

THE EFFECT OF CLASSROOM MANAGEMENT ON LEARNING MOTIVATION IN ELEMENTARY SCHOOL

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ABSTRAK

Manajemen kelas merupakan aspek krusial dalam proses pembelajaran, terutama di tingkat sekolah dasar, di mana kondisi psikis dan sosial siswa masih sangat dipengaruhi oleh lingkungan sekitarnya. Ketika manajemen kelas dilakukan dengan baik, siswa dapat merasakan keamanan, kenyamanan, dan kejelasan peran dalam pembelajaran, sehingga termotivasi untuk berpartisipasi aktif dalam kegiatan belajar. Penelitian ini bertujuan untuk menganalisis pengaruh manajemen kelas terhadap motivasi belajar siswa di sekolah dasar. Penelitian menggunakan pendekatan *mixed methods*, menggabungkan pendekatan kuantitatif melalui penyebaran kuesioner dan pendekatan kualitatif melalui wawancara dan FGD. Lokasi penelitian berada di wilayah Kota Bekasi, Kecamatan Bekasi Barat, kelurahan Jakasampurna, dengan partisipan guru dan siswa Di SDN Jakasampurna II. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara manajemen kelas yang efektif dengan peningkatan motivasi belajar siswa. Guru yang mampu mengelola interaksi, lingkungan fisik, dan aturan kelas secara optimal terbukti menciptakan suasana belajar yang mendorong siswa untuk terlibat, bertanya, dan mengeksplorasi materi pelajaran. Studi ini merekomendasikan penguatan pelatihan manajemen kelas sebagai bagian dari program pengembangan profesional guru sekolah dasar. **Kata Kunci:** Manajemen Kelas, Motivasi Belajar, Sekolah Dasar, Interaksi Guru-Siswa, Lingkungan Belajar

ABSTRACT

Classroom management is a crucial aspect of the learning process, especially at the elementary school level, where students' psychological and social conditions are still greatly influenced by the surrounding environment. When classroom management is done well, students can feel the security, comfort, and clarity of the role in learning, thus being motivated to actively participate in learning activities. This study aims

to analyze the influence of classroom management on students' learning motivation in elementary school. The research uses a mixed methods approach, combining a quantitative approach through the distribution of questionnaires and a qualitative approach through interviews and FGDs. The location of the research is in the Bekasi City area, West Bekasi District, Jakasampurna Village, with teacher and student participants at SDN Jakasampurna II. The results of the study show that there is a significant relationship between effective classroom management and increased student learning motivation. Teachers who are able to optimally manage interactions, physical environments, and classroom rules have been proven to create a learning atmosphere that encourages students to engage, ask questions, and explore the subject matter. This study recommends strengthening classroom management training as part of primary school teacher professional development programs.

Keywords: *Classroom Management, Learning Motivation, Elementary School, Teacher-Student Interaction, Learning Environment*

INTRODUCTION

Elementary school is the initial gate of formal education that greatly determines the success of the next level of education. However, challenges in the field show that many teachers have difficulty in creating conducive classrooms. Not a few students feel bored, bored, and even depressed during the learning process. One of the main causes is weak classroom management. When classroom management does not go well, for example, teachers are unable to control student behavior, do not have a clear strategy, or fail to build positive relationships with students, then the learning process will be significantly hampered.

On the other hand, learning motivation is an important foundation that determines the extent to which students engage and persist in learning activities. When classroom management runs effectively, students will feel valued, heard, and safe to express themselves. In this context, the urgency is very clear: without effective classroom management, the hope of fostering learning motivation in students is only a utopia. Therefore, this study focuses on the relationship between classroom management and the learning motivation of elementary school students that has not been explored in depth, especially with

a library research approach combined with field data.

