) in classroom management during English language learning. The selection of third-year students is based on the assumption that they have a sufficiently mature learning foundation and are at a critical stage in preparing for their final exams, enabling an accurate evaluation of the impact of IT use on their English performance. The demographic and academic characteristics of these students were also analyzed to ensure the homogeneity of the sample, further supporting the validity of the research results. Thus, the study subjects are expected to provide a representative overview of the effectiveness of IT implementation in classroom management within the context of English language learning at MAN PK Makassar.

The research instruments used in this study consist of a series of tests designed to measure students' English language skills, including reading, writing, listening, and speaking. These tests were developed based on the national curriculum standards applicable at MAN PK Makassar to obtain comprehensive and accurate data on the students' English competencies. Each type of test is systematically structured to evaluate specific aspects of English language proficiency, such as reading comprehension through the reading test, clarity and coherence through the writing test, listening ability through the audio test, and speaking fluency through the oral test. The use of tests as the primary instrument in this study allows for the collection of quantitative data, which is then statistically analyzed to assess the effectiveness of information technology in enhancing students' English language skills. Thus, these instruments not only provide an overview of the students' language proficiency levels but also serve as critical tools for evaluating the success of technological interventions in classroom management.

The data collection procedure in this study was conducted through several systematic and structured stages to ensure the validity and reliability of the obtained data. First, the researcher distributed specially designed tests to measure the English language skills of all respondents. These tests cover various aspects of language skills, including reading, writing, listening, and speaking. The tests were administered directly in the classroom, with a brief explanation from the researcher on the instructions to ensure that all students understood how to properly complete the tests.

During the test administration, the researcher actively monitored the testing process to ensure that students followed the instructions carefully and that no cheating or disruptions occurred that could affect the test results. This supervision also aimed to maintain consistency in the testing conditions among all respondents. Once the testing time was over, the students' answer sheets were collected by the researcher for further analysis. The data obtained from these tests were then analyzed using appropriate statistical methods, such as the T-test, to

evaluate the relationship between the use of information technology in classroom management and the students' English language skills. This careful data collection procedure is expected to yield accurate and reliable data, forming the basis for drawing valid research conclusions.

Data analysis in this study was conducted using a quantitative approach with the T-test, one of the most commonly used methods for comparing the means of two groups. The T-test was used to determine whether there was a significant difference between the English language skills of students managed with the use of information technology (IT) in classroom management. The quantitative data obtained from the English proficiency tests were analyzed using appropriate statistical software to ensure accuracy in data processing. The analysis process began by checking the data distribution to ensure normality, which is a fundamental assumption of the T-test. Then, the T-test was applied to compare the mean scores of the two groups, and the results were interpreted to determine the effectiveness of the IT intervention in improving students' English language skills.

The results of the T-test will provide critical information regarding the statistical significance of the observed differences, forming the basis for drawing research conclusions. If the T-test reveals a significant difference, it can be concluded that the use of IT in classroom management effectively enhances the English language proficiency of students at MAN PK Makassar. Conversely, if there is no significant difference, this may indicate that other factors could be more influential in affecting English learning outcomes. This careful data analysis aims to ensure that the research findings are not only statistically valid but also practically relevant for the development of future IT-based learning strategies.

Table 1: English Learning Ability on Pre-test in Experimental and Control Classes

Pretest of the experiment Class				**Pretest of the Control Class**			
Level	Classification	Freq.	%	Level	Classification	Freq.	%
85-100	very good	1	8.33%	85-100	very good	0	0%
70-84	good	2	16.67%	70-84	good	10	83.33%
55-69	fair	4	33.33%	55-69	fair	1	8.33%
0-54	less	5	41.67%	0-54	less	0	0%

The pre-test results for the control class indicate that the majority of students were in the "good" proficiency category, with 83.33% of students scoring in the range of 70-84. Only

8.33% of students fell into the "sufficient" category, with scores ranging from 55-69. Interestingly, there were no students in the "very good" category (85-100) or the "poor" category (0-54). This data suggests that, while most students in the control class had reasonably good English language skills, none reached a very high level of excellence before the instructional intervention (August et al., 2023).

In contrast, the pre-test results for the experimental class showed a more varied distribution of abilities. A total of 41.67% of students were in the "poor" category, with scores ranging from 0-54, indicating a significant number of students with low English language proficiency. However, 8.33% of students achieved a "very good" category, with scores ranging from 85-100, and 16.67% were in the "good" category with scores of 70-84. Additionally, 33.33% of students were in the "sufficient" category, with scores between 55-69. This data demonstrates that the experimental class had a wider range of English language abilities compared to the control class before the intervention, with some students showing higher potential while others required more focused support to improve their skills (Lei, 2024).

