

The Effect of Classroom Management on Pupils' Motivation to Learn

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Abstract

This study aims to analyse the effect of classroom management on students' motivation to learn in the Akidah Akhlak subject for Year 10 pupils at MAN 1 Padangsidempuan. This study employed a quantitative approach using a survey method. The results indicate that classroom management has a positive and significant effect on students' learning motivation. The results of the simple linear regression test showed a regression coefficient of 0.686 with a significance level of 0.000 (<0.05) and a t-value of 11.655. Furthermore, the coefficient of determination (R^2) of 0.632 indicates that classroom management contributes 63.2 per cent to students' learning motivation, whilst the remaining 36.8 per cent is influenced by other factors outside the scope of this study. These findings suggest that the better the classroom management practised by teachers, the higher the students' learning motivation. This study implies that classroom management is a key aspect that teachers must prioritise in creating a conducive learning environment, enhancing student engagement, and supporting successful learning in the subject of Akidah Akhlak. Therefore, efforts to enhance teachers' competencies in classroom management must continue as a means of improving students' motivation and the quality of their learning.

Keywords: Akidah Akhlak; classroom management; learning motivation; madrasah students

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pengelolaan kelas terhadap motivasi belajar siswa pada mata pelajaran Akidah Akhlak kelas X di MAN 1 Padangsidempuan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Hasil penelitian menunjukkan bahwa pengelolaan kelas berpengaruh positif dan signifikan terhadap motivasi belajar siswa. Hasil uji regresi linear sederhana menunjukkan nilai koefisien regresi sebesar 0,686 dengan nilai signifikansi 0,000 ($<0,05$) dan nilai t-hitung sebesar 11,655. Selain itu, nilai koefisien determinasi (R^2) sebesar 0,632 menunjukkan bahwa pengelolaan kelas memberikan kontribusi sebesar 63,2% terhadap motivasi belajar siswa, sedangkan sisanya sebesar 36,8% dipengaruhi oleh faktor lain di luar penelitian. Temuan ini menunjukkan bahwa semakin baik pengelolaan kelas yang dilakukan guru, maka semakin tinggi motivasi belajar siswa. Penelitian ini memberikan implikasi bahwa pengelolaan kelas merupakan salah satu aspek penting yang perlu diperhatikan guru dalam menciptakan lingkungan belajar yang kondusif, meningkatkan keterlibatan siswa, serta mendukung keberhasilan pembelajaran Akidah Akhlak. Oleh karena itu, peningkatan kompetensi guru dalam pengelolaan kelas perlu terus dilakukan sebagai upaya untuk meningkatkan motivasi dan kualitas belajar siswa.

Kata kunci: Akidah Akhlak; motivasi belajar; pengelolaan kelas; siswa madrasah

INTRODUCTION

Learning motivation is one of the key factors determining students' success in achieving learning objectives. Motivation serves as a driving force that encourages students to actively engage in learning activities, maintain perseverance in the face of various challenges, and achieve optimal learning outcomes. Students with high learning motivation tend to pay closer attention to the learning material, participate actively in class activities, and demonstrate a strong commitment to completing academic assignments. Conversely, low learning motivation can lead to a lack of student participation in the learning process and result in lower academic achievement. (Faozi et al., 2025; Iskandar et al., 2024).

Various factors can influence students' motivation to learn, whether they originate from within the students themselves or from the learning environment. One external factor that plays a significant role is classroom management by teachers. Classroom management refers to a teacher's ability to create, maintain, and develop optimal learning conditions so that the learning process can take place effectively and efficiently. Classroom management encompasses not only the physical arrangement of the classroom but also the management of student behavior, social interactions, academic discipline, and the creation of a comfortable and conducive learning environment. Effective classroom management enables students to feel safe, comfortable, and motivated to actively participate in the learning process. (Rejeki & Suwardi, 2021; Tunnisa & Nurfuadi, 2023).