Deci & Ryan (1985) in their theory *Self-Determination Theory* explain that intrinsic motivation grows if three psychological needs are met, namely: autonomy, competence, and connectedness. In elementary school, the role of teachers in fulfilling these three aspects is very important, because students are still very dependent on their social environment, especially teachers. Woolfolk (2010) added that motivation can be influenced by students' perception of justice, teachers' attention, and how relevant the subject matter is to their lives. Therefore, the classroom atmosphere, interaction with teachers, and classroom management are the main media in shaping or destroying students' learning motivation. Various studies show that effective classroom management can significantly increase students' motivation to learn.

In Brophy's (2006) research, it was found that students feel more motivated when classes are clearly organized, rules are consistently enforced, and teachers provide fair and positive reinforcement. Yuliani & Fitri (2021) also prove that technology-based classroom management (e.g. the use of digital point systems or gamification applications) can motivate students to be more active, especially when combined with positive reinforcement and a fun approach. On the other hand, if classroom management is weak—for example, teachers allow chaos, lack clear rules, or are too authoritarian — then students' motivation to learn decreases. This is in line with the findings of Jones & Jones (2012) who stated that poor classroom management actually causes anxiety, boredom, and even resistance from students.

The supporting theories include:

1. *Behavioristic Theory (Skinner)*. In the context of classroom management, behavioristic theory emphasizes the importance of reinforcement to shape learning behavior. Teachers who give praise, rewards, or recognition will strengthen students' motivation to repeat positive behaviors.
2. *Social Cognitive Theory (Bandura)*. Bandura introduced the concept of modeling and self-efficacy. Students learn from observing the behavior of their teachers and friends. Therefore, a positive classroom atmosphere will

increase students' confidence and motivation to learn.

3. *Maslow's Theory of Needs*. Maslow explained that motivation arises after basic needs are met. In learning, students will be more motivated when they feel physically and emotionally safe, accepted in groups, and appreciated by their teachers.

In practice, classroom management at the elementary level needs to consider the age and emotions of students. Teachers must be figures who are nurturing, not scary. Methods such as "quiet corners," "daily rewards," and "end-of-lesson reflections" can be part of a classroom management strategy that touches on the emotional side of students. Classroom management is also closely related to time management and lesson plans. Teachers who do not manage their time effectively (giving instructions for too long, leaving time blank) will lose students' momentum, and this has an impact on decreased motivation. In the context of Bekasi City, local culture that upholds manners, order, and respect for teachers can be a strength in implementing classroom management based on local wisdom values. This approach not only supports the formation of discipline, but also encourages students' emotional involvement in learning.

Various previous studies have shown the importance of the role of classroom management in learning. Classroom management is generally defined as all the efforts made by teachers to create and maintain a conducive, effective, and productive learning environment. Burden & Byrd (2013) stated that classroom management is not only a matter of discipline or discipline, but includes aspects of physical organization of the classroom, the formation of common rules, the creation of a safe emotional atmosphere, and the regulation of teacher-student interaction. According to Martin, Yin & Baldwin (1997), classroom management consists of three main elements: 1) the organization of physical space, 2) the management of time and activities, and 3) the control of student behavior. Effective teachers in classroom management are those who are able to combine the three in a balanced way, so that students can focus, be active, and feel comfortable learning.

At the elementary school level, classroom management approaches tend to place more emphasis on emotional relationships and affective approaches.

Elementary school age students tend to need attention, a sense of security, and positive affirmation in order to be involved in learning. Therefore, classroom management is not just a technique, but the art of building relationships and forming healthy learning habits. Learning motivation is a psychological factor that determines how strong an individual's motivation to engage in learning activities is. According to Uno (2011), student learning motivation can be classified into two: intrinsic motivation (coming from within the student) and extrinsic motivation (coming from outside, for example, awards, punishments, or competition).

Burden and Byrd (2013) state that classroom management is the core of the success of the teaching and learning process. Woolfolk (2010) added that teachers who are able to build positive relationships with students are more effective in maintaining student involvement in learning. Brophy (2006) also emphasized that classroom management strategies such as rule-setting, positive reinforcement, and conflict management have a great impact on student motivation.

