

## The Impact of Classroom Management and Motivation on Students' Achievement

Lutfi Darmansyah<sup>1</sup>, Kristanti Yuntoro Putri<sup>2</sup>, Irwan Sulistyanto<sup>3</sup>

<sup>1,2,3</sup>English Education Study Program, Teacher Training and Education Faculty, Universitas Islam Kediri

<sup>1</sup>Lutfidarmansyah140@gmail.com, <sup>2</sup>kristanti@uniska-kediri.ac.id, <sup>3</sup>irwan@uniska-kediri.ac.id

**Abstract:** The purpose of this study is to investigate the impact of classroom management and motivation on students' achievement. This study was located at SMK Queen Al-Falah in class XI Multimedia with a total of 70 respondents. This study uses a quantitative correlation method with data collection techniques in the form of questionnaires and documentation. Meanwhile, multiple regression analysis was used in this study at a significance level of 0.05. This study found (1) there is no significant impact of classroom management on students' achievement with a significance value of  $0.813 > 0.05$  (2) there is a significant impact of motivation on students' achievement with a significance value of  $0.01 < 0.05$  (3) there is a significant impact of classroom management and motivation on students' achievement with a significance value of  $0.000 < 0.05$ . The correlation value R was 0.458 with a moderate category. While the R square was 0.209 which could be interpreted that classroom management and motivation contribute 20.9% on students' achievement.

**Keywords:** Classroom Management; Motivation; Students' Achievement

**Abstrak:** Tujuan dari penelitian ini adalah untuk menyelidiki dampak pengelolaan kelas dan motivasi terhadap prestasi siswa. Penelitian ini berlokasi di SMK Queen AlFalah di kelas XI Multimedia yang berjumlah 70 responden. Penelitian ini menggunakan metode korelasi kuantitatif dengan teknik pengumpulan data berupa kuesioner dan dokumentasi. Sementara itu, analisis regresi berganda digunakan dalam penelitian ini pada taraf signifikansi 0,05. Penelitian ini menemukan (1) tidak terdapat pengaruh yang signifikan pengelolaan kelas terhadap prestasi belajar siswa dengan nilai signifikansi  $0,813 > 0,05$  (2) terdapat pengaruh yang signifikan motivasi terhadap prestasi belajar siswa dengan nilai signifikansi  $0,01 < 0,05$  (3) ada pengaruh yang signifikan pengelolaan kelas dan motivasi terhadap prestasi belajar siswa dengan nilai signifikansi  $0,000 < 0,05$ . Nilai korelasi R sebesar 0,458 dengan kategori sedang. Sedangkan R square sebesar 0,209 yang dapat diartikan pengelolaan kelas dan motivasi memberikan kontribusi sebesar 20,9% terhadap prestasi belajar siswa.

**Kata kunci:** Pengelolaan Kelas; Motivasi; Prestasi Siswa

### INTRODUCTION

Achievement is the result accomplished by using students within the mastering process at a certain time. Achievement becomes the basis for students being extra energetic in the learning process (Aulia *et al.*, 2018). Every student has different achievements according to their respective abilities. This is because three aspects can affect differences in student achievement, namely cognitive, affective, and psychomotor aspects. Cognitive has a relationship with concrete and logical thinking processes (Apsari & Sastiwati, 2021). The affectiveness is related to attitudes and emotions (Nafiati, 2021). The psychomotor aspect is related to the skills of the student's learning process. According to Mahananingtyas, (2017), psychomotor is a person's physical skills. In addition to the three aspects above, learning achievement can also be influenced by other factors, such as how well the teacher manages the class during teaching and learning process and students' motivation, including intrinsic and extrinsic motivation.

Academic achievement is an assessment that shows students' performance (Waluyohadi, 2019). Academic achievement learning can be largely determined by the teacher in classroom

management. Students' interest in the learning process also needs to be considered, so that students can be more enthusiastic about learning. Classroom management is the overall effort made by the teacher to create a conducive learning atmosphere to optimize learning within classroom management to maximize the potential of students. The teacher has a big task in teaching. The teacher must be capable of delivering learning substances, but additionally be capable of creating a pleasant atmosphere inside the classroom. A pleasant classroom atmosphere will provide enthusiasm for learning for students. Classroom management can be a factor in students' achievement, therefore the teacher should master teaching skills and apply them in teaching and learning process.

Classroom management is one of the abilities that must be possessed by a teacher, considering that teachers must educate students by providing the most useful knowledge by the target to be achieved. Providing an optimal classroom condition aims to create a conducive classroom so that the teaching-learning atmosphere in the classroom can be effective and efficient and students are obsessed with following the lessons well. Classroom management can be applied physically by organizing students' seating and media used to assist the learning process.

