

Classroom Management in Improving Student Motivation

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Keywords	Abstract
<i>Classroom Management, Learning Motivation, Management Functions</i>	Effective classroom management is essential for creating supportive learning environments and sustaining students' motivation, particularly in junior high schools with varying resources and institutional characteristics. This study aimed to describe and compare classroom management practices implemented to improve student learning motivation at SMPN 3 Pagelaran and SMPN 4 Pagelaran. A qualitative case study design was employed, involving principals, teachers, and students as research participants. Data were collected through participatory and non-participatory observations, structured and semi-structured interviews, and document analysis. The data were analyzed using the Miles and Huberman interactive model, which involved data reduction, data display, and conclusion drawing and verification. Data credibility was established through source and method triangulation, member checking, and peer debriefing. The findings indicated that both schools implemented classroom management through four main stages: planning, organizing, implementation, and evaluation. SMPN 3 Pagelaran emphasized differentiated instruction, technology integration, authentic assessment, and structured reflection, whereas SMPN 4 Pagelaran placed greater emphasis on contextual collaborative learning, consistent classroom rules, and direct feedback. Limited facilities and instructional time were identified as persistent challenges. Both schools addressed these challenges through collaboration with school committees and the provision of enrichment and remedial tutoring programs. The study concludes that adaptive, participatory, and context-sensitive classroom management practices can strengthen student engagement and learning motivation despite variations in school resources.

INTRODUCTION

Education serves as a fundamental pillar in developing the quality of human resources. The success of the educational process is determined not only by curriculum quality and infrastructure availability but also by the effectiveness of classroom management practices implemented by teachers. As the primary learning environment, the classroom represents a space where direct interactions between teachers and students occur, making effective classroom management a strategic element in achieving educational objectives.

Classroom management refers to planned, systematic, and continuous efforts to establish a conducive, structured, and orderly learning environment that promotes active student participation. These efforts, whether preventive or corrective, include establishing clear classroom rules, organizing the learning environment, managing teacher–student interactions, and providing constructive feedback. Fundamentally, classroom management consists of three interconnected components: planning, implementation, and evaluation. This process ensures

that all learning elements operate effectively and efficiently, requiring teachers to continuously adapt their strategies according to students' needs and classroom dynamics.

To understand the fundamental principles of management, George R. Terry, (2009) defines management as a distinct process consisting of planning, organizing, actuating, and controlling (POAC) to achieve organizational goals through the effective utilization of human and other resources. Planning establishes organizational direction; organizing ensures the effective distribution of tasks and responsibilities; actuating emphasizes leadership, motivation, and coordination; while controlling evaluates performance against predetermined standards. Terry's management theory provides a comprehensive framework applicable across various fields, including education, by emphasizing that management involves a structured and continuous process aimed at achieving efficiency and effectiveness.

A fundamental objective of effective classroom management is to enhance students' learning motivation. Motivation is a key factor influencing student engagement, persistence in overcoming challenges, and overall learning outcomes. Students with high motivation tend to demonstrate greater participation and creativity, whereas students with low motivation are more likely to exhibit passive learning behaviors. According to McClelland's theory of achievement motivation, students' motivation is strongly associated with their need for achievement and goal attainment. Research identifies three categories of achievement-oriented students: those who exert moderate effort when facing challenging tasks, those who are highly motivated to overcome difficult processes, and those who exert minimal effort due to reliance on external factors such as luck (Herwati et al., 2023).

The relationship between classroom management and student motivation is substantial. A well-managed classroom creates a learning environment that is safe, structured, engaging, and supportive. Conversely, ineffective classroom management may result in behavioral disruptions, reduced student interest, and decreased learning motivation (Suprijono, 2009). (Arikunto, 2013) emphasizes that classroom management involves the physical arrangement of the classroom, regulation of social interactions, and behavioral management strategies to maintain effective learning conditions. Furthermore, teachers must manage instructional time effectively and efficiently by preparing appropriate learning activities within allocated timeframes to prevent student disengagement and declining motivation (Nalendra et al., 2023).

Despite increasing evidence regarding the importance of classroom management, several research limitations remain. Many previous studies have employed quantitative correlational designs that examined statistical relationships between classroom management and learning motivation without explaining how management practices were planned, organized, implemented, and evaluated in daily school contexts. Other studies have focused primarily on elementary education, individual classrooms, or specific subjects, resulting in limited comparative evidence from public junior high schools in semi-urban areas. Consequently, insufficient attention has been given to how differences in facilities, teacher strategies, instructional time allocation, student characteristics, and institutional support influence classroom-management practices across different schools.