In Indonesia, Uno (2011) in his research showed that the learning motivation of elementary school students is greatly influenced by the classroom atmosphere created by teachers. Meanwhile, Suharsimi Arikunto (2013) emphasized that well-planned classroom governance contributes to the formation of student character and discipline. However, most of these studies are still descriptive or focus on only one aspect, for example only on the physical environment or verbal interaction between teachers and students. Therefore, this study wants to provide a more comprehensive picture by looking at classroom management as a whole and its relationship with student motivation from a theoretical and practical perspective.

Another study that strengthens the relevance of this topic was conducted by Marlina (2020) who found that the application of classroom management based on a humanistic approach is able to increase the learning spirit of elementary school students. Meanwhile, Yuliani and Fitri (2021) prove that the use of technology-based classroom management strategies (e.g. the use of digital rewards) significantly increases student attendance and participation. On

the other hand, Setiawan (2019) examines how the difference in classroom management styles between novice teachers and experienced teachers affects the learning atmosphere of students. He found that teachers with longer experience tend to be more flexible and effective in regulating class dynamics. In the international context, Jones & Jones (2012) propose a classroom management approach based on local culture and students' affective values as a strategy to foster internal motivation. These studies provide an overview that classroom management is a strategic intervention variable that can be used to improve the quality of learning, especially in building students' intrinsic motivation.

The main purpose of this study is to analyze in depth the influence of classroom management on the learning motivation of elementary school students, both from the theoretical side (through literature review/library research) and from empirical practice (through interview data, FGD, and questionnaires).

This study applies a mixed methods approach through a combination of quantitative and qualitative methods to analyze the influence of classroom management on student learning motivation at SDN Jakasampurna II, Bekasi City. The quantitative approach used stratified random sampling in 30 students in grades 4–6 to measure the correlation between variables through Pearson tests and linear regression. Meanwhile, the qualitative approach involves purposive sampling techniques of principals, teachers, and students through in-depth interviews and Focus Group Discussions (FGDs) to explore contextual experiences narratively. In addition to field data, this research is strengthened with library research to review relevant literature. Data collection was conducted using Likert scale questionnaires, interview guides, and FGDs which were then analyzed using the Miles & Huberman model through data reduction, presentation, and verification stages. The synergy of these two methods aims not only to measure the magnitude of the influence of classroom management statistically, but also to understand the meaning behind the phenomenon in order to produce valid, in-depth, and applicable findings for the development of learning quality in elementary schools

DISCUSSION

Analysis of the Influence of Classroom Management on Learning Motivation

The implementation of effective classroom management is the main foundation in creating a productive learning ecosystem at the elementary school level. Based on data collected from 30 students in grades 4 to 6 at SDN Jakasampurna II Bekasi, interesting empirical facts were found regarding the correlation between classroom governance and student learning encouragement. The results showed that the average score of class management reached 82.5 out of 100, which placed student perception in the "Good" category. This is directly proportional to the average learning motivation score of 78.2 out of 100, an indication that in general, students have a high enthusiasm for learning when in a managed environment.

Dynamics of Management and Motivation Indicators

A deeper study of the classroom management variables revealed that the interactional and fair aspects were the main strengths of teachers in the school. The statement "the teacher gives the opportunity to ask questions" received the highest score (4.6), followed by "fair enforcement of the classroom rules" (4.4). This reflects that teachers have succeeded in creating a safe psychological space for students to express themselves.

