

The Influence of Classroom Management on Students' Learning Motivation in the Department of Office Administration

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ABSTRACT

This study aims to determine the description of classroom management and the level of student learning motivation and the effect of Class Management on Student Learning Motivation in the Department of Office Administration at SMK Negeri 1 Watampone, Bone Regency. This study uses a quantitative study with a population of all students at SMK Negeri 1 Watampone totaling 384 students, with a sample of 40 students at an error rate of 10%. Data was collected by means of observation, questionnaires, and documentation. The data analysis technique used is a descriptive statistical analysis using the formula of the mean (mean), standard deviation, and inferential statistical analysis using simple regression for hypothesis testing. The results showed that classroom management at the Office Administration Department of SMK Negeri 1 Watampone was classified as good, this was supported by the power approach, freedom approach, role balance approach, teaching approach, emotional and social atmosphere approach, and a combination approach. Meanwhile, the learning motivation of students in the Office Administration Department at SMK Negeri 1 Watampone is classified as high, this is supported by intrinsic motivation and extrinsic motivation. In addition, the results of the study indicate that there is a significant positive effect of classroom management on student motivation in the Office Administration Department at SMK Negeri 1 Watampone, Bone Regency. This can be seen from the results of data analysis carried out, obtained the level of influence of classroom management on learning motivation is classified in the low category, this is caused by other factors not examined in this study.

Keywords: Class management, learning motivation;

INTRODUCTION

One of the government's roles in national development priorities is to improve the quality of education comprehensively and continuously. This can be achieved, among others, through efforts to improve and improve the performance, competence of educators and education personnel in an effective, efficient, clean, responsible and authoritative manner (Setiyani, Churiyah, & Arief, 2019; Sirait, Arhas, & Suprianto, 2019; Syam & Sudarmi, 2019). From the several efforts above, classroom management is one of the factors that until now has not been able to be implemented properly. In the Republic of Indonesia Law Number 20 of 2003 Article 3, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. One, having noble character, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

Classroom management is a complex behavioral problem (Aslindawaty, 2017; Saleh, Arhas, Haerul, & Nasaruddin, 2019), and teachers use it to create and maintain classroom conditions in such a way that students can achieve teaching goals efficiently and enable them to learn, thus effective classroom management is a prerequisite for effective learning. The teacher's role is to help students change their behavior with detailed targets. Learning is not merely a process of giving knowledge to students, nor is it merely eliminating unwanted traits and tendencies, but the main thing is to guide and guide students and encourage them to achieve learning outcomes. This guidance is more of a suggestion and not a command. By creating a natural situation, students are ushered into the desired activity (Anderson, Weimer, & Fuhs, 2020; Suprianto, Arhas, & Salam, 2018).

Good classroom management will give birth to good teaching and learning interactions as well (Kavrayici, 2021; Mansor, Eng, Rasul, Mohd Hamzah, & Hamid, 2012; Wolff, Jarodzka, & Boshuizen, 2021). Learning objectives can also be achieved without finding significant obstacles. With the presence of problems in classroom management, the classroom atmosphere is usually disturbed which is marked by the loss of concentration of students. After the incident, the teacher's task is how to get students back to learning by maintaining the learning tasks given by the teacher. So good classroom management is that teachers can design learning that satisfies students, boosts motivation, and prepares students for success.

The problem of classroom management is indeed a problem that is never absent from the teacher's activity agenda (Egeberg, McConney, & Price, 2021; OZEN & YILDIRIM, 2020; Wallace, Parr, & Correnti, 2020). All of that is nothing but for the benefit of student learning. Another problem that teachers always use is the problem of approach, for example, a threat or intimidation approach. From this threat or intimidation approach, classroom management also exists as a process to control the behavior of students by giving threats, such as prohibiting, ridicule, innuendo, and coercion. Rarely found in a meeting, a teacher does not take a certain approach to all students. Based on that approach can affect the results of teaching and learning activities (Mantziou, Papachristos, & Mikropoulos, 2018; Martín-Lara & Rico, 2020; Sailer, Schultz-Pernice, & Fischer, 2021). If so, the consequences resulting from the use of an approach, then the teacher does not arbitrarily choose and use it. One lesson material may be suitable for a certain approach, but for other lessons, it is more appropriate to use another approach. Only in motivation can students be moved to learn, so the lesson material that the teacher conveys at that time is in vain. In this case, stated by (Djamarah & Zain, 2010) six things can be done by teachers, namely: 1) Generating encouragement to students to learn; 2) Explain concretely to students what can be done at the end of teaching; 3) Giving rewards to students' achievements so that they can stimulate them to get better achievements in the future; 4) Forming good study habits; 5) Helping students with learning difficulties individually or in groups; 6) Using various methods.