Addressing this research gap is important because junior high school students experience significant academic, social, and emotional transitions that may influence their motivation and

classroom behavior. Teachers are required to simultaneously address diverse learning needs, maintain productive interactions, select engaging instructional strategies, optimize limited resources, and provide meaningful evaluation and feedback. This study contributes novelty by comparatively examining classroom management practices at SMPN 3 Pagelaran and SMPN 4 Pagelaran through the interconnected functions of planning, organizing, implementation, and evaluation. It also explores the challenges encountered by both schools and the adaptive solutions developed through teacher initiatives, additional learning support programs, and collaboration with school committees.

Accordingly, this study aimed to describe and compare the implementation of classroom management practices in improving student learning motivation at SMPN 3 Pagelaran and SMPN 4 Pagelaran. Specifically, it examined classroom-management planning, the organization of learning resources and participant roles, the implementation of teacher–student interactions and instructional strategies, evaluation and feedback practices, as well as the challenges and solutions associated with these processes. Theoretically, this study contributes to classroom-management literature by connecting management functions with the development of motivational learning environments. Practically, the findings are expected to support teachers in developing adaptive classroom strategies, assist principals and supervisors in strengthening professional guidance, inform school committees in resource allocation decisions, and provide other junior high schools with context-sensitive approaches for sustaining student motivation.

RESEARCH METHOD

This study employed a qualitative approach to obtain an in-depth understanding of classroom management practices in their natural settings. A case study design was applied to explore classroom management implementation in improving student motivation at SMP Negeri 3 Pagelaran and SMP Negeri 4 Pagelaran. The research participants consisted of principals, teachers, and students from both schools.

Data were collected through three techniques: (1) participatory and non-participatory observations to examine classroom management practices and student behaviors; (2) structured and semi-structured in-depth interviews with key informants to explore their experiences and perspectives; and (3) document analysis of relevant materials, including school policies and instructional documents. Data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing and verification. Data credibility was ensured through source and method triangulation, member checking, and peer debriefing.

RESULT AND DISCUSSION

The results of the study indicate that SMPN 3 Pagelaran and SMPN 4 Pagelaran implement four management functions, namely planning, organizing, implementing, and evaluating in classroom management to improve student learning motivation, albeit with different approaches and emphases.

Classroom Management Planning

Planning is a fundamental function in management that serves as a blueprint for all classroom management activities. In line with Terry (1968) view, planning is the initial stage that underpins other functions, serving as a crucial guideline in creating a conducive and motivating learning atmosphere.

Based on the findings of research at SMPN 3 Pagelaran and SMPN 4 Pagelaran, this planning stage is strategically realized through three main components: the preparation of teaching modules, the planning of facilities and infrastructure, and the management of time and seating.

In developing teaching modules, the two schools demonstrated different but equally effective approaches. SMPN 3 Pagelaran emphasized differentiated learning and technology integration, which is in line with the view of the Ministry of Education, Culture, Research, and Technology (2021) that teaching modules are an important tool for student-centered learning. The variety of activities and the use of digital devices in this school have proven to be able to stimulate students' intrinsic motivation, in line with Uno (2021) opinion that varied teaching modules can provide an interesting learning experience. Meanwhile, SMPN 4 Pagelaran focuses on collaborative learning with contextual material that is close to the students' experiences, using active strategies such as discussions and simple projects to increase enthusiasm for learning.

The planning of facilities and infrastructure also shows adaptation to the conditions of each school. SMPN 3 Pagelaran, with more adequate technological facilities, carries out structured planning to create interactive learning. This practice supports the view (Arianti, 2019) that well-planned facilities can create a conducive learning climate. On the other hand, SMPN 4 Pagelaran focuses on creatively optimizing available facilities, proving that even with limited facilities, student motivation can still be improved. The characteristics of a conducive environment, which are evidence of classroom management itself, are not only seen in the buildings, grounds, and school equipment, but also in maintaining good relationships with others and obeying established school rules.

