

# The Influence of Classroom Management on Students Learning Motivation in SMP Negeri 30 Solok Selatan

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## ABSTRACT

Classroom management is one aspect of learning that teachers must master in order for students to learn optimally. The teachers, as class managers, should try to motivate students to focus on learning. Based on the observations and interviews conducted by researchers, it was revealed that students frequently came late, did not do assignments, and frequently missed courses due to exhaustion from studying. This is due to the teacher's lack of classroom management, which results in a lack of student motivation to learn. The study is intended to investigate whether classroom management affects students' learning motivation. The study approach employed is quantitative, with data collected using questionnaires, observation, and interviews. The study subjects were SMP N-30 Solok Selatan students, with a total of 34 respondents and validity and reliability trials on 10 students. The data analysis technique begins with descriptive analysis and is followed by normality testing, linearity tests, and hypothesis tests using SPSS version

23. Simple linear calculations show that management's class has a good and substantial influence on student learning motivation at SMP N 30 Solok Selatan, with 0.488 and Tcount (4.536) > Ttable (2.042). The coefficient of determination is thus 0.287, indicating that class management influences student learning motivation by 28.7% while other factors influence the remainder.

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## 1. INTRODUCTION

Education plays an important role in human life. It allows human to develop their skills in whatever they do, distinguish between right and wrong, and shape their future. The teacher is one of the aspects that must be considered in order to improve the quality of education. Without teachers, the educational process will not run as expected. The teacher's role in the classroom includes teaching, educating, and guiding students, as well as leading the class in terms of classroom management.

Classroom management is one area that teachers must understand to generate optimal learning experiences for both students and teachers. According to Barnawi (Barnawi, 2012), class management is a series of activities aimed at developing and reducing or eliminating unwanted student behavior, developing interpersonal relationships, creating a positive socio-emotional environment, and maintaining and developing a conducive class organization. Classroom management consists of two major activities: student management and real estate (facility) management. Student management is organizing students in the classroom based on their intellectual potential and emotional development. Students are offered the opportunity to find a position according to their interests and aspirations while studying. In addition, arranging space is an activity that must be carried out in such a way as to facilitate the activities of all students in the class. As according to (Wiyani, 2013) mentions that the physical arrangement of the class is directed to improve effectiveness of student learning so that students feel happy, safe, comfortable and study well.

Classroom management is a process of planning, organizing, actuating, and supervising activities teacher learning with all the use of resources to achieve the learning objectives that have been set effective and efficient (Gunawan, 2019). A comfortable classroom environment for teaching and learning activities to meet learning objectives is created by good classroom management. According to (Uzer Usman, 2010) explains that the general purpose of class management is providing and using classroom facilities for a variety of activities learning and teaching in order to achieve good results. On the other hand, Classroom management can also reduce the possibility of distraction and boredom and improve student participation in the learning process. As the class leader, the teacher provides to encourage students to study hard and to generate excellent values in students that they may implement in their daily lives.

According to Winkel (Khodijah, 2014) motivation is a motive which has become active at a certain moment, while the motive is the driving force in a person to do something certain activities. Motivation is a human desire that stimulates it to act, or something that underlies human behavior (Usman, 2019). Motivation is a psychological process that drives people to do something. Motivation determines the persistence of a child's learning which he will try study it well and persevere with hope get good results (Uno, 2017). The purpose of the motivation given by the teacher is to move or encourage students to improve their learning achievement in order to achieve the expected goals.

There are two forms of learning motivation: intrinsic and extrinsic learning motivation. Firstly, intrinsic motivation is a form of drive that comes from inside an individual without being compelled by others, but rather of his own free will. Students with intrinsic learning motivation mostly pay attention to the teacher's explanation with their own awareness. They are more interested in the instructional materials provided and their attention is not distracted by the surrounding circumstances. Internal motivation comes from the desire to succeed, the need to learn and the presence of intents, goals, and values. It should also be highlighted that students who are motivated in this way end up becoming educated, experienced, and field specialists. It originates from the desire to be educated and experienced person.

