# ANALYSIS OF THE EFFECT OF CLASSROOM MANAGEMENT ON STUDENT LEARNING MOTIVATION AT MIDDLE SCHOOL

*Author*: **Syafaatul Habib**[1)], **Dwi Nur Anisa**[2)]

*Correspondence:* Sekolah Tinggi Agama Islam Negeri Bengkalis / syfhabib@gmail.com[1)],
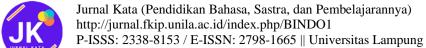anisadwinur803@gmail.com[2)]

*The main focus of the research is on the relationship between the quality of classroom management, which is already considered good at junior high school, and the emerging issue of declining student learning motivation. Despite the effectiveness of classroom management, the decrease in student learning motivation indicates a mismatch between the efforts of classroom management and the needs of student learning motivation. Therefore, this research aims to deeply analyze the factors influencing student learning motivation at middle school, including evaluating the existing classroom management quality. The expected outcome of this research is to provide valuable insights into identifying appropriate solutions to enhance student learning motivation at the school, and offer recommendations for strategies that can effectively support the improvement of student learning motivation. This research aims to understand the influence of classroom management on student learning motivation. The method used in this research is a quantitative method with a linear regression analysis approach the research's results indicate classroom management's influence on student learning motivation. The research findings are based on validity testing, reliability testing, normality testing, and linear regression analysis. The conclusion is that a strong correlation was found between good classroom management and increased student learning motivation at middle school.*

**Abstrak**
Fokus utama penelitian ini adalah hubungan antara kualitas pengelolaan kelas yang sudah dianggap baik di SMP dengan munculnya isu menurunnya motivasi belajar siswa. Meskipun pengelolaan kelas sudah efektif, namun penurunan motivasi belajar siswa menunjukkan adanya ketidaksesuaian antara upaya pengelolaan kelas dengan kebutuhan motivasi belajar siswa. Oleh karena itu, penelitian ini bertujuan untuk menganalisis secara mendalam faktor-faktor yang mempengaruhi motivasi belajar siswa di sekolah menengah, termasuk mengevaluasi kualitas pengelolaan kelas yang ada. Hasil yang diharapkan dari penelitian ini adalah memberikan wawasan berharga dalam mengidentifikasi solusi yang tepat untuk meningkatkan motivasi belajar siswa di sekolah, dan menawarkan rekomendasi strategi

yang secara efektif dapat mendukung peningkatan motivasi belajar siswa. Penelitian ini bertujuan untuk mengetahui pengaruh pengelolaan kelas terhadap motivasi belajar siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan pendekatan analisis regresi linier. Hasil penelitian menunjukkan adanya pengaruh pengelolaan kelas terhadap motivasi belajar siswa. Temuan penelitian didasarkan pada uji validitas, uji reliabilitas, uji normalitas, dan analisis regresi linier. Kesimpulannya ditemukan adanya korelasi yang kuat antara pengelolaan kelas yang baik dengan peningkatan motivasi belajar siswa di sekolah menengah.
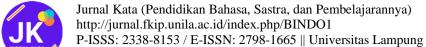
## I. INTRODUCTION

Classroom management aims to create a peaceful learning environment that can provide new knowledge, making the teaching and learning process effective and beneficial. Therefore, if students feel comfortable during the learning process, the educational objectives can be successfully achieved as planned. Classroom management aims to establish a calm classroom setting to optimize learning process. The strategy used to accomplish this goal is to develop a quality workforce (R. Efendi, 23).

Rushdie, there are three reasons why classroom management is urgent. The first reason is that classroom management is an activity that can create and maintain an effective classroom environment. The second reason is that good classroom management positively impacts the interaction between educators and students. Lastly, the classroom serves as a space where the entire curriculum and its components, learning materials, and all topics related to the subject matter are delivered and evaluated.

Afriza believes that classroom management plays a crucial role in the effective and efficient conduct of the teaching and learning process. According to Afriza, classroom management is not only about classroom rules, the facilities available, or classroom routines, but also an activity that creates and maintains a conducive classroom atmosphere. This enables students to enhance their achievement and motivation in the classroom (Afriza, n.d.).

According to Nur Afni, classroom management is the teacher's ability to maintain and manage the classroom atmosphere to handle any undesirable situations during the learning activities. The disruptions include conflicts that may arise in the classroom, whether between the teacher and students or among the students themselves (Afni, 2019).

Fajrianti believes that for classroom management to achieve learning objectives effectively and efficiently, there must be efforts to manage the learning process through planning, implementation, and

evaluation activities. According to her, classroom management is an activity managed by educators in the best possible way to create the desired learning activities (Fajrianti, 2022).