The final component is time management and seating arrangements. At SMPN 3 Pagelaran, systematic time management and varied seating arrangements according to subject characteristics have proven to be effective. This is in line with Djamarah, (2014) opinion, which states that effective seating arrangements can increase student attention and reduce distractions. In contrast, SMPN 4 Pagelaran implements more flexible time management and consistent seating arrangements in groups to facilitate discussion and cooperation. According to Arikunto, (2013), effective time and classroom space management are essential parts of classroom management that create a conducive learning climate. Thus, despite their different approaches, both schools demonstrate that careful planning of these three components is a strategic foundation for improving student motivation to learn.

Organization of Classroom Management

The function of organization in classroom management is a crucial bridge between planning and implementation, which aims to ensure that all resources and activities run effectively. According to Terry, (1968), organization is the process of determining, grouping,

and arranging various activities and dividing authority to achieve predetermined goals. In the context of this study, organization is manifested through three main aspects: the division of roles between teachers and students, the arrangement of learning activities, and the use of appropriate media to create a motivating learning atmosphere.

A clear division of roles is key in determining the dynamics of classroom interaction. The results of the study show that at SMPN 3 Pagelaran, a more balanced role is applied with a student-centered learning approach. Teachers act as mentors who provide initial guidance, while students are encouraged to actively explore learning resources and even act as resource persons in discussions. By implementing methods such as project-based learning, students are given greater responsibility and trust, which has proven to be very effective in increasing their intrinsic motivation. In contrast, at SMPN 4 Pagelaran, the teacher's role is more dominant as a facilitator and motivator, where the teacher actively manages the activities, explains the main concepts, and provides intensive guidance when students encounter difficulties. Thus, teachers act as a solid support to help students achieve higher levels of ability through structured and supportive guidance, and through classroom management, teachers function as good catalysts for student education (Muhiddinur, 2019).

In addition, the arrangement of activities and the use of media show how both schools adapt to their available resources. SMPN 3 Pagelaran arranges activities systematically and variably, divided into clear stages such as perception, core activities using active methods, and reflection. In accordance with the ideas expressed by Maryana & Rachmawati (2013), the flow of media activities is a theory in the learning environment which states that the learning environment greatly influences the learning process of students, the atmosphere and even the place of learning influence the behavior of students. If the learning environment is adequate, the learning process will be enjoyable and motivate students to improve

This support is reinforced by the more intensive use of digital technology, such as LCD projectors and online platforms, to create modern and interactive learning. On the other hand, SMPN 4 Pagelaran has developed a simpler but still structured sequence of activities, dividing the material into smaller sections to make it easier to understand. Due to limited facilities, this school relies more on the creativity of teachers in using simple media, such as blackboards, posters, and manual teaching aids. This practice is in line with Nurfadhillah, who said that learning media is a means of increasing student motivation, providing opportunities and enriching children's knowledge in depth, stimulating students' language skills, critical and positive thinking, and increasing motivation (Nurfadhillah et al., 2021).

Implementation of Classroom Management

Classroom management stages are the implementation of a teacher's successful strategy in managing interactions and applying methods and classroom atmosphere. It is also an instructional teaching and classroom management activity. Teaching activities refer to all activities that directly achieve learning objectives. Environmental conditions and student character greatly influence student motivation to learn (Aslamiah et al., 2022; Wibisono et al., 2024).

Effective interaction is at the core of the learning process that can foster motivation. At SMPN 3 Pagelaran, teacher-student interaction is built using a dialogical and participatory approach. Teachers actively encourage students to express their opinions, discuss, and even critique the material being taught. In addition, teachers often use questioning methods to stimulate students' curiosity. This pattern of interaction makes students feel valued and involved as an important part of the learning process, thereby increasing their motivation. These findings are in line with Djamarah (2014) theory of educational communication, which states that effective communication between teachers and students can foster intrinsic motivation and strengthen participation in the learning process. At SMPN 4 Pagelaran, interactions are more instructive and supportive in nature. Teachers strive to establish open communication by using easy-to-understand language, providing opportunities to ask questions, and giving positive feedback and simple rewards. The interactions are not only instructional but also emotional, creating a close relationship and making students feel valued, which ultimately builds their confidence and encourages their motivation to learn.