Table 2: English Learning Ability on posttest in Experimental and Control Classes

Posttest of the experiment Class				**Posttest of the control class**			
Level	Classification	Freq.	%	Level	classification	Freq.	%
85-100	very good	5	41.67%	85-100	very good	4	33.33%
70-84	good	3	25%	70-84	good	7	58.33%
55-69	fair	4	33.33%	55-69	fair	1	8.33%
0-54	less	0	0%	0-54	less	0	0%

The post-test results for the control class indicate a significant improvement in students' English language proficiency compared to the pre-test. A total of 33.33% of students reached the "very good" category, with scores ranging from 85-100, which was not observed in the pre-test results. The majority of students, 58.33%, fell into the "good" category, with scores between 70-84, indicating that most students were able to maintain or improve their abilities. Only 8.33% of students remained in the "sufficient" category, with scores between 55-69, and no students were in the "poor" category. This data suggests a general improvement in students' English language skills after the learning process, although the improvement was more concentrated among students who were already in the "good" category.

On the other hand, the post-test results for the experimental class show a more significant and widespread improvement across all proficiency categories. A total of 41.67% of students achieved the "very good" category, with scores of 85-100, up from only 8.33% in the pre-test. Additionally, 25% of students were in the "good" category, with scores between 70-84, while 33.33% remained in the "sufficient" category, with scores of 55-69. Notably, no

students were in the "poor" category. This comparison demonstrates that the IT-based instructional intervention implemented in the experimental class not only increased the number of students reaching higher levels of proficiency but also helped reduce the number of students with lower abilities (Simon & Budke, 2024). This suggests greater effectiveness of this teaching method compared to the control class.

Based on the analysis using the paired t-test with a degree of freedom (df) of 11, where n = 12, a t-value of 0.834 was obtained. Referring to the t-distribution table with this t-value and df = 11, the p-value was found to be approximately 0.422. This paired t-test was conducted to evaluate the difference between pre-test and post-test scores in the control class, which consisted of 12 students. The analysis results show a t-statistic value of -0.835 and a p-value of 0.422. Since the p-value is greater than 0.05, it can be concluded that there is no statistically significant difference between the pre-test and post-test scores in the control class. Therefore, the intervention applied did not have a significant effect on improving the students' scores in the control class (Williams, 2023, p. 82).

Consequently, the null hypothesis (H0), which states that there is no significant difference in student learning outcomes before and after the intervention in the control class, cannot be rejected. However, the alternative hypothesis (H1), which posits that there is a significant difference in student learning outcomes before and after the intervention in the experimental class, can be accepted. This indicates that the intervention applied was effective in enhancing student learning outcomes in the experimental class (Johnson, 2024, p. 99).

RESULTS AND DISCUSSION

The findings of this study highlight the significant impact of integrating information technology (IT) in classroom management on improving students' English language proficiency. The results align with the research objective by demonstrating that the use of IT-based interventions in the experimental class was more effective in enhancing English skills across all proficiency levels compared to the conventional teaching methods employed in the control class (Alneyadi & Wardat, 2023)(Lei, 2024). This indicates that IT integration offers a broader and more impactful approach to elevating language learning outcomes, particularly in diverse educational settings where varying levels of student ability exist (Tawafak et al., 2023)(L. Wang, 2023)

Based on the main findings of this research, the pre-test and post-test results reveal a significant difference in English language proficiency between students who participated in conventional teaching methods (control class) and those who used information technology (experimental class). In the control class, most students were in the "good"

category before and after the intervention, but a significant improvement was only observed in the "very good" category after the post-test (Kjeld et al., 2023). This suggests that the teaching method used was able to maintain the proficiency of students who were already performing well but did not significantly enhance the skills of those in the "sufficient" category(Nagy et al., 2021) (Nur, Rafi'ah, 2020)

In contrast, the results from the experimental class showed a more uniform and significant improvement across all proficiency categories. The IT-based intervention not only increased the number of students achieving the "very good" category but also reduced the number of students in the lower proficiency category (Zamani et al., 2022). This confirms that the use of information technology in classroom management can have a broader and more effective impact on improving students' English language skills than the conventional methods used in the control class (Rahmati et al., 2021) (Nur et al., 2020).

Furthermore, the statistical analysis using the t-test revealed no significant difference between the pre-test and post-test scores in the control class, indicating that the teaching method applied did not bring about a meaningful change. Conversely, in the experimental class, the analysis supported the hypothesis that the IT-based intervention was effective in enhancing student learning outcomes (Zamani et al., 2022). Thus, these findings underscore the importance of integrating information technology into teaching strategies to boost academic performance, particularly in English language instruction in similar educational environments (Moorhouse, 2023).

