

**CLASS MANAGEMENT STRATEGIES TO IMPROVE LEARNING
MOTIVATION IN ELEMENTARY SCHOOL STUDENTS**

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Article Info	Abstract
<p><i>Article History:</i> Accepted Revised Approved</p>	<p>This research was designed to know classroom management strategies to increase student learning motivation which was carried out by teachers of Mesjid Priyai Elementary School, Serang City. The method used in this research is descriptive qualitative with data collection techniques used in research through observation, interviews, field notes, data recording, literature review, and document analysis to obtain opinions or views regarding the topic under study, documentation, and simple observations of the 30 students of 4th grade as the subjects. Based on the results of the research, shows that the classroom management strategy carried out by the teacher has been going well. It was illustrated by the interaction between the teacher and students, which are running more actively and the teacher can manage the class effectively and efficiently. The teacher has succeeded in presenting a comfortable, safe, and encouraging atmosphere and learning environment for students, which impacted the improvement of student learning motivation. This research recommends that the teachers need to improve their abilities and competencies in classroom management designs based on differentiated learning, the teachers can take part in various training, seminars, and competency improvement workshops, and form teaching teams and teachers' learning communities.</p> <p>Keywords: Class Management; Learning Motivation; Elementary School.</p>

A. Introduction

Classroom management is a policy for organizing a classroom environment that is closely related to students and teaching materials that will create an environment for the learning process. Classroom management is an effort aimed at overcoming problems in the classroom to maintain and create an atmosphere that supports effective learning. The importance of classroom management will affect various aspects including learning motivation for students (Putri, 2022).

In learning the teacher does not just provide knowledge to students, but needs to have the ability to manage the class well in terms of the physical environment and class atmosphere when learning. Classroom management needs to be carried out systematically and cooperatively through the utilization of existing resources, so that learning objectives run ideally, efficiently, and effectively (Jelita et al., 2022). Classroom management and learning are by definition different but have the same function. Management emphasizes the regulatory aspects of

the learning environment that is carried out, while learning focuses on aspects of managing or processing learning materials. These two activities will develop the desired student behavior and develop interpersonal relationships, and a socio-demand optional climate, and maintain an active and productive classroom atmosphere (Salmiah et al., 2022).

The competence of professional and qualified teachers must be supported by the ability to manage classes as a form of pedagogic competency skills that must be owned to the fullest extent possible by motivating students, using the right media and methods that are appropriate to the student's circumstances (Haryadi et al., 2023).

Classroom management is a teacher's skill in creating a fun learning atmosphere and trying to control learning distractions. These activities need to create a good classroom atmosphere. Classroom management can be illustrated if students feel happy, safe, and comfortable while learning. Thus the

creativity and innovation of teachers are needed. Because the purpose of classroom management is to develop students' potential using learning tools, prepare student learning conditions, and help students learn according to their interests and talents (Nasution, 2022).

Classroom management can be carried out through two activities: first, physical management, by carrying out the layout and arrangement of classrooms that support effective and efficient learning processes, for example by regulating air and light circulation, student seating, setting teaching aids or learning media, and others. Second, the Management of students, namely by creating and maintaining student learning motivation to continue to be active and consciously play a role in the learning process, stimulating and making students active, and adjusting student learning styles (Supriyani, 2022).

Student learning motivation will be created and increased, if class management is carried out properly because it has a link between the

influence of classroom management on student learning motivation (Wijaya, 2019). The more effective and efficient ways of managing classes or organizing classes, the more positive influence they will have on student learning motivation which has the potential to shape student personalities. Motivating students to concentrate on the implementation of learning can focus students' minds on achieving learning goals, and this depends on the way the teacher manages the class both physically and non-physically (Mubarok, 2021).

Classroom management problems can be grouped into two categories, namely individual problems and group problems. Individual management is based on the assumption that all individual behavior is an effort to achieve the goal of fulfilling decisions to be accepted by the group and the need to achieve self-esteem. The classification of individual behavior is 1) Behavior that wants to get the attention of others, 2) Behavior that wants to show strength 3) Behavior that aims to hurt others, 4)

Demonstration of incompetence. Meanwhile, there are six categories of group problems in classroom management. The problems in question are 1) The class is less cohesive. 2) The class reacts negatively to one of its members. 3) “bringing up” the hearts of class members who violate group norms. 4) Groups tend to be easily distracted from the task. 5) Low morale. 6) The class is less able to adapt to new circumstances (Chasanah et al., 2019).

In teaching small groups or individuals it is done by dividing students into several groups based on student seats which are arranged to sit in groups before the process of learning activities is carried out. Student seating is arranged and formed in a heterogeneous manner so that it will be balanced in learning. In giving group assignments the teacher approaches each group member to provide an explanation and focus on the material being discussed (Salma, 2020).