Teaching methods are key strategies for achieving goals and maintaining student enthusiasm. SMPN 3 Pagelaran implements more varied and student-centered teaching methods. Teachers use methods such as project-based learning, role play, and technology-based learning. This innovation is in line with the theory of constructivism, which states that teachers are not the only factor in the learning process; students are required to be more active in their learning, both in terms of thinking exercises, practice, and so on. Thus, teachers act as guides and provide direction for learning (Suparlan, 2019).

Learning in good classroom management emphasizes the importance of active student involvement in building their own knowledge through interactive and enjoyable learning experiences. As a result, students are not only academically motivated, but also feel that learning is a meaningful experience. At SMPN 4 Pagelaran, with limited resources, teachers apply simpler but still effective active methods. Methods such as group discussions, question and answer sessions, simulations, and simple educational games are used to make students more involved in the learning process and not just passive listeners. In classroom management, this type of active learning directly involves students in processing and analyzing information, which is the key to increasing motivation.

A comfortable and distraction-free classroom environment is an important prerequisite for effective learning. At SMPN 3 Pagelaran, preventive and participatory strategies are used to maintain the classroom atmosphere. Teachers strive to create a friendly environment, arrange the learning space flexibly according to needs, and minimize distractions with a persuasive approach, not just punishment. This creates a calmer, more comfortable, and pressure-free classroom atmosphere, allowing students to focus on learning and their motivation to grow optimally. At SMPN 4 Pagelaran, classroom atmosphere management emphasizes clear and consistent enforcement of rules. Teachers enforce class rules that have been agreed upon, such as prohibiting noise and the obligation to maintain cleanliness. This approach has succeeded in creating a more orderly and organized classroom atmosphere. This is in line with Arikunto (2013) opinion, which states that conducive classroom management is a key requirement for effective teaching and learning activities and for increasing student motivation to learn.

Classroom Management Evaluation

Evaluation is a crucial stage in the management cycle that serves as a measure of the success of the learning process as well as a basis for continuous improvement. According to Arikunto (2013), learning evaluation includes activities to collect information about student learning outcomes and the processes that influence them, so that teachers can make the right decisions to improve the quality of learning.

Both schools use formative and summative tests, but with different approaches and variations. The author distinguishes the function of formative tests to monitor continuous development and summative tests to assess learning outcomes at the end of the period.

At SMPN 3 Pagelaran, the implementation of evaluation is more varied and authentic. Formative tests are not only in the form of written questions, but also include project assignments, group presentations, and performance tasks. Teachers actively use the results of these tests to adjust their next learning strategies. Summative tests are also designed with competency-based questions to encourage students to think critically. This diverse approach makes students feel more motivated because the evaluation gives them the opportunity to demonstrate their actual abilities, not just memorization. At SMPN 4 Pagelaran, evaluation is carried out using a simpler but effective method. Formative tests are given periodically through short quizzes, oral questions, or homework assignments to monitor student understanding. Meanwhile, summative tests are conducted formally through daily tests and mid- and end-of-semester exams. The results of the study show that students who receive quick feedback from formative tests at this school are more motivated to improve their learning outcomes, thereby maintaining consistent learning motivation.

Reflection and feedback are an integral part of evaluation that is oriented towards improving the quality of the learning process and motivation. At SMPN 3 Pagelaran, reflection and feedback are carried out in a more structured and dialogical manner. Teachers specifically set aside time at the end of the lesson for students to express their opinions about the material they have understood and the parts that are still difficult. In addition, students are encouraged to conduct self-assessments to evaluate their learning achievements independently. Feedback is provided not only individually but also in groups, emphasizing positive aspects so that students feel appreciated. This practice makes students more confident and motivated to continue improving themselves. At SMPN 4 Pagelaran, reflection and feedback are carried out in a simple and direct manner. Teachers usually conduct reflection through a brief question and answer session at the end of the lesson to find out the difficulties faced by students, then provide guidance for improvement. Feedback is given individually on test and assignment results, either in the form of written comments or verbal guidance.

Classroom Management Constraints

Every classroom management strategy that is implemented is subject to various constraints that can affect the effectiveness of the learning process. According to Mulyasa (2013), obstacles to learning can arise from various factors, including internal limitations within the school. This study identified two main constraints in both schools.