In the context of Islamic education, classroom management plays a vital role, as the learning process aims not only to develop cognitive aspects but also to shape pupils' character, attitudes and spiritual values. One subject that plays a strategic role in this character-building process is Akidah Akhlak. The Akidah Akhlak subject aims to instil a correct understanding of Islamic teachings whilst shaping pupils' behaviour to align with the values of akhlakul karimah. Therefore, Akidah Akhlak teachers are required not only to master the subject matter but also to be able to manage the

classroom effectively, thereby creating a learning environment that supports the internalisation of Islamic values.

A great deal of research into classroom management and motivation to learn has been carried out in recent years. Tunnisa & Nurfuadi (2023) explains that effective classroom management can boost pupils' enthusiasm for learning, create a comfortable learning environment, and encourage pupils' active participation during the learning process. Good classroom management also helps teachers to minimise disruptions to learning, thereby ensuring that learning objectives are achieved to the fullest extent possible.

These findings are supported by research by Hafid (2023), which identified a significant correlation between classroom management skills and pupils' motivation to learn. The study showed that the better a teacher's classroom management skills, the higher the pupils' motivation to learn. These results suggest that the success of learning is determined not only by mastery of the subject matter, but also by the teacher's ability to create a learning environment that fosters active pupil engagement.

Furthermore, research by Permana et. al (2023) shows that good classroom management has a positive correlation with primary school pupils' motivation to learn. Through effective classroom management, teachers can create a more enjoyable learning environment, improve pupils' attention, and foster a desire and willingness to succeed in their studies. This research confirms that a conducive classroom atmosphere is one of the key factors in enhancing pupils' motivation to learn.

Another study conducted by Noer & Nuryani (2018) also demonstrated a relationship between classroom management and pupils' motivation to learn. The findings of this study indicated that the quality of classroom management practised by teachers contributes to pupils' levels of motivation to learn. Furthermore, Hikmah (2023) found that classroom management, when combined with appropriate teaching strategies, can significantly enhance pupils' motivation to learn. These findings demonstrate that classroom management is a key component in creating effective and meaningful learning.

As well as impacting learning motivation, classroom management also influences pupils' learning outcomes. . Nur Utami et al. (2023) explain that effective classroom management can create an orderly, interactive and conducive learning environment, thereby enhancing pupils' attention, comfort and engagement during the learning process. Thus, classroom management serves not only as a means of controlling pupils' behaviour but also as a strategic tool for improving the overall quality of learning.

Although various studies have examined the relationship between classroom management and learning motivation, the majority of these studies have been conducted at primary school level and in general subjects. Research specifically examining the influence of classroom management on students' learning motivation in the subject of Akidah Akhlak at Madrasah Aliyah level remains relatively limited. Furthermore, the nature of Akidah Akhlak learning which emphasises not only cognitive aspects but also affective and spiritual aspects allows for dynamics that differ from those of other subjects. Therefore, more specific research is required to examine the relationship between classroom management and learning motivation in the context of Akidah Akhlak learning.

Based on the results of preliminary observations conducted at MAN 1 Padangsidempuan, it was found that the learning motivation of Year 10 students in the Akidah Akhlak subject still needs to be improved. This is evident from the low level of student participation in class discussions, the students' lack of confidence in asking or answering the teacher's questions, and their low enthusiasm for participating in lessons. Furthermore, some students showed that their attention was easily distracted during the learning process. These conditions indicate that there are factors influencing students' learning motivation, one of which is suspected to be related to the classroom management practices employed by the teacher during the learning process.

Based on the above, this study aims to analyse the effect of classroom management on pupils' motivation to learn in the Akidah Akhlak subject for Year 10 pupils at MAN 1 Padangsidempuan. It is hoped that the findings of this study will make

a theoretical contribution to the development of research on classroom management in Islamic education, as well as provide practical guidance for teachers on how to enhance pupils' motivation to learn through more effective classroom management.