Based on a survey conducted at middle school, the researcher observed that classroom management by teachers needed to be optimally implemented. In reality, the current challenge educators face in effectively managing the classroom is that teachers still need help managing the class properly. This is evident in how they handle the learning process from the beginning to the end of the lesson. Teachers must be more enthusiastic about how good classroom management can positively impact students. Additionally, teachers still need to pay more attention to classroom arrangements, such as seating arrangements, and their monotonous teaching methods fail to motivate students, leading to a decline in student performance in the classroom.

## II. METHOD

Research methodology is a scientific process that researchers must undertake to conduct a study. The method used is the quantitative method, which is a research method that always yields numerical results, whether it involves data collection, data processing, or the presentation of results (Agustianti, 2022). The research uses the linear regression analysis formula. Dewi Sri Susanti states that the formula commonly used to observe the influence between two variables, often referred to as the independent variable (x) and the dependent variable (y), is called linear regression analysis (Susanti, 2019). In this study, the variable (x) (classroom management influence) and variable (y) (student learning motivation) are measured using a research instrument called a questionnaire. A questionnaire systematically and objectively collects, processes, analyzes, and presents data to solve research problems (Widiyana, 2020).

## III. RESULTS AND DISCUSSION

According to Purwanto, as cited by Endang Titik Lestari, reveals that someone is driven to do something because of a reason. As expressed by Sartain in his book Psychology Understanding of Human Behavior, translated by Purwanto, motivation is an organism's behavior or action directed towards a goal. Whether an action is considered essential or risky, it has its motivations, just as in pursuing knowledge; pursuing knowledge requires motivation. Students are consistently found to be lazy, inactive, frequently absent, and so forth in school. Cases like this indicate that educators need to motivate their students, resulting in

their lack of enthusiasm for learning (Lestari, 2020).

This study explores classroom management's influence on student motivation and academic achievement at middle school. Data collection will be conducted using a questionnaire to determine the impact of classroom management on student learning motivation. The data will be analyzed using linear regression analysis. Linear regression analysis is a statistical method that explains the effect and magnitude of the impact caused by one or more independent variables on a dependent variable.

However, before proceeding, descriptive statistical analysis will be presented for variables x and y that have been observed. Descriptive statistics is a tool to interpret information by describing analyzed data through tables of indicators or variables that influence the researcher's study variable.

The data on classroom management were obtained from a closed-ended questionnaire of 10 questions distributed to 20 students from class 3A, the study's subjects. Each question item had five response options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1)

## Descriptive Statistics Classroom Management

| N | Valid | 20 |
|---|---|---|
| | Missing | 0 |
| Mean | | 23.10 |
| Median | | 23.00 |
| Mode | | 23[a] |
| Std. Deviation | | 2.900 |
| Variance | | 8.411 |
| Range | | 10 |
| Minimum | | 18 |
| Maximum | | 28 |

Based on the table below it includes data regarding student learning motivation. The data was obtained from a closed-ended questionnaire comprising ten statements distributed to 20 students from class 3A who are the subjects of the study. Each statement had five response options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

### Descriptive Statistic Student Learning Motivation

| N | Valid | 20 |
|---|---|---|
| | Missing | 0 |
| Mean | | 24.95 |
| Median | | 25.00 |
| Mode | | 25 |
| Std. Deviation | | 2.762 |
| Variance | | 7.629 |
| Range | | 11 |
| Minimum | | 18 |
| Maximum | | 29 |

Next, we will conduct a linear regression test. Before performing the linear

regression test, we will conduct validity, reliability, normality, and linearity testing.

Validity testing is a measure that indicates the level of validity of an instrument/questionnaire. From its definition, it is understood that validity testing is used to determine whether the data in this study are distributed validly or not.

Validity testing is considered valid if the significance is determined by comparing the calculated (correlation coefficient) with the table r. The information obtained is valid if the calculated r exceeds the table r. Conversely, the information is considered invalid if the computed r is smaller than the table r (Rachbini, 2020).

**TABLE OF CLASSROOM MANAGEMENT VALIDITY TEST**

TABLE OF CLASSROOM MANAGEMENT RELIABILITY TEST

| Number of Statements | Cronbach's Alpha | Condition | Description |
|---|---|---|---|
| 10 | 0,781 | 0,60 | Realiabel |

TABLE OF STUDENT LEARNING MOTIVATION RELIABILITY TEST

| Number of Statements | Cronbach's Alpha | Condition | Description |
|---|---|---|---|
| 10 | 0,733 | 0,60 | Realiabel |

| Statement | r-Calculate | r-Table | P (sig.) | Description |
|---|---|---|---|---|
| P1 | 0,470 | 0.444 | 0,037 | Valid |
| P2 | 0,663 | 0.444 | 0.001 | Valid |
| P3 | 0,704 | 0.444 | 0.001 | Valid |
| P4 | 0,588 | 0.444 | 0.006 | Valid |
| P5 | 0,547 | 0.444 | 0.012 | Valid |
| P6 | 0,471 | 0.444 | 0.036 | Valid |
| P7 | 0,565 | 0.444 | 0.009 | Valid |
| P8 | 0,818 | 0.444 | 0.000 | Valid |
| P9 | 0,474 | 0.444 | 0.035 | Valid |
| P10 | 0,505 | 0.444 | 0.023 | Valid |