The next type of learning motivation comes from sources other than the students themselves (external learning motivation). Extrinsic motivation is motivation caused by factors from outside of learning situations (Hamalik, 2008). This type of learning motivation comes as a result of influences from outside the individual, either from the environment or from other people. For example, a student may be motivated to study just by the teacher, by presents, by avoiding punishment, and so on. Extrinsic motivation is thus defined as a type of learning that begins and ends with a desire from outside of oneself. In this case, the teacher confronts a significant challenge in directing student behavior so that they actively participate in PBM, creating a comfortable and conducive environment in the classroom, encouraging students to take responsibility for their actions and behavior, and forming self-skills related to good habits and the achievement of high social attitudes in accordance with learning objectives.

Based on observations made by researchers, it was discovered that students were frequently late to school and did not complete homework (PR) assigned by the teacher, so the teacher punished students for failing to complete their assignments outside of the classroom when learning occurred. Another issue discovered during teacher interviews was that kids frequently left the classroom when learning was taking place for an extended period of time. Later, it was discovered that these students were playing behind the school or in the school cafeteria. This phenomenon occurs because they claim to be exhausted when studying in class and are bored with the classroom environment.

As a result, one of the contributing elements to this issue is the teacher's lack of classroom management, which has resulted in a lack of student motivation. According to Mawarsih (Hidayatullah, 2021), success in learning is typically related to high motivation and classroom management, which require understanding how the class fits with students. Because the teacher's strategic position as a key role bearer in education can have a direct impact on how students learn (Pitriyani, 2021).

Furthermore, previous research by Neni Mika Triana (Triana et al., 2022) concluded that class management has a beneficial and significant relationship to student motivation at SD N 1005 Sidomulio. Also supported is Fanni Dwi Windi's research, which found that class management had an effect on student learning motivation at MTs Muhammadiyah 01 Medan (Windi, 2022). Discovered that the most significant elements impacting student motivation were the field of teacher training, as well as the instructor's teaching techniques and classroom management skills (Yilmaz et al., 2017).

In this study, "classroom management" refers to the teacher's conscious effort to systematically organize teaching and learning process activities. It leads to the development of teaching materials, tools, and learning environments to ensure that learning flows smoothly in order to accomplish curricular objectives. The purpose of this research is to determine whether classroom management impacts students'

motivation to learn. In keeping with the research hypothesis, classroom management influences student learning motivation.

## 2. METHOD, DATA, ANALYSIS

This research employed quantitative research methodologies. Methods for collecting data include surveys, observation, and interviews. This study included 50 students from SMP N-30 Solok Selatan, with a sample of 34 individuals drawn from the Slovin formula and a trial run on 10 students. Following data collection, the Pearson product moment formula is used to assess the instrument's validity. The validity test for variable X with 23 questionnaire items was produced from the calculation results, and the results with all questionnaire items were valid. So that it can be used for field testing. Furthermore, the findings obtained with all questionnaire questions are valid when variable Y is calculated with 20 questionnaire items. The data analysis approach employed was preceded by descriptive analysis to establish the tendency of the variable frequency distribution and the respondents' degree of performance for each variable. Furthermore, the SPSS version 23 application was used to perform the normality test, linearity test, and hypothesis testing.

## 3. RESULT AND DISCUSSION

In this study, the first step in assessing the data is to characterize the information presented and to provide an understanding of how the data is distributed in the field. There are 23 classroom management statements (variable X).

**Table 1** Class Management Variable Data Description (X)

Statistics		
N	Valid	34
	missing	0
Means		75.94
std. Error of Means		1050
Median		76.00
Mode		75
std. Deviation		6.125
Variances		37,512
Range		24
Minimum		65
Maximum		89
sum		2582

The table 1 above shows the results of calculating class management variable data (X) using SPSS version 23. The average (mean) value is 75.94, the median is 76.66, and the frequency of occurrence (mode) is 75. The standard deviation of 6.125 has a maximum (highest) value of 89 and a minimum (lowest) value of 65. Furthermore, the Y variable contains 20 assertions about student learning motivation, which are as follows:

**Table 2** Description of Student Learning Motivation Data (Variable Y)

Student's motivation to study		
N	Valid	34
	missing	0
Means		66.88
std. Error of Means		.957
Median		68.00
Mode		70
std. Deviation		5,580
Variances		31,137
Range		20
Minimum		55
Maximum		75
sum		2274

Table 2 above shows the results of computing student learning motivation variable data (Y) using SPSS version 23 are shown in the table above, with the mean value being 66.88, the median being 68.00,

and the mode being 70. The maximum (highest) value for the standard deviation of 5.580 is 75, and the minimum (lowest) value is 55.