RESEARCH METHODOLOGY

This study employs a quantitative approach with an ex post facto design. This design was chosen because the study aims to analyse the effect of classroom management on pupils' motivation to learn based on conditions that have already occurred, without applying any treatment or manipulation to the research variables. Ex post facto research is used to examine cause-and-effect relationships based on facts that have already occurred and then to trace the factors suspected of influencing them (Asyrifah Zaini Wahdah & Putri Nur Malasari, 2022).

The research was conducted at MAN 1 Padangsidempuan from August to September 2025. The research population comprised all Year 10 pupils at MAN 1 Padangsidempuan, totalling 432 pupils spread across 12 classes. The sample was determined using the Slovin formula with a margin of error of 10 per cent, resulting in a sample of 81 pupils. The sampling technique employed was purposive random sampling, whereby the sample was selected based on specific criteria set by the researcher and subsequently selected at random. The sampling criteria included: (1) Year 10 pupils at MAN 1 Padangsidempuan, (2) those actively participating in the Akidah Akhlak lessons, and (3) those attending lessons regularly.

Research data were collected using questionnaires and observation. The questionnaire was used to obtain data on classroom management and students' motivation to learn, whilst observation was used to gain an insight into the conditions of Akidah Akhlak lessons in the classroom. The questionnaire was designed using a five-point Likert scale: strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1).

Table 1. Research Instrument Outline

Variabel	Indicator
Classroom Management (x)	Organising the physical classroom environment, managing classroom discipline, managing teacher–pupil interactions, managing learning activities, creating a conducive learning atmosphere
Motivation to Learn (y)	Perseverance in learning, interest in learning, attention to learning, the desire to achieve, and engagement in learning activities

Before being used in the research, the instrument was first tested for validity and reliability. The validity test was conducted using Pearson’s product-moment correlation, whilst the reliability test was conducted using Cronbach’s alpha coefficient (Hari Sugiharto Setyaedhi, 2024). The use of Pearson’s product-moment correlation and Cronbach’s alpha is a standard procedure for assessing the quality of quantitative research instruments, ensuring that the data obtained possess an adequate level of accuracy and consistency (Putriani et al., 2025). The test results showed that all statement items had validity coefficients above the specified critical value and Cronbach’s Alpha values greater than 0.70; consequently, the instrument was deemed valid and reliable for use in the study.

Data analysis was carried out using IBM SPSS Statistics version 22. The analysis began with descriptive statistics, including the mean, standard deviation, minimum score and maximum score, to describe the characteristics of the research data. This was followed by tests of the prerequisites for analysis, comprising a normality test using the Kolmogorov–Smirnov test and a homogeneity test using Levene’s test. The data were deemed to satisfy the assumptions of normality and homogeneity if the significance value was greater than 0.05. Hypothesis testing was carried out using simple linear regression analysis to determine the effect of classroom management on pupils’ motivation to learn

RESULTS AND DISCUSSION

A. Research Findings

This study aims to analyse the effect of classroom management on students' motivation to learn in the Akidah Akhlak subject in Year 10 at MAN 1 Padangsidempuan. The research data were obtained from 81 respondents via a questionnaire that met the criteria for validity and reliability.

The class management variable achieved an average score of 95.38 with a standard deviation of 8.201. These results indicate that pupils' perceptions of the teachers' class management fall into the high category. The score range of 74 to 113 suggests that the majority of pupils gave a positive assessment of the teachers' ability to manage the learning environment. Students' learning motivation had a mean score of 95.69 with a standard deviation of 7.076. This score indicates that students' learning motivation falls into the high category, with a relatively low level of variation in responses. This suggests that the majority of students possess a strong motivation to learn when participating in Akidah Akhlak lessons.