By looking at the results of initial observations made by researchers, the conditions at SMK Negeri 1 Watampone, indicate that class management in learning motivation is not optimal, usually, every teacher can manage classes professionally. In addition, it is expected that the principal always supervises and guides teachers because they cannot manage classes to optimize teaching and learning activities. In connection with the description above, the researchers were

inspired to research "The Effect of Classroom Management on Student Motivation in the Department of Office Administration at SMK Negeri 1 Watampone, Bone Regency.

METHOD

The method used in this research is descriptive quantitative with research variables, namely classroom management as the independent variable (X) or the variable that influences and student learning motivation as the dependent variable (Y) or the variable that is influenced. The population in this study, namely all students at SMK Negeri 1 Watampone, totaling 384 students. According to (Sugiyono, 2017) that population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. While the sample amounted to 40 students at an error level of 10%. Data were collected through observation, questionnaires, and documentation. The data analysis technique used is a descriptive statistical analysis using the formula for the average (mean), standard deviation, and inferential statistical analysis using simple regression for hypothesis testing.

RESULTS AND DISCUSSION

The data presented in this study are data obtained from questionnaires or questionnaires in the form of a list of questions related to the two variables studied, namely the class management variable (X) and the student learning motivation variable (Y), where each respondent has a total score of each on the two variables in question. Furthermore, in terms of presenting the hypothesis, a quantitative test is carried out using statistical formulas and computer software with the Statistical Product Standard Solution (SPSS) 18 program which is considered relevant which aims to find out how the level of influence of the class management variable (X) on students' learning motivation variables. (Y) is presented as follows:

Overview of Class Management and Level of Student Motivation in Office Administration at SMK Negeri 1 Watampone, Bone Regency

To obtain an overview of classroom management on the learning motivation of students majoring in office administration at SMK Negeri 1 Watampone, the frequency and percentage tables were made for both variables. The class management variable (X) was measured using the very good, good, quite good, less good, and not good categories while the student learning motivation variable (Y) was measured in the very high, high, moderately high, low, very low categories, namely:

Class management

To find out the description of class management at SMK Negeri 1 Watampone, the quality of respondents' answers was simplified into five categories, namely: very good, good, quite good, not good, and not good. More details about the description of class management at SMK Negeri 1 Watampone, can be seen in the table below:

Table 1.
Distribution of Frequency and Percentage of Class Management in the Department of Office Administration at SMK Negeri 1 Watampone

| Interval | Category | Frequency | Percentage % |
|---------------|-------------|-----------|---------------|
| 84 – 99 | Very good | 4 | 10,00 |
| 68 – 83 | Good | 34 | 85,00 |
| 52 – 67 | Pretty good | 2 | 5,00 |
| 36 – 51 | deficient | 0 | 0 |
| 20 – 35 | Not good | 0 | 0 |
| Amount | | 40 | 100,00 |

Source: Results of Questionnaire Data No. 1 to 20

Table 1.1 shows that of the 40 research respondents, there are 4 respondents (10.00 percent) who state that Class Management of the Office Administration Department at SMK Negeri 1 Watampone is in the very good category, 34 respondents (85.00 percent) who say it is good, 2 respondents (5.00 percent) and there are no respondents who say it is not good and not good. This shows that the Class Management of the Office Administration Department at SMK Negeri 1 Watampone is classified as good, this is supported by the average score of the research results of 75.62 where the average value after being interpreted in table 4 is in the interval 68 - 83 which means good category with a standard deviation of 4,990.

This illustrates that the Class Management of the Office Administration Department at SMK Negeri 1 Watampone is in a good category. Where it is viewed from the approach of power, teachers who can control student behavior in addition to creating and maintaining situations and discipline in the classroom, the existence of a freedom approach with this approach the teacher gives freedom to students which means to open up the students' insight in the learning process, the existence of a balance of roles approach, namely the teacher carries out a set of rules that have been agreed upon between the teacher and students, the existence of a teaching approach that is the teacher controls the behavior of students who are less profitable in the learning process, the existence of an emotional and social atmosphere approach that creates social relationships or mutual love between teachers and students in the classroom, and the combination approach, namely the teacher creates a good learning atmosphere.

Level of Student Learning Motivation

Qualification of the quality of respondents' answers regarding the learning motivation of students majoring in Office Administration at SMK Negeri 1 Watampone is also based on the category as is done to find out how much motivation is learning for students in the Department of Office Administration at SMK Negeri 1 Watampone above. The intended categories are based on categories, namely very high, high, moderately high, low, very low.

