THE INFLUENCE OF CLASSROOM MANAGEMENT AND THE USE OF LEARNING MEDIA ON INCREASING STUDENT LEARNING MOTIVATION

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh pengelolaan kelas dan penggunaan media pembelajaran terhadap motivasi belajar siswa di SDN Paseseh 01 Tanjungbumi Bangkalan Madura. Motivasi belajar merupakan faktor yang sangat menentukan dalam proses pendidikan, mempengaruhi partisipasi aktif dan semangat siswa. Penelitian ini menyelidiki pengaruh signifikan pengelolaan kelas yang efektif dan penggunaan media pembelajaran yang tepat terhadap motivasi siswa. Penelitian ini bertujuan untuk memberikan wawasan peningkatan mutu pendidikan dengan memahami faktor-faktor kunci tersebut. Pendekatan kuantitatif digunakan dengan menggunakan angket untuk mengumpulkan data siswa kelas VI SDN Paseseh 01 Tanjungbumi Bangkalan Madura. Analisis data meliputi analisis regresi untuk mengetahui sejauh mana pengaruh masing-masing variabel terhadap motivasi belajar. Temuan penelitian menunjukkan bahwa pengelolaan kelas, dan penggunaan media berkontribusi signifikan terhadap motivasi siswa. Studi ini menyoroti implikasi teoretis dan praktis dari faktor-faktor tersebut, menekankan peran mereka dalam menciptakan lingkungan belajar yang kondusif dan merangsang motivasi intrinsik dan ekstrinsik. Hasil penelitian ini memberikan kontribusi pada pemahaman yang lebih luas tentang praktik pendidikan yang berdampak positif terhadap motivasi siswa.

Kata Kunci: Pengelolaan Kelas, Media Pembelajaran, Motivasi Belajar

Abstract: This study aims to determine the effect of classroom management and the use of learning media on student learning motivation at SDN Paseseh 01 Tanjungbumi Bangkalan Madura. Learning motivation is a very decisive factor in the educational process, influencing active participation and student enthusiasm. This research investigates the significant influence of effective classroom management and the use of appropriate learning media on student motivation. This research aims to provide insight into improving the quality of education by understanding these key factors. A quantitative approach was used by using questionnaires to collect data on grade VI students of SDN Paseseh 01 Tanjungbumi Bangkalan Madura. Data analysis included regression analysis to determine the extent of the influence of each variable on learning motivation. The research findings show that classroom management, and media use contribute significantly to students' motivation. The study highlights the theoretical and practical implications of these factors, emphasizing their role in creating a conducive learning environment and stimulating intrinsic and extrinsic motivation. The results of this study contribute to a broader understanding of educational practices that positively impact student motivation.

Keyword: Classroom Management, Learning Media, Learning Motivation

INTRUDUCTION

Education has a role in creating quality people and nations. Education is not just a process of transferring knowledge, but also the formation of character, values and skills for individual progress and national welfare (Sidjaga, 2021). Quality education is the main foundation for character building, skills, and a deep understanding of society. By prioritizing the quality of education, a nation can achieve sustainable progress and make significant contributions in various fields (Mardikaningsih & Darmawan, 2020). Efforts to improve the quality of people and nations through education play an important role in shaping identity and a positive image in the eyes of other nations. The education process opens doors of opportunity for each individual to achieve their maximum potential. Through the knowledge gained, humans can become agents of positive change in society. Education provides a strong foundation for the development of personality, ethics and a sense of social responsibility (Istandard, 2022). A quality nation is reflected in how well its education system is implemented. Effective education creates individuals who are able to think critically, innovate and contribute positively to global dynamics. A nation that is respected by other nations is not only determined by the wealth of its natural resources, but also by the intellectual and moral excellence of its citizens. Education creates a society that respects diversity, is able to adapt to change, and has a deep understanding of human values. Thus, efforts to improve and create quality people and nations through education are not just intellectual development, but also the formation of strong character and a positive attitude towards common progress (Suwartini, 2017). Through education, a nation can achieve extraordinary achievements and gain recognition and respect from other nations, thus creating a positive and inspiring image for future generations.