However, in terms of physical managerial and environmental control, there are still gaps that need to be fixed. The lowest scores in the aspects of "comfortable seating arrangement" (3.8) and "non-noisy classroom conditions" (3.7) indicate that physical barriers and noise management are still challenges in maintaining study concentration. In the variable of learning motivation, a phenomenon of considerable contrast was found between extrinsic and intrinsic motivation. Students have a very strong awareness of the future, as evidenced by the highest scores on the statement "school is important for the future" (4,8). They also feel emotional satisfaction when they successfully understand the material (4,5). Unfortunately, self-regulated learning is still relatively low. The statements "keep learning even if the teacher doesn't tell you" (3.4) and "keep learning even if the material is difficult" (3.5) occupy the bottom position. This suggests that student motivation is still highly dependent on external stimulation (teacher/assignment) and tends to decline when facing severe cognitive barriers.

Contextual Challenges and Reinforcement Strategies

Through in-depth interviews with educators, it was revealed that classroom management does not happen in a vacuum. Teachers face systemic challenges, such as students' disharmonious family backgrounds (broken homes) and overcrowded classroom ratios. This condition often drains teachers' energy to deal with behavioral problems rather than focusing on learning instruction. However, visionary teachers implement proactive strategies to mitigate these obstacles. The use of "learning contracts" or mutual rules agreed at the beginning of the year has proven effective in building collective commitment.

Providing positive reinforcement in the form of daily praise and rewards, as well as providing time for reflection at the end of the lesson, is the key to changing student behavior from passive to cooperative. The Focus Group Discussion (FGD) data reinforces these findings; Students admitted that they were more motivated when the teacher was friendly, willing to re-explain the material without feeling irritated, and inserted ice breaking or physical activities such as group work in between busy lessons.

Theoretical Review and Relevance of External Factors

The findings at SDN Jakasampurna II provide strong validation to the theory of Burden & Byrd (2013), which asserts that a positively organized classroom environment will trigger optimal student engagement. When teachers act as warm facilitators, the learning process occurs naturally and with minimal coercion. Moreover, Self-Determination Theory (Deci & Ryan, 1985) is particularly relevant in this context. The theory explains that fulfilling three basic human needs—autonomy (being given the opportunity to ask questions), competence (re-explaining the material), and social connections (praise and friendliness of the teacher)—will automatically increase students' intrinsic motivation.

However, it is important to note that classroom management is not a single "magic cure" for student motivation. This study showed that there was a contribution of 54.8% from other factors that were not studied in depth but were

very influential. These factors include the support of the family environment, the relevance of the curriculum, the creativity of the learning methods used, and the socioeconomic background of the students. Therefore, despite the role of the central teacher in creating a classroom climate, the synergy between the school and parents remains a determining variable in maintaining the consistency of students' learning motivation at home and at school.

Overall, the strengthening of classroom management at SDN Jakasampurna II must be directed at two things: improving physical governance (comfort and order) and strengthening students' mental resilience so that they have a stronger learning independence, even when facing difficult material.

CONCLUSION

This study concludes that classroom management has a significant and positive influence on the learning motivation of elementary school students, where the success of teachers in managing the physical classroom, forming common rules, and building empathic relationships is proven to create an atmosphere conducive to students' active participation. These findings are reinforced through a mixed methods approach that consistently shows that students are more motivated and happy to learn when classroom management is humanisical, responsive, and reflective. However, considering that motivation is also influenced by external factors such as the family environment and learning methods, a more holistic strategic solution is needed. As a suggestion, educational institutions need to hold self-reflection-based classroom management training for teachers and develop contextual guidebooks that are tailored to the typical social values of Bekasi City. In addition, close collaboration between teachers and parents must be encouraged so that student behavior management is strengthened in an ongoing manner both at school and at home. The implementation of a consistent positive reinforcement system, such as weekly appreciation points and awards, is believed to be able to maintain students' enthusiasm for learning. Finally, flexibility in classroom settings through dynamic seating arrangements and the provision of relaxation zones need to be implemented to create optimal psychological comfort for children. By integrating quality classroom management into inclusive school policies, it is hoped

that the quality of basic education in Indonesia can be improved continuously, producing graduates who not only excel academically but also have strong emotional maturity and character.

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