1. Simple Linear Regression Test

a. Hypothesis Testing

Table 2. 9 Coefficient Test Results

No	Variabel	B (Unstandardized Coefficients)	t	Sig.	Criteria	Conclusion
1	(Constant)	30.257	5.370	0.000	Sig. < 0.05	Significant constant
2	Class Management	0.686	11.655	0.000	Sig. < 0.05	Has a significant impact on pupils' motivation to learn

Based on the results of the regression analysis, the following equation was obtained: $Y = 30,257 + 0,686X$

A regression coefficient of 0.686 indicates that a one-unit increase in classroom management will increase pupils' motivation to learn by 0.686 units. A

significance value of 0.000 (<0.05) indicates that classroom management has a positive and significant effect on pupils' motivation to learn.

b. Test of the Coefficient of Determination (R^2)

Tabel 3. Model Test Results Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795a	.632	.628	4.318

An R^2 value of 0.632 indicates that classroom management accounts for 63.2% of the variation in pupils' motivation to learn. Meanwhile, 36.8% is influenced by other factors not analysed in this study.

DISCUSSION

The results of the study indicate that classroom management has a positive and significant effect on students' motivation to learn in the Akidah Akhlak subject for Year 10 students at MAN 1 Padangsidempuan. This finding is supported by a t-value of 11.655 with a significance level of 0.000 (<0.05). Furthermore, the coefficient of determination of 63.2% indicates that classroom management is a factor that makes a strong contribution to explaining the variation in students' learning motivation. The magnitude of this contribution suggests that learning success is not solely determined by students' cognitive abilities but is also significantly influenced by the quality of the learning environment created by the teacher through effective classroom management.

Theoretically, the results of this study reinforce the view that the classroom is not merely a physical space where learning takes place, but rather a social and psychological environment that influences pupils' learning behaviour. From Djamarah's perspective, classroom management is a systematic effort by teachers to create, maintain and restore optimal learning conditions. When teachers are able to organise the classroom layout, manage learning interactions, apply rules consistently and foster positive communication, pupils will feel safe, comfortable and valued. These conditions are a prerequisite for the emergence of student engagement, which

ultimately enhances learning motivation.

These findings can also be explained by Social Cognitive Theory, developed by Bandura. This theory emphasises that learning behaviour is the result of a reciprocal interaction between personal factors, behaviour and the environment. In the context of this study, classroom management acts as an environmental factor that influences pupils' beliefs regarding their own abilities (self-efficacy). When pupils learn in an orderly, supportive and organised environment, they tend to have greater confidence in their ability to complete learning tasks, demonstrate active participation, and persevere with their learning efforts when faced with difficulties. Therefore, effective classroom management not only serves to maintain order but also acts as a means of strengthening pupils' intrinsic motivation.

Furthermore, the findings of this study are consistent with the perspective of Self-Determination Theory, which explains that learning motivation develops optimally when students' basic psychological needs namely, the need for competence, relatedness and autonomy are met. Teachers who are able to manage their classes effectively will create an environment that supports these three needs. Pupils feel competent because they receive clear learning guidance, feel connected due to positive interpersonal relationships with teachers and peers, and feel they have control over their learning process. Thus, good classroom management not only improves academic discipline but also strengthens intrinsic and sustainable learning motivation.

In the context of Akidah Akhlak education, the impact of classroom management on learning motivation has a broader significance than in general subjects. Akidah Akhlak education aims not only to develop knowledge but also to instil moral, spiritual and Islamic character values. Therefore, the success of learning depends heavily on the teacher's ability to create a religious, conducive and participatory classroom environment. Such a learning environment enables pupils not only to understand the concepts of Akidah and Akhlak cognitively, but also to internalise these values into their everyday behaviour. In other words, classroom management in Akidah Akhlak education serves both a pedagogical function and a

character-building function.

The findings of this study are consistent with the research by Zulfa Lailatus Syarifah (2024), which found that classroom management strategies including time management, seating arrangements, the use of learning technology, and the provision of positive reinforcement—can significantly enhance pupils' engagement and motivation to learn. The study indicates that a well-organised learning environment provides a more meaningful learning experience, thereby encouraging students to participate more actively in the learning process.