An important aspect that affects the course of the learning process is student learning motivation (Aliyas et al., 2019). Learning motivation reflects the extent to which students are motivated to be active and participate in classroom learning activities (Nurmala et al., 2014). The extent to which students feel motivated can be reflected in the level of engagement, interest in learning materials, and efforts made to achieve academic goals. Students who have high learning motivation will show their seriousness in participating in learning activities. Learning motivation is the foundation of students' level of enthusiasm in facing learning challenges, influences the extent to which they invest time and energy in understanding concepts, and plays a role in achieving academic success. They tend to be more focused and active in the learning process. Motivated students are more likely to engage in discussions, ask questions, and seek a deeper understanding of the subject matter. Conversely, when students do not have motivation, they will show symptoms of lack of seriousness. They look less enthusiastic, do not actively participate in discussions, and even do activities that distract their classmates. The inability to maintain focus and interest in learning can be a sign of low student motivation. Therefore, to encourage students to have high learning motivation. Teachers have an important role in increasing student learning

motivation (Bariyah et al., 2023). Teachers can try to create a conducive learning environment, by increasing student learning motivation, it can create a conducive learning environment and support the achievement of learning goals (Yanti & Darmawan, 2018; Hanipah et al., 2022).

Efforts to develop student learning motivation can be done through classroom management (Pujiman et al., 2021). Management is a series of planning, organizing, decision-making, directing and controlling processes that focus on utilizing resources to achieve goals effectively and efficiently (Widdodo et al., 2023). Classroom management is an effort to build and manage a classroom into an effective learning environment (Chan et al., 2019). Bigmanto (2020) similarly states that classroom management is a process of developing the learning environment and physical interaction, motivating students to learn, and managing the classroom to facilitate and support the continuity of the teaching and learning process with the aim of improving the quality and achievement of students. . To develop a conducive classroom, teachers can use the principles of classroom management, namely creating a warm and enthusiastic classroom atmosphere, creating challenging learning, using variations in learning, using flexible ways of acting, instilling positive things in students, and prioritizing the attitude of the teacher in front of the class which makes students become obedient individuals because of a sense of admiration and pride in their teachers. In addition, in carrying out good classroom management, there are principles that need to be considered: a teacher's

enthusiastic and enthusiastic attitude, challenging learning, variety in learning, teacher flexibility in action, emphasizing positive things in students, and instilling discipline in the behavior of each student. By making these efforts, a conducive learning environment will be created and support the achievement of learning objectives (Wahid et al., 2018).

One of the factors supporting the smooth learning process is learning media (Saufi & Rizka, 2021). According to Isnaeni and Hidayah (2020), learning media is a teaching and learning process tool that can attract students' attention so that students' thoughts become focused on learning material. In addition, learning media can also make the student learning process more active and fun to follow. To achieve all of this, it is necessary for teachers to use good and appropriate learning media. According to Darmawan et al. (2021), the diversity of learning media formats allows teachers to adapt learning approaches to different student learning styles. This not only improves students' understanding of the material, but also enriches their learning experience. In a more interactive and fun atmosphere, students tend to be more engaged, motivated, and have a greater interest in the subject matter. The selection of good and appropriate media will make students' concentration on learning materials better and increase. Given that technological advances are currently developing rapidly which results in students in adolescence having an interest in various media, the selection of learning media should be adjusted to the media that are currently favored by students. The use of learning media can improve student learning

outcomes because it can improve the student learning process in this way can increase learning motivation (Aurora & Effendi, 2019). The use of learning media has a significant effect on student learning motivation (Puspitasari et al., 2018).

Education plays a role in shaping and developing the potential of students. Learning motivation is one of the determining factors that influence the extent of student involvement in learning activities. An in-depth understanding of the factors that influence learning motivation is an effort to improve the quality of education. Therefore, this study will discuss the effect of classroom management and the use of learning media on student learning motivation at SDN Paseseh 01 Tanjungbumi Bangkalan Madura.