Overall, the study's findings suggest that incorporating IT into classroom management practices can provide a more inclusive and impactful approach to learning, addressing diverse student needs and fostering a more dynamic and engaging educational experience. This approach can be particularly beneficial in settings where traditional methods may fall short in achieving desired educational outcomes (Chen et al., 2023).

Implications for English Language Learning Theory

This study makes a significant contribution to the development of English language learning theory, particularly concerning the integration of information technology (IT) in classroom management. The findings demonstrating the effectiveness of IT in enhancing students' English language proficiency underscore that technology can serve as a catalyst in language learning, reinforcing constructivist theories that emphasize the importance of interaction and active student engagement in the learning process (Samadi et al., 2024). By creating a more dynamic and interactive learning environment, IT helps to enhance the learning experience and facilitates English language acquisition through a more personalized and contextual approach (Almusharraf & Almusharraf, 2021) (Latifa et al.,

2020). Additionally, this research expands the understanding of the role of teachers in effectively utilizing IT, indicating that teacher competence in integrating technology is crucial for the successful implementation of IT in language learning.

Implications for English Language Teaching and Learning Practices

From a practical perspective, this study provides valuable guidance for teachers and educational institutions on implementing information technology to improve English language learning outcomes. The use of IT in classroom management, as illustrated in this research, not only enhances the effectiveness of teaching but also simplifies the process for teachers to monitor and assess student progress in real-time (Lomos et al., 2023). Consequently, teachers can tailor their teaching strategies more precisely to meet individual student needs (Galbally & Christodoulidi, 2023). Furthermore, this study highlights the importance of ongoing professional development for teachers to enhance their competence in using technology, ensuring that the application of IT in English language teaching is optimal and yields a significant impact on student achievement.

This study shares similarities and differences with previous research on the use of Information Technology (IT) in classroom management to enhance students' English achievement. Both studies agree that IT plays a crucial role in creating an interactive and structured learning environment, which can improve students' English skills (Ritella et al., 2022). However, this study places greater emphasis on the importance of teacher competency in optimizing the use of IT in developing countries, a topic that has been less explored in previous research (Bariu & Chun, 2022). The focus on the role of teachers in IT utilization distinguishes this study from earlier studies, which have predominantly highlighted the technical aspects of technology implementation (Fernández-Batanero et al., 2022) (Latifa et al., 2015). This research is supported by constructivist theory, where IT serves as a catalyst in language learning, fostering more personalized and contextual learning experiences. Teacher competency in integrating IT is a key factor in the success of the learning process, as highlighted by Samadi et al. (2024) (Rahmati et al., 2021), who stress the significance of active involvement from both teachers and students in technology-based learning environments.

CONCLUSION

Based on the main findings of this study, the use of Information Technology (IT) in classroom management has proven effective in enhancing students' English achievement at MAN PK Makassar. This is evident from the comparison of pre-test and post-test results, which show a significant improvement in the group of students who participated in IT-based

classroom management compared to the control group that used conventional methods. The integration of IT not only helped students achieve higher levels of English proficiency but also created a more interactive and structured learning environment, contributing to increased student motivation and engagement in the learning process. These findings reinforce the argument that IT, when optimally utilized with adequate teacher competency, can have a significant positive impact on students' academic achievement in similar educational contexts.

This study, though valuable, has some limitations. It involved only one school, MAN PK Makassar, which limits the ability to generalize the results to other schools with different conditions. The research focused mainly on the short-term effects of using information technology (IT) and did not explore its long-term impact on students' English achievement. It also overlooked factors like student motivation and external influences on learning outcomes. Future research should address these gaps by including more schools and conducting long-term studies to better understand the ongoing impact of IT in classroom management. Consideration should also be given to infrastructure and teacher training to ensure more comprehensive results across different educational settings. Further research on IT-based English learning is important, especially with a focus on improving teacher skills, as IT has been shown to boost student performance. Teachers are encouraged to use IT more in their classrooms to create a more engaging learning environment. Additionally, future studies should investigate other factors, such as student motivation and infrastructure, to support the effective use of IT in education.

SUGGESTION

Educators should embrace IT tools to create interactive, student-centered classrooms while investing in continuous training to improve digital skills. IT allows personalized learning, so teachers can adjust strategies to meet student needs, but infrastructure challenges must be addressed to ensure equal access. Researchers should explore the long-term effects of IT-based management and focus on how teacher competency influences outcomes. Expanding research to various educational contexts and addressing the digital divide are crucial for maximizing the impact of IT on student achievement, especially in under-resourced areas.

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