The findings of this study are also consistent with the research by Siti Aulia Syaudia et. al. (2024), which found that classroom management has a significant influence on pupils' motivation to learn, with a contribution of 40.1 per cent. That study confirmed that the better a teacher's ability to manage the classroom, the higher the students' motivation to learn. However, this study shows a higher coefficient of determination, namely 63.2 per cent, indicating that in the context of Akidah Akhlak learning in madrasahs, classroom management plays a more dominant role than in the context of mainstream schools examined in previous research.

Furthermore, the findings of this study are supported by research by Kurniawan (2019), which shows that classroom management based on Islamic values has a positive and significant effect on pupils' motivation to learn. This study confirms that classroom management that integrates religious values is capable of increasing pupils' engagement in learning whilst strengthening their character and academic discipline. These findings are highly relevant to this study because the subject of Akidah Akhlak is, in substance, also oriented towards the internalisation of Islamic values.

When compared with previous studies, this research presents several aspects of novelty. Firstly, most previous studies examined the relationship between classroom management and learning motivation in primary schools or general subjects, whereas this study was conducted in the context of Akidah Akhlak lessons at a madrasah aliyah. Secondly, this study demonstrates that classroom management

accounts for 63.2% of the variation in pupils' learning motivation, indicating a relatively strong influence. Thirdly, this study expands the scope of Islamic education research by showing that classroom management serves not only as a strategy for managing pupils' behaviour but also as a means of supporting the internalisation of religious values and the character development of pupils.

From a theoretical perspective, this study reinforces the argument that learning motivation is the result of an interaction between students' internal factors and factors within the learning environment. These findings provide empirical support for social-cognitive theory and self-determination theory within the context of Islamic education. Meanwhile, in terms of practical implications, the results of this study indicate that students' learning motivation can be enhanced by strengthening teachers' classroom management skills. Teachers need to develop classroom management strategies that are more adaptive, communicative and student-centred, whilst madrasahs can utilise these findings as a basis for designing classroom management training programmes for teachers.

Nevertheless, this study has several limitations. Firstly, the study was conducted at only one madrasah; therefore, the findings should be generalised with caution. Secondly, the use of a questionnaire as the primary instrument may introduce respondent bias, as the data is based on students' perceptions. Thirdly, 36.8 per cent of the variation in learning motivation remains unexplained by the research model. This indicates that learning motivation is also influenced by other factors, such as family support, teaching methods, teachers' pedagogical competence, students' self-efficacy, and the social environment. Therefore, it is recommended that future research develop a more comprehensive model by incorporating these variables, thereby providing a more complete picture of the factors influencing students' learning motivation.

CONCLUSION

Based on the results of a study on the effect of classroom management on pupils' motivation to learn in the Akidah Akhlak subject for Year 10 pupils at MAN

1 Padangsidempuan, it can be concluded that classroom management has a positive and significant effect on pupils' motivation to learn. The results of the simple linear regression analysis show a regression coefficient of 0.686 with a significance level of 0.000 (<0.05) and a t-value of 11.655, thus confirming the research hypothesis. These findings indicate that any improvement in the quality of classroom management will be accompanied by an increase in students' motivation to learn.

Furthermore, the coefficient of determination (R^2) of 0.632 indicates that classroom management accounts for 63.2% of the variation in pupils' motivation to learn, whilst the remaining 36.8% is influenced by other factors outside the scope of this study. These findings confirm that classroom management is a key factor in creating a conducive learning environment and fostering pupils' engagement in the learning process.

In the context of teaching Akidah Akhlak, effective classroom management not only serves to maintain order and ensure the smooth running of lessons, but also plays a role in creating a comfortable, focused and participatory learning environment, thereby enhancing pupils' motivation to learn. Therefore, the better a teacher's ability to manage the classroom through the organisation of the learning environment, time management, the enforcement of discipline, the fostering of positive interactions, and the use of varied learning strategies, the higher the students' motivation to learn in their Akidah Akhlak lessons.

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