

Class Management as a Strategy to Increase Student Learning Motivation

Tri Wijayanti¹, Katni², Sigit Dwi Laksana³

^{1, 2, 3} Universitas Muhammadiyah Ponorogo, Indonesia

Email: tw18418@gmail.com

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ABSTRACT

This study is motivated by students' lack of enthusiasm in dealing with learning at school. It is necessary to have several methods or strategies carried out by teachers to motivate students to be more active in learning; therefore, this study was conducted based on describing strategies for classroom management planning, implementation of classroom management, and supporting and inhibiting factors in classroom management. Many factors affect student enthusiasm, and motivation is needed to arouse student enthusiasm. The purpose of this study is to find out the classroom management strategies carried out by teachers to students, know the process of implementing classroom management, and find out some of the supporting and inhibiting factors in classroom management that occur Madrasah Ibtidaiyah Negeri (MIN) 7 Ponorogo. This study uses a qualitative approach with a case study. The study results on classroom management strategies to increase students' learning motivation at MIN 7 Ponorogo are as follows: (1) Aims to train students' discipline and teach them to have a spirit of caring for the environment and are expected to be able to build student enthusiasm and have a positive impact on madrasahs, (2). Educators give a stimulus to students so that students are always enthusiastic when learning. Teachers use media such as LCD projectors or images and other media such as sound to support learning. (3) There are supporting factors in the professional educators and teachers who have close attention to students and classrooms, as well as the proactive role of the surrounding community for madrasahs, and the inhibiting factor in the form of a large number of students in one class, as happened in class V at MIN 7 Ponorogo.

Keywords: Classroom Management Strategy, Learning Motivation, Students

INTRODUCTION

As a medium for increasing potential, education plays a role in improving every human's life quality to grow into a quality human being to improve the quality of a country's education. Education is not only intended for certain people, but education is broad. A teacher determines education's success, a state asset that supervises. Teachers have a role in creating superior and professional human resources, increasing the life quality for the community and the state. Teachers are also essential in primary and secondary education because teachers are always involved in in-formal and non-formal education (Warsono, 2016). As the teacher's role is to help and guide students who are starting to develop to learn about something previously unknown, then clearly explain the principles related to problem-solving (Suyono, 2017, p. 190). As a motivator, a teacher can motivate his students with no obstacles or difficulties to achieve educational goals. Some of the roles and teacher's duties are to provide stimulation to students by

providing rich learning tasks to develop students' knowledge and emotions, interacting with students to encourage courage, discussing, reflecting on students, and acting like someone who helps mobilize and provide affirmation to have a passion for learning (Suyono, 2017, p. 237).

Classroom management is a skill carried out by educators in teaching and learning activities to achieve optimal conditions so that teaching and learning activities can be carried out as expected (Arikunto, 1996, p. 143). The components of skills in managing this class are generally divided into two, namely: skills related to optimal learning conditions (preventive) and skills related to the development of optimal learning conditions (Suryani & Agung, 2012, p. 195).

In order to reduce the distractions problems in classroom management, several principles of classroom management can be applied. These principles are as follows: discipline, emphasis on positive things, enthusiasm, variety, and challenges. Teachers can apply several learning methods to students. The learning method is a series of planning and procedures for learning activities in the conventional learning methods, including the lecture method, question and answer method, discussion method, assignment method, and others (Suyono, 2017, p. 19).

Classroom management is a teacher's effort to create a conducive and orderly learning atmosphere. Classroom management aims to make learning activities fun. Apart from applying the principles of classroom management, several approaches to class management can be applied. Cooperation in learning is vital to a good relationship between teachers and students. The teacher took the approach of an individual with an urge to do something to achieve the goal (Emda, 2018). In addition, classroom management is creating and maintaining optimal conditions for the teaching and learning process (Suryani & Agung, 2012, p. 184).

Classroom management aims to provide various learning activities in a social, emotional, and intellectual environment (Arikunto, 1996, p. 188). The teacher's role is needed to motivate, encourage, and respond positively to students to raise the spirit of declining children. Usually, children who excel think that their failure results from a lack of enthusiasm for learning (Sujito, 2020, p. 2). Learning is an activity to achieve goals. Learning occurs when activities are carried out, and many aspects influence the learning process, namely cognitive, affective, and psychomotor aspects.

Some experts say that support learning activities can be obtained from two theoretical sources: Vygotsky and cognitive psychology. Vygotsky's theory emphasizes three main ideas: intellectually develops when individuals face new ideas, and interactions with others enrich intellectual development and role. The teacher's primary role is as a helper and mediator of student learning, while cognitive psychology is rooted in theories that explain how the brain works and how individuals process information (Suprihatiningrum, 2017, p. 49).