METHOD

This quantitative research has the main objective to measure the effect of classroom management and the use of learning media on learning motivation. The quantitative approach of this research is to obtain numerical data that can be analyzed objectively about the relationship between variables and their influence on student learning motivation. With this approach, the research will use statistical data collection methods to identify and analyze the extent to which each variable contributes to the level of learning motivation. Thus, this study aims to make a concrete contribution in quantitatively describing the factors that can influence student learning motivation, which can be the basis for developing more effective educational strategies and interventions.

The population of this study were students of SDN Paseseh 01 Tanjungbumi Bangkalan Madura. The sample was taken from a group of Class VI students totaling 53 students. All grade VI students will be respondents in the study. They will answer the questionnaire based on the research variables. The research variables consist of independent variables (classroom management and use of learning media) and dependent variables (learning motivation). The following is an explanation of each variable:

1. Student learning motivation (variable Y) is defined as an internal drive that encourages a person to engage in the learning process and achieve academic goals (Pintrich, 2003). It reflects the internal factors that motivate students to develop interest, perseverance and effort in achieving academic achievement. With this learning motivation, students tend to be more focused, persistent and enthusiastic in facing learning challenges, which in turn can have a positive impact on achieving their educational goals. According to Akmal et al. (2015), the indicators of this variable are interest in the subject matter; confidence; active participation; appreciation of learning outcomes; and a sense of responsibility for the learning process.

2. Sunhaji (2014) defines classroom management (variable X.1) as a skill that aims to create learning environment conditions that are able to support the effectiveness of the learning process. This definition emphasizes a person's ability to manage and create a conducive classroom atmosphere, optimally facilitating the teaching and learning process. Purwanti (2015) states that

classroom management can be measured by the following indicators: creating an appropriate learning climate; arrangement of learning spaces; and management of interactions in teaching and learning activities.

3. Learning media utilization (variable X.2) as defined by Widianto (2020) refers to the skill of participating effectively in online communication. This includes the ability to manage information intelligently and collaborate with others through various digital platforms. Adam (2015) states that there are three indicators of the use of learning media, namely efforts to arouse new desires and interests in learning; efforts to arouse motivation and interest in learning; and increased understanding of lessons, meaning efforts to deepen and broaden students' understanding of learning materials.

1. The research instrument used is a questionnaire to collect data regarding student perceptions of classroom management and the use of learning media on learning motivation. The questionnaire will contain structured questions related to the research variables. The use of questionnaires as a research instrument is the right choice to collect data on student perceptions of classroom management, the use of learning media, and their impact on learning motivation. The questionnaire is an effective tool to measure these variables quantitatively, providing data that can be analyzed properly.

In the analysis stage of this research, the data collected will go through a series of statistical processes including validity tests, reliability tests, and regression analysis. The purpose of the validity and reliability tests is to ensure that the questionnaire as a data collection tool can be considered valid and consistent in measuring students' views on classroom management, use of learning media, and learning motivation. Regression analysis will be the main tool to identify and understand the extent of the impact of classroom management and learning media use on student learning motivation. By applying these methods, this research will provide a detailed and measurable picture of the relationship between variables so that it can describe the relative contribution of each factor to student learning motivation at SD Negeri Paseseh 01 Tanjungbumi Bangkalan Madura.

RESULT AND DISCUSSION

The distribution of census data to 53 students was successful and all respondents gave a response. Thus, all students of SDN Paseseh 01 Tanjungbumi Bangkalan Madura from classes VIA and VIB became respondents in the study. This success shows a high level of participation from all students so that the data collected can be considered reliable in the research analysis. The full participation of all respondents increases the representativeness of the data collected, and can be considered a positive aspect that strengthens the validity of the research. This high reliability and representativeness of the data provides a strong basis for further research analysis. The results of the study can be considered more reliable and can be applied

to a wider population of students at SDN Paseseh 01 Tanjungbumi.