**Normality test**

A normality test is used to determine whether or not a variable is distributed regularly. The normality check is conducted prior to validating the hypothesis. Because  $df < 50$ , the Shapiro-Wilk technique will be used in this study using SPSS version 23 to assess the normality of the data.

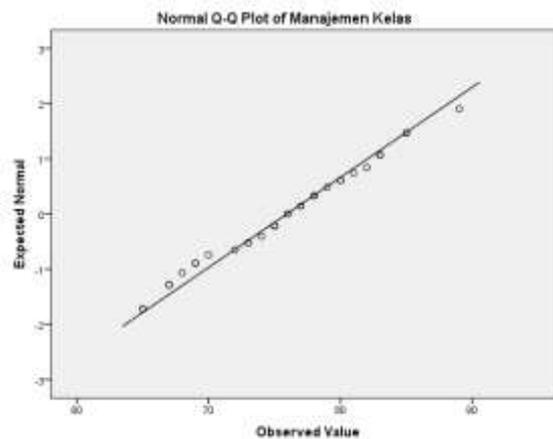
**Table 3** Class Management Variable Normality Test Results (X)

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Class Management	.086	34	.200*	.978	34	.701

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction  
 b.

Based on the calculations in the table 3 above, it is estimated that the class management calculation has a sig value of 0.701. Because the results of calculations on these variables are  $> 0.05$ , the class management variable (X) is normally distributed. It is also displayed in normal graphic form as QQ plots of regression standardized residuals using SPSS version 23 for additional information. The following is a QQ Plot diagram presented in Figure 1.

**Figure 1** QQ Plot of Class Management Variables (X)



Based on figure 1, data that appears as dots in a graphical representation is assumed to follow a line direction. As a conclusion, the distribution of class management variable data (X) is considered normal or regular. The normality test on the variable of student learning motivation is then performed.

**Table 4** Results of the Normality Test Variable Student Learning Motivation (Y)

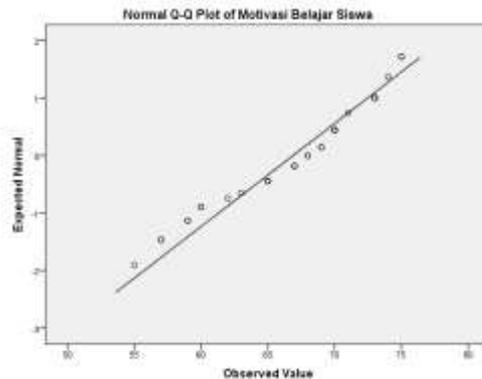
	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Student's motivation to study	.126	34	.188	.941	34	.065

a. Lilliefors Significance Correction

According to the calculations provided in the table above, class management calculations have a sig value of 0.065. Because the procedure yields a variable  $> 0.05$ , it can be assumed that the data on the

variable "student motivation" (Y) is normally distributed. This is also presented in the form of a conventional QQ graph for better understanding. Using SPSS Version 23, the results were standardized regression plotted. The QQ Plot diagram shown in Figure 2 is as follows:

**Figure 2** Figure QQ Plot Variable Student Learning Motivation (Y)



Based on presentation, data that appears as dots in a graphical representation is assumed to follow a line direction. As a result, the distribution of student motivation data (Y) is considered to be normally or regularly distributed.

**Linearity Test**

The purpose of the linearity test is to find out whether or not there is a linear relationship between the two variables. The significance level (Sig.) for the linearity test is set at 0.05. The results of the linearity test using SPSS version 23 are presented below.