Not only classroom management, but also motivation is an important factor that can affect human behavior and performance. In the world of education, researchers and educational practices reveal that motivation is one of the factors for students in obtaining sustainable learning achievement. According to Tokan & Imakulata, (2019) describe motivation is a willingness that exists in each individual obtaining new information. Meanwhile, according Rafiola *et al.*, (2020) The essence of learning motivation is an internal and external drive in students who are learning to make changes in behavior. Highly motivated students will act with enthusiasm and urgency because they want to achieve their goals.

Achievement is the result obtained by students in the form of numbers or symbols over some time (Rafiola *et al.*, 2020). Meanwhile, Lutfiwati (2020) describes achievement is the result of evaluating students in form of test . achievement cannot be separated from high and low learning achievement as measured by scores. A good score indicates a good learning achievement, and a low score indicates a poor learning achievement. Students' achievement can be affected by Internal factors and external factors

The ability to establish and maintain excellent learning environments in the class is called classroom management. Classroom management refers to the teachers' steps taken to keep the classroom in order. Successful classroom management is essential for maximizing learning. Teachers must possess the skills necessary for students to learn effectively for the learning goals that are set for them to be met. Classroom management is a task given to the teacher to create a comfortable climate and maximize the teacher-student interaction in the class. The teacher should always improve students' achievement to achieve learning objectives. According to Oci (2018), classroom management is the role of the teacher, intending to create a comfortable learning environment that promotes student achievement so that students can achieve their goals. Achieving learning goals depends on how well the teacher manages the classroom. To achieve these goals, the teacher is expected to prepare and plan the materials provided (Oci, 2018).

Motivation is an urge that drives someone to act eagerly to accomplish a goal. Motivation as the force that propels someone to act. Aziz, (2017) asserts that students who are motivated in their academic endeavors are more enthusiastic when engaging in a learning activity to support the spirit of learning, motivation serves as the person's driving force. Students who are highly motivated to succeed will experience changes in their positive energy. Motivation is classified into two types, namely: intrinsic and extrinsic motivation. Meanwhile, Legault (2016) describes, Intrinsic motivation refers to a person's involvement or behavior to do something voluntarily because it is fun. Intrinsic motivation does not depend on any results obtained afterward. Example, students study subjects they like without any orders from the teacher. While extrinsic motivation is an action carried out by someone because there is a push from outside a person to get something. This depends on the results achieved afterward. Example, students do assignments because they

want to get a score. Intrinsic motivation is a stimulus that comes from within a person (non instrumental). In other words, intrinsic motivation is a person's internal drive and stimulation that does not depend on outside stimulation (intrumental).

## METHOD

The The correlation research design is applied in this study. The researcher investigates actual data results without altering or manipulating the data to examine the impact dependent variables (Y) on independent variable (X). This study was conducted at SMK Queen AlFalah, Jl. Raya Kebanan Ds. Ploso Kec. mojo Kab. Kediri. The population consists of class XI Multimedia students, Class XI B 23 students, Class XI C 23 students, and Class XI D 24 students, totaling 70 students at SMK Queen Al-Falah. Meanwhile, questionnaires and documentation are used as data collection techniques.

This study applies a purposive sampling technique. All students in class XI multimedia qualified for becoming respondents in this study (male). The researcher distributed paper questionnaires that class XI multimedia students could fill out. Meanwhile, this study applies a multiple linear regression as the data analysis technique.

## RESULT AND DISCUSSION

This section aims to discuss and describe the research results. This discussion includes data findings to show the impact of classroom management and motivation on students' achievement.

**Table 1. The result of Reliability Test of Classroom Management**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
0.711	9

From the reliability test of Cronbach's Alpha for classroom management was  $0.711 > 0.06$ . This demonstrated that the classroom management (X1) items all received reliability.

**Table 2 The Result of Reliability Test of Motivation**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
0.848	11

From the reliability test results above of Cronbach's Alpha for motivation (X2) was  $0.848 > 0.6$ . This demonstrated that motivation (X2) items are all received reliably.

**Table 3. The Result of Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		70
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	4,40581784
Most Extreme Differences	Absolute Positive	,045
		,045
	Negative	-,037
Test Statistic		,045
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors significance correction.
- d. This is a lower bound of true significance.

From the normality test above, the significance value of classroom management (X1) and motivation (X2) were  $0.200 > 0.05$ . It could be interpreted that those variables were normal.

**Table 4. The Result of Linearity Test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Predicted Value	Between Groups	(Combined)	995,625	47	21,184	1,356	,222
		Linearity	,000	1	,000	,000	1,000
		Deviation from Linearity	995,625	46	21,644	1,385	,206
	Within Groups		343,750	22	15,625		
	Total		1339,375	69			

The table of the linearity test showed that the significance value of the deviation from linearity was  $0.206 > 0.05$ , indicating that independent variables (X) and dependent variable (Y) were linear.