**TABLE OF STUDENT LEARNING MOTIVATION VALIDITY TEST**

| Statement | r-Calculate | r-Table | P (sig.) | Description |
|---|---|---|---|---|
| P1 | 0,634 | 0.444 | 0,003 | Valid |
| P2 | 0,639 | 0.444 | 0.002 | Valid |
| P3 | 0,606 | 0.444 | 0.005 | Valid |
| P4 | 0,484 | 0.444 | 0.031 | Valid |
| P5 | 0,541 | 0.444 | 0.014 | Valid |
| P6 | 0,543 | 0.444 | 0.013 | Valid |
| P7 | 0,515 | 0.444 | 0.021 | Valid |
| P8 | 0,673 | 0.444 | 0.001 | Valid |
| P9 | 0,509 | 0.444 | 0.022 | Valid |
| P10 | 0,468 | 0.444 | 0.037 | Valid |

As explained earlier, statements are considered valid if the calculated correlation coefficient (r) is greater than the tabled (critical) correlation coefficient (r-table). It can be seen in both tables that the calculated correlation coefficient (r) is greater than the tabled (critical) correlation coefficient (r-table). Therefore, it can be concluded that the data in the study are validly distributed.

Reliability Testing

Once the data has been deemed valid, the next step is to perform reliability testing. Reliability is a measure that reflects the accuracy of data measurement consistency in measuring similar information (Saputra, 2020). The reliability measurement is conducted using Cronbach's alpha coefficient (Gunawan, 2020).

Reliability is considered adequate if Cronbach's Alpha is more significant than 0.60; conversely, if Cronbach's Alpha is less than 0.60, reliability is not established. It can be seen from both tables above that

Cronbach's Alpha is more significant than 0.60. Therefore, it can be concluded that the data in the study are reliable or consistent.

## Normality Test

The normality test is a process used to determine whether the indicators used in this study are typically distributed (Nurhasanah, 2023). The information is standard if the significance value (p-value) exceeds 0.05. Conversely, the data is considered abnormal if the significance value (p-value) is less than 0.05.

**TABLE OF CLASSROOM MANAGEMENT NORMALITY TEST**

| Number of Statements | Value (sig) | Condition | Description |
|---|---|---|---|
| 10 | 0,466 | >0,05 | Normal |

**TABLE OF STUDENT LEARNING MOTIVATION NORMALITY TEST**

| Number of Statements | Value (sig) | Condition | Description |
|---|---|---|---|
| 10 | 0,375 | 0,05 | Normal |

Based on the normality table above, it can be observed that the data is usually distributed. As explained earlier, the requirement for normality testing is that the significance value (p-value) must be greater than the threshold (usually 0.05).

After conducting validity, reliability, and normality testing and finding that each is valid, reliable, and normal, we will proceed with linear regression analysis. Linear regression analysis determines the relationship between one variable and another variable (Nursiyono, 2016).

## Linear Regression Analysis

Linear Regression Analysis is a statistical method used to examine and establish relationships between variables (A. Efendi, 2020). The presence of an influence of variable x on variable y is indicated if the significance value (p-value) is < 0.05. This means there is a significant influence on variable y. Conversely, if the significance value is > 0.05, there is no significant influence of variable x on variable y. Additionally, the presence of an influence can also be determined by comparing the calculated t-value (t-Calculate) with the tabled t-value (t-Table): if t-Calculate > t-Table, there is an influence; if t-Calculate < t-Table, there is no influence. Linear regression analysis is a data testing method that uses both totals from each variable with one table.

**TABLE OF LINEAR REGRESSION TEST FOR TWO VARIABLES**

| Variable | Value sig | t-Calculate | t-Table | Description |
|---|---|---|---|---|
| N=20-2 (Formula) | | | | |
| The influence of management on student learning motivation | 0,002 | 3,694 | 2,100 | influence |

In the table above, the researcher uses the formula (n-k) where n = (number of data) and k = (number of variables). The researcher used 20 data points with two variables: x and y. From the table above, it can be seen that the significance value is < 0.05. and the calculated t-value (t-Calculate) is greater than

the tabled t-value (t-Table). Therefore, the researcher concludes that classroom management influences student learning motivation. From the above research, the researcher can conclude that variable x on variable y or classroom management influences student learning motivation. This study demonstrates the importance of good classroom management in enhancing student learning motivation.

## IV. CONCLUSION

1. From the above research results, it is known that classroom management plays a crucial role in enhancing student learning motivation.

2. Student motivation can increase due to the presence of good classroom management.

3. There is an influence of classroom management on student learning motivation.

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