**Table 5** Linearity Test Results

			Sum of Squares	Df	MeanSquare	F	Sig.
Student Learning Motivation *	Between Groups	(Combined)	805196	18	44,733	3.018	.018
		Linearity	294,480	1	294,480	19,867	.000
		Deviation from Linearity	510,716	17	30,042	2027	088
Classroom Management	Within Groups		222,333	15	14,822		
Total			1027529	33			

According to the ANOVA table and table 5 above, the Sig. Value of Deviation from Linearity is 0.088 > 0.05. Given that the Sig. (Deviation from Linearity) > of 0.05, it can be stated that the two variables, namely classroom management and student learning motivation, have a linear relationship.

**Hypothesis testing**

This study will determine whether or not there is a good or negative relationship between classroom management and student learning motivation. To determine the value of the dependent variable, decide whether the value of the independent variable will rise or decrease. The regression coefficient has a positive value, according to SPSS computations. It may be concluded that effective classroom management influences students' desire to study. In the regression formula,  $Y = 29.834 + 0.488X$ . For more details, the calculation of a simple linear regression test can be seen in Table 6 below:

**Table 6** Simple Linear Regression Test Results

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	std. Error	Betas		
1	(Constant)	29,843	10.363		2,880	007
	Class Management	.488	.136	.535	3,585	001

a. Dependent Variable: Student Learning Motivation

To establish the significance of the regression coefficient, the next hypothesis test is a t test or effect test. The results of the calculations demonstrate that Tcount (4.536) > Ttable (2.042), causing H0 to be rejected. Therefore, it can be said that there is a relationship between classroom management and student learning motivation.

Furthermore, the coefficient of determination measures the degree to which the independent variable (X) influences the independent variable (Y). Using SPSS, the approach produces an RSquare value of 0.287. This indicates that class management has a 28.7% effect on student learning motivation, with another 72.3% influenced by other variables. Table 7 lists the following.

**Table 7** Test Results for the Coefficient of Determination

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.535a	.287	.264	4,786

According to Umi Khoiriyah's (Khoiriyah, 2018) research, the R square value was 0.789, indicating that class management had a 78.9% influence on learning motivation whereas other factors had a 21.1% effect. Research by Fanni Dwi Windi (Windi, 2022), which also supports this claim, found that class management at MTs Muhammadiyah 01 Medan contributes 12% to student learning motivation, and there is a significant relationship between the two ( $r_{xy} = 0.3399$ , significant level = 0.05, table  $r = 0.3365$ , N = 25).

Following that, according to the findings of Lara Sinta's (Sinta, 2018) research, classroom management (variable X) has an 18% effect learning motivation (variable Y), and other variables influence the remaining components. As a result, it is possible to conclude that classroom management has a major impact on students' motivation to study. It has been demonstrated at SMP Daarul Aitam Palembang that the presence of excellent classroom management has an impact on students' motivation to achieve in PAI subjects.

Furthermore, according to the results of the correlation test (R) study, the research conducted by Ayu Shalihan (Shalihan, 2018) namely the effect of classroom management on student learning motivation at SMP Negeri 1 Manggeng has a correlation value (r) of 0.667, indicating that the importance is very strong. The correlation coefficient of the hypothetical research, which was determined to be 0.667, implies that there is a significant association between classroom management and learning motivation. As a consequence, it has been established that the alternative (Ha) explaining the influence of classroom management on students' motivation to study at SMP Negeri 1 Manggeng is correlated. In conclusion, it indicates that the connection between classroom management characteristics (X) and student learning motivation (Y) is extremely strong (Ha).

Meanwhile, the results of research conducted by Ida Nurhairiyah (Nurhairiah, 2019) found that the value of R Squared showed a figure of 0.558. That is, using the regression model, it is known that the influence of class management variables on student learning motivation is 55.8%, while the remaining 44.2% is influenced by other variables.