Table 2. Distribution of Frequency and Percentage of Student Learning Motivation in the Office Administration Department of SMK Negeri 1 Bone

| Interval | Category | Frequency | Percentage % |
|---------------|-------------|-----------|---------------|
| 42-49 | Very high | 0 | 0,00 |
| 34-41 | Tall | 35 | 87,50 |
| 26-33 | High enough | 5 | 12,50 |
| 18-25 | Low | 0 | 0,00 |
| 10-17 | Very low | 0 | 0,00 |
| Amount | | 40 | 100,00 |

Source: Results of Questionnaire Data No. 21 to 30

Table 1.2 shows that of the 40 research respondents, there were no respondents who stated very high, 35 respondents (87.50 percent) stated high, 5 respondents (12.50 percent) stated quite high and there were no respondents who stated low and very low. This shows that the Student's Learning Motivation of the Office Administration Department of SMK Negeri 1 Watampone is relatively high, this is supported by the average score of the research results of 36.57 where the average value after being interpreted in table 1.1 is in the interval 34-41 which means high category with a standard deviation of 2.687.

The Influence of Classroom Management on Student Motivation in the Department of Office Administration at SMK Negeri 1 Watampone, Bone Regency

Before the further analysis is carried out, it is necessary to know whether the research data has met the requirements for using statistics to be used in hypothesis testing. Testing the analysis requirements for the use of statistics is that the data obtained are at least normally distributed. The data normality test is intended to determine the normality of the data, regarding class management and student motivation in the Office Administration Department of SMK Negeri 1 Watampone. The normality test is used with the criteria if the Chi-squared count is less than or equal to the Chi-square table ($X^2_h \leq X^2_t$), then the data distribution is declared normal, and if it is greater then it is declared abnormal.

Table 3.
Summary of Research Data Normality Test Results

| Variable | X ² count | X ² table | df | Information |
|-----------------------------------|----------------------|----------------------|----|-------------|
| X : Class management | 19,500 | 26,296 | 16 | Normal |
| Y : Student's motivation to study | 7,300 | 18,307 | 10 | Normal |

Source: Results of Statistical Analysis Through SPSS 18. Program

Based on the table above, it can be seen that the work of the data normality test shows that the chi-square value of the class management variable is 19,500 which is smaller than the chi-squared table of 26,296 with a df of 16, while the variable of student motivation in the Office Administration Department of SMK Negeri 1 Watampone, with a value of

The calculated chi-square of 7.300 is smaller than the table chi-square of 18.307 with a df of 10. The statistical test above, shows that the class management variable and the student motivation variable meet the criteria for the data to be normally distributed.

The product-moment correlation test is intended to determine whether there is a relationship between classroom management and student motivation in the Office Administration Department at SMK Negeri 1 Watampone in Bone Regency. To find out how much influence classroom management has on students' learning motivation, it can be seen in the following table 4:

Table 4.
Summary of Product Moment Correlation Test Results

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1 | .376 | .141 | .119 | 2.52344 |

Source: Results of data analysis through SPSS 18

Based on the calculation of product-moment correlation, the correlation between class management (variable X) and student learning motivation (variable Y) was obtained $r = 0,376$ after being consulted on the interpretation table the value of r is in the interval 0.20-0.399 which has a low level of influence. This means that there is a positive correlational relationship between classroom management and student learning motivation.

To find out whether the correlation of the calculation results is significant or not, it is necessary to compare it with the calculated r -value of 0.376 with the r table value at a significant level of 5 percent of 0.312. Therefore, $r_{count} > r_{table}$, shows that there is a significant relationship between classroom management and student motivation in the Office Administration Department at SMK Negeri 1 Watampone in Bone Regency. In line with that, the effect of classroom management on student learning motivation is low (after consulting the interpretation table of the r -value).

Therefore, between variable X (class management) and Variable Y (student learning motivation) belongs to the low category, the next analysis is to determine the magnitude of the correlation between classroom management and student learning motivation, which is obtained by the value of $r = 0.376$. With the coefficient of determination (model summary table) obtained $R^2 = 0.141$ or 14.1 percent, which means that students' learning motivation is determined by the class management factor of 14.1 percent while the rest is determined by other factors not examined in this study of 85.9 percent, one of which is learning media that can affect students' learning motivation.

To test the hypothesis in this study which reads "it is suspected that there is an influence between classroom management on student motivation in the Office

Administration Department of SMK Negeri 1 Watampone, Bone Regency". Then used simple linear regression analysis.

Table 5.