Limited facilities are one of the most significant obstacles that directly impact teaching methods and student motivation. At SMPN 3 Pagelaran, although facilities are relatively better, the main obstacle is that the quantity of facilities is not proportional to the number of students. For example, the limited number of computers and projectors means that not all classes can use technology in learning at the same time. Learning facilities can reduce the effectiveness of teaching and decrease student motivation. At SMPN 4 Pagelaran, the obstacle is more fundamental, namely the limitation of modern facilities. The availability of LCD projectors, computers, and technology-based learning media is very minimal, coupled with the simple condition of the classrooms, forcing teachers to rely more often on conventional methods. This condition poses a challenge in creating an interesting and interactive learning atmosphere.

Inadequate time allocation is an obstacle to the implementation of ideal learning methods. At SMPN 3 Pagelaran, time constraints arise from the dense curriculum and the many targets that must be met. Teachers often find it difficult to balance the delivery of material with the application of active learning strategies that require more time, such as in-depth discussions or class reflections. At SMPN 4 Pagelaran, the problem is that effective learning time is often cut short by non-academic activities, such as ceremonies or other school events. As a result, teachers are forced to rush through the material, which risks reducing the depth of student understanding.

Classroom Management Solutions

In facing various obstacles, teachers and school officials implement various solution-oriented strategies. According to Terry (1968), the function of management is not only to plan, but also to find solutions to obstacles that arise.

Collaboration with the school committee is a strategic solution to overcome resource limitations. At SMPN 3 Pagelaran, cooperation with the committee focuses on optimizing the use of existing assets. The committee supports the maintenance of technological equipment and assists in the procurement of additional media, as well as supporting project-based learning activities that involve parents. At SMPN 4 Pagelaran, this collaboration is more directed at procuring additional facilities. The school committee actively assists in classroom renovations, the procurement of simple teaching aids, and provides financial support for extracurricular activities. These efforts reflect Mulyasa (2013) concept of synergy between various parties to improve the quality of education.

To overcome time constraints, both schools provide additional tutoring. At SMPN 3 Pagelaran, tutoring focuses on enrichment and in-depth study of the material through study clubs or learning groups supervised by teachers. This approach not only overcomes time constraints but also encourages students to learn collaboratively. At SMPN 4 Pagelaran, tutoring is more remedial in nature, both individually and in small groups. These activities aim to help students who have difficulty understanding the material to catch up.

CONCLUSION

Classroom management, which involves systematic planning, organizing, implementation, and evaluation, was found to play an important role in improving student

motivation at SMPN 3 Pagelangan and SMPN 4 Pagelangan. Effective planning through the development of instructional modules, facility management, and the arrangement of learning time and classroom seating contributed to the creation of a conducive learning environment. Effective organization through role distribution, activity sequencing, and the utilization of learning media successfully encouraged student participation. Communicative and innovative implementation, along with reflective evaluation practices, also contributed significantly to maintaining and enhancing student motivation. Although both schools encountered limitations related to facilities and instructional time, they addressed these challenges through strategic solutions, including collaboration with school committees and the provision of additional learning support. These findings indicate that the adaptive application of classroom management functions is essential for continuously improving learning quality and sustaining student motivation.

However, both schools experienced significant challenges, particularly limited infrastructure, including insufficient facilities relative to the number of students at SMPN 3 Pagelangan and limited access to modern learning facilities at SMPN 4 Pagelangan. In addition, instructional time constraints occurred due to a dense curriculum structure and interruptions from non-academic activities. Nevertheless, these challenges were addressed through adaptive strategies, including collaboration with school committees to optimize and expand school resources, as well as the implementation of additional learning programs outside regular class hours. At SMPN 3 Pagelangan, enrichment programs were provided through study clubs, while SMPN 4 Pagelangan implemented remedial learning programs to support students experiencing academic difficulties. These findings demonstrate that the adaptive implementation of classroom management functions, supported by collaborative problem-solving approaches, is a key factor in improving learning quality and student motivation.

Based on the findings, it is recommended that school supervisors provide regular guidance and supervision related to classroom management practices to encourage the development of innovative instructional strategies. Principals are expected to strengthen coordination with teachers and school committees to optimize facilities and infrastructure and support additional learning programs. Teachers are encouraged to continuously improve lesson planning through creative instructional modules, implement supportive teacher–student interactions, and conduct regular evaluation and reflection activities. Students are encouraged to actively engage in the learning process and utilize available learning resources and support programs effectively. Furthermore, school committees are expected to continue supporting schools in providing adequate facilities and infrastructure and actively participating in programs that strengthen student learning motivation.

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