In this study, the validity test stage was carried out to test the reliability of data involving two independent variables, namely classroom management and the use of learning media, and one dependent variable, namely learning motivation. The test results using SPSS output show that the variables involved in this study can be considered reliable as a measuring tool. Reliability was measured through corrected item total correlation for each statement item. The results show that each item achieved a value of not less than 0.3

which indicates an adequate level of reliability. This confirms that each statement used in the study has a good relationship with the variable being measured. In addition, the Cronbach's Alpha value obtained by each variable shows the level of internal consistency. The variables of classroom management, use of learning media, and learning motivation each have a fairly high Cronbach's Alpha value of 0.983; 0.873; and 0.9803. This shows that the instrument used to measure these variables has a good level of consistency, so it can be relied upon in measuring the desired construct.

Table 1. Model Summary b

Model	R	R square	Customized Square R	Std. Estimation Error
1	0,905 sebuah	.819	.812	1.369

Furthermore, the analysis in this study was also carried out using the coefficient of determination. This analysis found a relationship between the variables studied. These variables are classroom management and the use of learning media on learning motivation. As shown in Table 1, the R value is 0.905. While R Square and Adjusted R Square are worth 0.819 and

0.812 respectively. The analysis means that a percentage of 81.9% of the variation is explained from classroom management and the use of learning media to shape student learning motivation at State Elementary School. Paseseh 01 Tanjungbumi Bangkalan Madura. Learning motivation is also formed from other factors not involved in this study with a contribution of 18.1%.

Table 2. t-test results

Model	Nonstandard Coefficient		Standardized Coefficient	T	Signature.
	B	Std. Error	Beta		
1 (Konstan)	.934	1.088		.859	.395
X1	1.210	.170	.496	7.129	.000
X2	1.495	.190	.547	7.859	.000

The research results in Table 2 can be expressed through the regression model as follows: Y = 0.934 + 1.210X1 + 1.495X2. The purpose of this model is that if the variables of classroom management and the

use of learning media have a value of zero, then learning motivation is estimated to have a value of 0.934. Other information reveals that the significance obtained in both variables, namely classroom management of

0.000 and the use of learning media at SDN Paseseh 01 Tanjungbumi Bangkalan Madura, reaches 0.000.

The magnitude of significance that is not more than 0.05 explains that in this study student learning motivation at SDN Paseseh 01 Tanjungbumi Bangkalan Madura is significantly realized from classroom management and the use of learning media. In addition, the two variables show different coefficient values. It can be seen that the superior coefficient value obtained on the learning media utilization variable is 1.495 and the classroom management variable reaches a coefficient value of 1.210. Thus, this shows that of the two variables involved there is a more dominant influence derived from the variable use of learning media forming student learning motivation at SDN Paseseh 01 Tanjungbumi Bangkalan Madura compared to the classroom management factor.

Table 3. ANOVA a

Model		Sum of Squares	df	Means Square	F	Signature.
1	Regression	425.053	2	212.526	113.360	.000b
	Remaining	93.740	50	1.875		
	Total	518.792	52			

This study also shows the results of the analysis through the F test. As in Table 3, the F-count value is 113.360 and the significance obtained is 0.000. Obtaining a perfect level of significance (no more than 0.05) illustrates that the regression equation in this study is very significant. In other words, this shows that together there is a significant influence of classroom management and the use of learning media on learning motivation at SDN Paseseh 01. Thus, this analysis reveals the important role of classroom management and the use of learning media in learning. impact on student learning motivation. SDN Paseseh 01 Tanjungbumi Bangkalan Madura simultaneously.

This study revealed that classroom management has a significant influence on student learning motivation. This is in accordance with research from Huang and Van (2014); Pujiman et al. (2021); Thi and Nguyen (2021) emphasize that a structured and supportive classroom environment can strengthen student engagement in learning and create a positive environment for students to actively participate and increase student learning motivation. Classroom management is not just the teacher's job to maintain order in the classroom, but it is also the key to creating a learning environment that is supportive, safe, and stimulates students' motivation both extrinsically and intrinsically. Classroom management contributes to students' extrinsic motivation by creating structure and clear rules. When students feel the classroom environment is well organized, they tend to feel safe and know what is expected of them. These can be extrinsic incentives, such as respect for class rules, positive rewards, or responsibility for specific tasks. On the other hand, effective classroom management also stimulates students' intrinsic motivation. When teachers are able to create a classroom atmosphere that is conducive, supportive, and gives