**Table 5. The Result of T-Test of Classroom Management and Motivation on Students' Achievement Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	44,319	8,126		5,454	,000
Classroom management	,071	,300	,030	,237	,813
Motivation	,741	,215	,441	3,453	,001
a. Dependent Variable: Students' achievement					

1. The result of classroom management on students' achievement

The result above showed that the significance value of classroom management (X1) was  $0.813 > 0.05$ , so  $H_a$  was rejected and  $H_0$  was accepted. This concluded, there was no significant impact of classroom management (X1) on students' achievement (Y).

2. The result of motivation on students' achievement

The result above showed that the significance value of motivation (X2) was  $0.001 < 0.05$ ,  $H_a$  is accepted and  $H_0$  is rejected. This concluded there was a significant impact of motivation (X2) on students' achievement (Y).

**Table 6. The Result of F-test of Classroom Management and Motivation on Students' Achievement**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	354,911	2	177,455	8,877	,000 <sup>b</sup>
Residual	1339,375	67	19,991		
Total	1694,286	69			
a. Dependent Variable: Students' achievement					
b. Predictors: (Constant), Motivation, Classroom management					

F-test the table above showed that the value of significance on the anova table is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. This concluded, there was a significant impact of classroom management (X1) and motivation (X2) on students' achievement (Y) simultaneously.

**Table 7. The Result of Coefficient Determination  
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,458 <sup>a</sup>	,209	,186	4,47109
a. Predictors: (Constant), Motivation, Classroom management				

The model summary above showed the R (correlation) value was 0.456, in the moderate category. Meanwhile, the R square value was 0.209. This implied, classroom management (X1) and motivation (X2) contributed 20.9% to students' achievement (Y) and 79.1% was affected by other factors outside of these variables.

## CONCLUSION AND SUGGESTIONS

Based on the findings of the examination and discussion of the impact of classroom management and motivation on students' achievement in multimedia class XI at SMK Queen Al-Falah, the following conclusions were reached:

1. There is no significant impact of classroom management on students' achievement
2. There is a significant impact of motivation on students' achievement
3. There is a significant impact of classroom management and motivation on students' achievement.

## REFERENCES

- Apsari, N., & Sastiawati. (2021). *Kemampuan Kognitif, Afektif Dan Psikomotorik Siswa Sekolah Dasar Pada Pembelajaran Ipa Menggunakan Metode Inkuiri*. 9(1), 37–45.
- Aulia, D. W., Khafid, M., & Masturi. (2018). Role of Learning Discipline in Mediating The Influence of Parent's Parenting Towards Student's Learning Achievement. *Journal of Primary Education (JPE)*, 7(2), 155–162. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/23131>
- Aziz, A. L. (2017). *Pengaruh Motivasi Intrinsik Dan Motivasi Ekstrinsik Terhadap Prestasi Belajar Ekonomi Bisnis Kelas X Peserta Didik Kelas X Di Smkn 4 Makassar*.
- Elsinora Mahanangingtyas. (2017). Hasil Belajar Kognitif, Afektif dan Psikomotor melalui penggunaan jurnal belajar bagi mahasiswa PGSD. *Prosiding Seminar Nasional*.
- Legault, L. (2016). *Intrinsic and Extrinsic Motivation*. October. <https://doi.org/10.1007/978-3-319-28099-8>
- Lutfiwati, S. (2020). Motivasi belajar dan prestasi akademik. *JAI-Idrah: Jurnal Kependidikan Islam*, 10(1), 54–63. <http://ejournal.radenintan.ac.id/index.php/idaroh>
- Nafiati, D. A. (2021). Revisi taksonomi Bloom: Kognitif, afektif, dan psikomotorik. *Humanika*, 21(2), 151–172. <https://doi.org/10.21831/hum.v21i2.29252>
- Oci, M. (2018). Pengaruh Pengelolaan Kelas Dalam Pelajaran Agama Kristen Terhadap Prestasi Belajar Siswa Di SMP Kanaan Ungaran Tahun Ajaran 2017-2018. *FIDEI: Jurnal Teologi Sistematika Dan Praktika*, 1(2), 199–218. <https://doi.org/10.34081/fidei.v1i2.10>
- Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. *International Journal of Emerging Technologies in Learning*, 15(8), 71–82. <https://doi.org/10.3991/ijet.v15i08.12525>
- Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on

- student achievement. *South African Journal of Education*, 39(1), 1–8. <https://doi.org/10.15700/saje.v39n1a1510>
- Waluyohadi, A. E. G. (2019). Meta-analysis Study of Achievement Motivation and Academic Achievement. *Psikodimensia*, 18(2), 101. <https://doi.org/10.24167/psidim.v18i2.2023>