Summary of the results of simple linear regression analysis

| Variable | B | F _{count} | Sig. | F _{table} | Sig. |
|------------------|-----------------|--------------------|-------|--------------------|-------|
| Konstanta | 21.267 | | | 3.466 | 0,001 |
| Class management | 0.202 | 6.250 | 0,017 | 2.500 | 0,017 |
| | α : 0,05 | r^2 : 0,141 | | | |
| | r: 0,376 | | | | |

Source: *Results of data analysis through SPSS 18*

Based on the table above, it appears that the value of the correlation coefficient (r) is 0.376. To find out the magnitude of the relationship between the independent variable and the dependent variable, it can be seen in the interpretation table of the previous r value. Based on the table above, it is known that the analysis of the regression equation calculation obtained the value of $a = 21.267$ and $b = 0.202$ so that the regression equation is: $= 21.267 + 0.202 x$.

From the results of the F-test calculations, F_{count} is 21,267 and F_{table} (0.05:1:38) is 4.10 or the value of F_{count} is greater than F_{table} . Because $F_o > F_i$ then H_o is rejected, which means that there is a dependence of class management variables and other variables on student learning motivation or it can be said that the hypothesis reads "it is suspected that there is an influence between classroom management on student motivation in the Office Administration Department of SMK Negeri 1 Watampone in Bone Regency. is accepted.

DISCUSSION

Overview of Class Management and Level of Student Motivation in Office Administration at SMK Negeri 1 Watampone, Bone Regency

The results showed that the classroom management of the Office Administration Department of SMK Negeri 1 Watampone was in a good category, in this case, it was supported by a power approach, namely the teacher who created and maintains a disciplined situation in the classroom, the freedom approach in this approach the teacher always provides opportunities for students to open their horizons. In the learning process, the role balance approach is the existence of rules that are agreed upon by the teacher and students, the teaching approach in this approach the teacher's role is very important, namely providing good teaching, one of which is controlling student behavior that is less favorable in the learning process, emotional and emotional atmosphere approach. social, namely the teacher creates a comfortable atmosphere and positive social relationships in the classroom, and a combination approach, namely the teacher uses several actions to maintain and create a good atmosphere.

Thus it can be stated that the classroom management of the Office Administration Department of SMK Negeri 1 Watampone is good, where class management is part of the planning to create classroom conditions between teachers and students to be active in a directed manner by providing opportunities for students to be creative and take initiative. Teachers provide direction and guidance in realizing effective and efficient learning and harmonious cooperation. Teachers of the Office Administration Department at SMK Negeri 1 Watampone have shown that class management is good.

The results showed that the learning motivation of students in the Office Administration Department of SMK Negeri 1 Watampone was in the high category, it was viewed from various aspects, namely the existence of intrinsic motivation from within the students themselves because in each student there was an urge to do something, one of which was students who love to read and the existence of extrinsic motivation due to external encouragement such as the goal of students to learn in the hope of getting good grades. This indicates that students in the Office Administration Department of SMK Negeri 1 Watampone have a high level of learning motivation, as seen from the research data.

The Influence of Classroom Management on Student Motivation in the Department of Office Administration at SMK Negeri 1 Watampone, Bone Regency

Based on the results of testing the hypothesis between classroom management variables and students' learning motivation variables in the Office Administration Department of SMK Negeri 1 Watampone, where the two variables have a relationship. This means that the hypothesis in this study, namely "it is suspected that there is an influence of class management on student motivation in the Department of Office Administration at SMK Negeri 1 Watampone in Bone Regency", can be accepted.

The relationship between classroom management variables and students' learning motivation variables in the Office Administration Department is in a low category. This means that there is a positive correlation between classroom management and student motivation in the Office Administration Department at SMK Negeri 1 Watampone. This proves that classroom management still needs to be improved, seeing that the contribution to this aspect of student learning motivation is still relatively low, therefore it is the obligation of every teacher in the school environment, especially the Office Administration department to foster good relationships with students more intensively in classroom management. so that students' learning motivation will increase.

CONCLUSION

Based on the results of the analysis and discussion of the results of this study, regarding the effect of classroom management on student motivation in the Department of Office Administration at SMK Negeri 1 Watampone, Bone Regency, the researchers can conclude that the class management of the Department of Office Administration at SMK Negeri 1 Watampone is in a good category, in terms of aspects power approach, freedom approach, role balance approach, teaching approach, emotional and social atmosphere approach, a well-executed combination approach. Student learning motivation of the Office Administration Department of SMK Negeri 1 Watampone is in the high category, in terms of intrinsic motivation and extrinsic motivation. In addition, there is the effect of classroom management on student motivation in the Department of Office Administration at SMK Negeri 1 Watampone, Bone Regency, which is classified in the low category. This means that student learning motivation is determined, among others, class management factors while other factors that are not investigated in this study, such as teacher interpersonal communication or student learning interests that can affect student learning motivation.

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