Learning is a process that a person carries out to obtain new behavioral changes as a whole; learning is said to be successful if a student can repeat the material that has been studied previously, so this learning is called rote learning, rote learning, learning through memory (Suyono, 2017, p. 12). Learning is the experience result of human

interaction with the environment, both in the school environment and at home or anywhere that makes children feel happy to learn. Do not forget that teachers must keep applying some learning activities principles (Davies, 1991, p. 32).

Several factors that influence classroom management include students' internal and external factors. Internal factors relate to students' emotions, thoughts, and behavior, while external factors usually involve the atmosphere of the learning environment, student placement, student grouping, and students in class. For this reason, teachers need to master several classroom management principles: warm and enthusiastic, varied, flexible, challenging, emphasis on positive things, and inculcating self-discipline (Suryani & Agung, 2012, pp. 193–195).

METHOD

In conducting this study, the writer uses qualitative research. Qualitative research provides an overview of a phenomenon or situation that occurs. Phenomena in qualitative research are holistic or comprehensive, so the data found cannot be separated. Qualitative research results cannot be determined based on the variables alone. However, the research results must be determined by considering the social situation. The social situation under study includes aspects of place, sources of information, and activities that interact synergistically (Jaya, 2020, p. 172).

The qualitative research method is also called the naturalistic method because the research is carried out in natural conditions, also called the ethnographic method because initially, this method was more widely used for research in cultural anthropology (Sugiyono, 2017, p. 8). Likewise, researchers observe and see the situation at MIN 7 Ponorogo to find some classroom management strategies to increase students' learning motivation.

RESULTS AND DISCUSSION

In implementing learning at MIN 7 Ponorogo, the educators always try to provide a stimulus to feel enthusiastic and enthusiastic when learning. The teachers use different media and strategies for each lesson, depending on the class situation and conditions. If possible, use media such as LCD projectors, which the teacher will prepare a few minutes before the lesson starts; some use other media, such as sound used when a lesson memorizes the Qur'an.

Classroom management forms at MIN 7 Ponorogo aim to foster intrinsic and extrinsic motivation because it is essential in learning, such as feedback, giving tests, homework, or class tests given by the teacher. In training student discipline, teachers often give daily assignments that motivate students. For homework, usually, students tend to take learning advantage situations with parents to be more intense in terms of understanding the material presented by the previous teacher.

Learning at MIN 7 Ponorogo strives to understand lessons through theory and demonstrations. As done previously in Madrasas, students are taught to practice congregational prayers, extracurricular scouts, sports lessons, and much more.

There is a learning process at MIN 7 Ponorogo; there are also classes outside the institution, namely in houses around the madrasa environment used as classrooms for lower classes. This effort from the madrasah to add additional classes for grades 1 and 2 is one of the efforts to keep the class and students conditional, considering the importance of classroom management in learning.

Based on the theory that Kadri has said in his book *The Importance of Classroom Management in Learning*, the primary purpose of learning activities is to provide guidance and services to students so that they are willing to participate actively in the learning process. This is the main characteristic of students who must be part of the teacher's attention and calculation in bringing his students towards the learning objectives set (Kadri, 2018).

Learning at MIN 7 Ponorogo cannot be separated from a school schedule system that regulates students so that teaching and learning activities run smoothly and trains students to have a disciplined attitude. It affects the spirit of following lessons. Such a schedule allows students to appreciate managing time in learning better and playing. Here, the teacher's role is needed to guide and direct students to practice learning activities.

Classroom management is essential and can affect students' enthusiasm for learning. Students will feel comfortable and well-conditioned if a teacher can condition the class well. There are several ways that teachers make students more enthusiastic about their studies. MIN 7 Ponorogo strives for classroom management using several methods, namely, the letter U, shift seats, and other variations. This is intended to make students more unsaturated every time they enter the classroom. As with ordinary days in learning, times like this tend to be more regulated to avoid contact with other students by putting a cross (x) on chairs and benches, which means they cannot be occupied. This method is expected to be obeyed by the students. In addition to arranging students' places and sitting positions, the class atmosphere also affects the enthusiasm for students' learning. The teacher can open or close the lesson using ice-breaking to liven up the class atmosphere. Johar Permana's theory regarding the importance of the classroom, namely, the class should be seen as a place to grow and develop children's potential.

Therefore, the class should be adequately managed to be comfortable and fun for children's learning activities. The class should be neat, clean, healthy, not humid, with enough light air circulation, the furniture should be well arranged, and the number of students is not too many. In order to support the comfort and enjoyment of children in learning, in addition to various aspects of classroom life, the teacher must understand in advance that the following things should not escape their attention, such as the layout of the classroom and its furniture: blackboards and erasers, teacher desks and chairs, desks. Children's chairs, classroom cabinets, class schedules, attendance boards, picket lists, educational calendars, pictures, hand washing and hand wipes, trash cans, broomsticks, palm fiber brooms, *moceng* brooms, display of children's work, chalk, and others (Tahrim et al., 2021).