students the freedom to express opinions and ask questions, then students feel valued as individuals (Kabalmay & Andayani, 2014). This encourages intrinsic motivation, where students feel in control of their learning, feel challenged, and feel satisfied with their personal achievements. The teacher's role in determining the quantity and quality of learning is crucial. By implementing good classroom management, teachers are able to provide clear direction, provide support to students, and create an atmosphere that allows for academic and personal growth. Teachers who master classroom management model good leadership, serve as role models for students, and stimulate their enthusiasm for learning. Good classroom management not only creates rules and regulations in the classroom, but also involves the teacher's ability to manage interpersonal interactions, provide constructive feedback, and build positive relationships with students. A classroom atmosphere that is conducive to the teaching and learning process creates a strong foundation for the achievement of learning objectives.

This study reveals that the use of learning media has a significant role in influencing student learning motivation. This is in accordance with research from Aurora and Effendi (2019); Puspitasari et al. (2018); Gaol and Sitepu (2020) which state that the use of learning media has a significant effect on student learning motivation. The use of learning media creates a more interesting and interactive learning experience. This stimulates students' curiosity and interest in learning topics, so they are more motivated to be actively involved in the learning

process. Furthermore, the use of learning media can adjust to students' learning styles. The ability to adapt learning methods to students' preferences can increase their engagement and motivation, because they feel they can learn in a way that suits their personal learning style (Purwanti et al., 2014). Learning media also opens wider access to information and learning resources. By utilizing technology and the internet, students can access various references, learning videos, simulations and educational platforms. This diversity of resources not only enriches learning, but also gives students greater control over their learning process, building a sense of responsibility and autonomy in their education. According to Kelley and Knowles (2008), the use of learning media offers contextualized and relevant learning experiences by integrating academic concepts into real-world situations. For example, in science learning, teachers can use simulations to show how chemical reactions occur in everyday life or how certain natural phenomena occur. By presenting information in a familiar context, students can more easily understand and relate concepts to their own experiences.

This not only makes learning more interesting but also helps students see the practical value of what they are learning, thus increasing their motivation to learn. This helps students to more easily understand the practical application of the knowledge they have acquired and as a result they feel more motivated to learn. The positive impact of using learning media on students' learning motivation is also reflected in the development of skills relevant to the

digital era. Students not only gain knowledge, but also hone their digital literacy skills. These skills not only motivate students to learn, but also equip them with skills in modern society. For the development and implementation of innovative and effective learning media. This could include training educators in utilizing learning technologies, as well as investing in hardware and software that support interactive and media-based learning experiences.

CONCLUSIONS

Based on the results of the study, it can be concluded that classroom management has a significant influence on student learning motivation. Effective classroom management creates a structured and supportive environment, provides clear rules, and facilitates students' active involvement in the learning process. A well-managed classroom is able to create a positive atmosphere, where students feel safe in expressing their opinions, interacting with classmates, and feeling supported by the teacher. Therefore, good classroom management not only improves learning efficiency, but also increases students' learning motivation. In addition, the use of learning media is also proven to have a significant effect on student learning motivation. The use of relevant and interesting learning media can create a more interesting and interactive learning experience for students. Learning media such as images, videos and simulations can help convey information in a more visual and fun way, thus motivating students to be actively involved in the learning process. By utilizing technology in teaching, teachers can create learning that is more dynamic and in line with the needs of modern students, thus increasing their level of learning motivation. Therefore, the suggestions that researchers can give are as follows: (1) Teachers need to continue developing their classroom management skills. Training and workshops on innovative and effective classroom management strategies can help teachers create a more structured and supportive environment. (2) Resources and training related to the use of learning media need to be improved. Teachers should be encouraged to continue exploring and utilizing technology and learning media in a way that meets students' learning needs and increases their motivation. (3) Future research can be directed to understand more deeply the interaction of the three factors and how it can be optimized to increase students' learning motivation. Further research could address the practical implications of these findings in different educational situations.

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