According to research conducted by Aal Zulfahri et al. (Zulfahri, Aal dkk., 2016) there are results of the significant influence of class management when accounting subjects on the motivation to learn accounting subjects in students in class XI Accounting SMK Negeri 3 Pontianak. Based on a t count of 5,750 shows that there is an influence of the free variable (x) on the bound variable (y). When compared to t table at a 5% significance level of 1.999 then t count > t table (5.750 > 1.999) then Ha is accepted. The Coefficient of Determination in this study shows the contribution of the influence of the free variable (X), namely class management, on the bound variable (Y), namely student learning motivation by 34.8% while the rest is influenced by other variables.

Research conducted by Budi Santoso et al. (Santoso, Budi dkk., 2017) Referring to the results of data calculations, the value of the coefficient of determination of class management variables and student learning motivation was obtained by 11.2%. This means that student learning motivation is influenced by class management by 11.2%. While the remaining 88.8% was influenced by other factors that were not studied by the authors in this study. Based on the results of the hypothesis test, it shows that class management has a positive and significant influence on student learning motivation, meaning that if class management is high, student learning motivation will be high and vice versa if class management is low, student learning motivation will be low.

Folloeing that, the research conducted by Detry Dafa Sadid (Sadid, 2022) based on the results of the hypothesis test conducted showed that there was an influence of classroom management on student learning motivation. This is supported based on the results of the calculated value of 4,371 and the Ttabel of 2,000, with a significance of 0.000. By test criteria if  $T_{hitung} > T_{tabel}$  and if  $significance < \alpha$  (0.05). Then  $H_0$  is rejected and  $H_1$  is accepted. Based on the results of the tests carried out, it can be seen that ( $4,371 > 2,000$ ) and ( $0.000 < 0.05$ ) So it can be interpreted that there is a significant influence between class management on learning motivation. Furthermore, based on the determination test, it was found that the value of the coefficient of determination (R Square) was 0.242 or equal to 24.2%. This figure means that the variable (X) of class management affects the variable (Y) of learning motivation by 24.2% with 75.8% influenced by other variables that are not studied. It can be concluded that in the determination test that has been carried out, a calculation result of 24.2% was obtained, this figure means that class management variables have an influence on learning motivation, while 75.8% is another factor that was not studied.

In order to be a great educator, one must be able to manage the classroom, including creating and maintaining optimal learning environments. Usman also mentioned that good classroom management is required for the teaching and learning process to be successful. Among the various types of teacher tasks in the classroom, management is one of the elements of implementing a fundamental learning system.

As a learning environment for students, the classroom must be prepared and operated systematically. The learning objectives will be as expected if management is not well-organized. The setting must be structured in such a method that the learning process may be focused and steered towards the intended goals, as well as the teacher's obligation to establish a good learning environment.

It is important to achieve effective classroom management by strengthening the teaching and learning process, which has a beneficial impact on the fulfillment of teaching objectives and can benefit from and accomplish supporting criteria. Classroom management extends beyond setting up learning processes, physical facilities, and procedures to provide a comfortable and effective learning environment for students. As a result, it is critical to effectively manage schools and classrooms and to establish a positive learning environment.

#### **4. CONCLUSION**

Based on the findings of basic linear calculations, SMP Negeri 30 Solok Selatan has a favorable impact on class management and student learning motivation, with a result of 0.488. The T test was then performed by comparing the Tcount and Ttable findings. The calculated results are Tcount (4.536) with Ttable (2.042), and the results of these calculations indicate that  $H_0$  is rejected. This indicates that there is a substantial association between classroom management and students' learning motivation at SMP Negeri 30 Solok Selatan. The coefficient of determination is then calculated, and the result is 0.287, indicating that classroom management impacts student learning motivation by 28.7%, with the other 72.3% influenced by factors not investigated in this study.

Based on the findings of research conducted at SMP Negeri 30 Solok Selatan, the writer would like to provide recommendations for schools in the future. Principals should observe instructors during the learning process in class without prior warning to determine how concerned teachers are about acceptable classroom settings and a conducive environment for effective academic performance. Teachers should continue to develop appropriate classroom management in order to promote greater student motivation. Furthermore, students should always review and study topics or material learned in class in order to expand their understanding.

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