MIN 7 Ponorogo tries to train students to have disciplined habits and instill a spirit of caring for the environment through the mission of the Madrasa. Various activities implemented in each class teach students to condition the cleanliness of the class, class tidiness, and class beauty by decorating the class or making a picket schedule for each day. Thus, the factors to build a disciplined attitude in maintaining cleanliness and a spirit of caring for the environment can be conditioned. Outside the classroom, there is a shoe rack. This is an example to familiarize students at MIN 7 Ponorogo with maintaining student discipline.

The class should be seen as a place for the growth and development of children's potential. Therefore, the class should be adequately managed to be comfortable and fun for children's learning activities. Classes should be neat, clean, healthy, not humid, and have enough light with good circulation. The furniture is well arranged, and the number of students is not too many. In order to support the comfort and enjoyment of children in learning, in addition to various aspects of classroom life, the teacher must understand in advance that the following things should not escape their attention, such as the layout of the classroom and its furniture: blackboards and erasers, teacher desks and chairs.

As recorded, most of the educators and employees at MIN 7 Ponorogo are graduates of S1 and S2. Of course, there is no doubt about their experience and knowledge. Besides, there are several employees whose homes are not far from the location of the madrasah. What is even more interesting, as the researchers observed, is that the attention of educators towards their students is considerable, one of which is when the school hour arrives, there are 1 or 2 employees who take the students and ride them. If the house is far away or no one will pick them up. Here it is proven that as much as possible, the educators and employees in the madrasah environment are teachers and replace the role of second parents for their students.

Based on [Suprihatiningrum's \(2017, pp. 15–16\)](#) theory in her book, the Humanistic theory argues that learning is humanizing humans. Given the teacher's role as a character and spiritual shaper of children, students will automatically gradually imitate the habits applied in school if the teacher teaches good things.

MIN 7 Ponorogo seeks to create an orderly and conditional classroom atmosphere specially adapted to the number of students in one class. For example, in-class V, which the researchers studied, was divided into two study groups, namely classes VA and VB. The number of students in class VB was 23 students. In this case, the madrasah avoids a mismatch in the classroom with the number of students. If there are too many, the teacher will have difficulty regulating student conditions and behavior. However, with adequate classrooms and several students that do not exceed the class capacity, the teacher can condition students individually and in groups to the maximum. Like the theory stated by Kadri in his book regarding the importance of classroom management in learning, good classroom management is about creating a conducive learning environment and utilizing facilities by paying attention to the needs of students both individually and in groups. Creating a conducive classroom atmosphere will make students feel comfortable participating in learning activities and the need for assistance

to students with special needs in terms of speed to understand class lessons (Kadri, 2018, p. 41).

MIN 7 Ponorogo seeks to establish cooperation with the surrounding community to introduce madrasas broadly. As a sign that the residents are proactive enough in teaching and learning activities at MIN 7 Ponorogo because some employees and employees are residents of the institution, so they already have familiarity. It is easy to work together and reciprocate for the progress of the madrasah.

Several factors that influence teaching and learning activities are the number of students. Teachers make more efforts always to be ready to monitor every student's development. Sometimes there are too many students, which makes the teacher unable to control the classroom situation; MIN 7 Ponorogo has many students, especially class V, which consists of 44 children. It is divided into two classes of about 20 children. The teacher's response to each child is essential.

Based on the theory said by Johar Permana on the point of simultaneity, namely because various events simultaneously often appear in the classroom, when a discussion takes place, the teacher not only listens and helps the child give answers but also the teacher is required to pay attention or respond to other children so that the class atmosphere continues, conducive and effective.

CONCLUSIONS

Based on the study results on classroom management strategies to increase student motivation at MIN 7 Ponorogo, it can be concluded that:

In implementing classroom management to motivate students' interest in learning at MIN 7 Ponorogo, the educators try to provide a stimulus so that students always feel enthusiastic and enthusiastic when learning. For each lesson, the teachers use different media and strategies depending on the situation and condition of the class. If possible, use media such as LCD projectors, which the teacher will prepare a few minutes before the lesson starts; some use other media, such as sound used when a lesson memorizes the Qur'an.

The classroom management strategy carried out by the teacher to students at MIN 7 Ponorogo, namely the existence of several regulations regarding school schedules classroom management such as arranging student seats and arranging student picket schedules, aims to train student discipline and teach them to have the spirit of caring for the environment, it is expected to be able to build the spirit of students and has a positive impact on the madrasah.

Supporting and inhibiting factors in classroom management at MIN 7 Ponorogo include the following: Supporting factors in the form of educators and teachers who are professional and have close attention to students, classrooms, and several students, as well as the role of the surrounding community which is proactive for madrasas. The obstacle is in the form of a large number of students in one class, as happened in class V at MIN 7 Ponorogo, which amounted to about 44 children and then to make it easier for teachers to condition each class V student divided into two study groups with the number of VA students 21 children and VB 23 children.

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