The target in class management includes humans and non-humans. Humans in question are students,

while non-humans are places where teaching and learning take place. The first target is humans/students in the class, so it will have the following functions; 1). Encouraging students to develop individual responsibility for their behavior, 2). Help students to understand behavior that is by class rules, and understand that a teacher's reprimand is a warning and firm action not anger, 3). Generates a sense of obligation to engage in tasks and behave through class activities (Muyasaroh, 2019).

Readiness conditions of student abilities that are not the same as one another are real factors in the classroom and cannot be eliminated. To overcome this, the teacher as the person most responsible for maintaining the continuity of the learning process must try to take preventive action (Ikramullah, 2020). One of the things that teachers can do to overcome this is to implement optimal classroom management so that students can still receive subject matter and excel (Miftha Huljannah, 2021).

Classroom management has clear functions and objectives. The

purpose of classroom management is to create and maintain classroom conditions so that the teaching and learning process can take place properly according to the target. That is, the classroom management efforts carried out by the teacher aim that all students with abilities that are not, all the same, can follow and master the subject matter taught by the teacher (Andra Ningsih, 2019).

Classroom management is also one of the supervisory tasks that need to be carried out by the principal. Supervision needs to be carried out by the head of the school continuously and continuously to foster and guide teachers in improving performance. supervision which aims to correct some of the deficiencies that occur in the learning and teaching process. Supervision and supervision from the school principal will guide the growth of professional abilities and skills for teachers in designing good classroom management (Sumar, 2020).

Classroom management is essentially contained in educational goals. In general, classroom management is the provision of

facilities for various kinds of student learning activities in a social, emotional, and intellectual environment in the classroom. Such facilities allow students to study and work and create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional, and attitude development, and appreciation for students (Azman, 2020).

Classroom management is not an easy task for a teacher. many factors can complicate its implementation, including internal factors and external factors for students. internal student factors related to the emotions, thoughts, and behavior of students. The personality of students with their characteristics causes students to be different from other students individually (Marini, 2014). These individual differences are seen in terms of aspects, namely biological, intellectual, and psychological differences. The external factors are related to the problem of the atmosphere of the learning environment, the placement of students, the grouping of students, the number of students in the class,

and so on. the more students in the class will cause a lot of conflicts, rather than the small number of students (Nurmalasari, 2019).

For learning to run effectively, teachers are expected to provide opportunities for students to be actively involved in the learning process. It is hoped that a large and optimal allocation of teaching time can be used by the teacher to arouse students' motivation and interest in learning (Budiya & Al Anshori, 2022).

Teachers can choose one or two approaches at once according to existing conditions so that learning conditions can be created properly and that the teaching and learning process can run effectively and efficiently Classroom Management Principles To minimize the problem of disruption in class management, class management principles can be used. So teachers need to know and master the principles of classroom management (Librianty, 2020).

Classroom management skills that are curative include components: behavior modification, group problem solving, and finding and

solving behavior that interferes with the learning process (Marmoah & Markus Sujarwo, 2019). The class management skills of the research subjects were measured by the total score obtained based on the subject's answers to the class management skills assessment scale.

The results of the analysis from several previous studies show that classroom management has stages, namely opening learning activities through apperception, explaining learning programs that must be carried out by students, organizing the implementation of student learning activities, presenting learning materials according to the approach, motivating students, making adjustments to student learning activities so that they are more pleasant (Mustafida, 2021). Analysis of learning motivation indicators, namely the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations for the future, the appreciation of learning, the existence of interesting activities in learning, and the existence of a conducive learning environment

(Dwitama et al., 2023).

Teachers must be able to manage classes and maintain learning conditions so that they remain focused on learning objectives by the basic competencies that students must master (Yantoro,

2020). Students also need to have good learning motivation to follow every learning process. Thus, based on the introduction and the opinions that have been described, the researcher has an interest in being able to carry out this research.

B. Research Methodology

Based on the topics to be discussed, this study will use a qualitative descriptive research method, namely an approach that emphasizes an in-depth understanding of a problem (Al-Kansa et al., 2023). The study explored in detail and depth the effect of classroom management on the learning motivation of elementary school students which was conducted at Mesjid Priyai State Elementary School, Serang City in class IV, totaling 30 students who had been determined to obtain sufficient data and focused on study.

The data collection method is carried out to obtain opinions or views regarding the topic under study, documentation, and simple observation of the environment or the subject under study (Wijaya et

al., 2021). Data collection techniques used in this study were observation, interviews, field notes, data recording, literature review, and document analysis. The collection of research data focused on three sources, namely documents, informants, and the process of managing learning in the classroom (Muhyidin et al., 2018).

Hypothesis testing is done through data arranged in the form of words and can collect data to be analyzed using narrative explanations. Qualitative research is the collection of data on a scientific background to interpret a phenomenon that occurs by making the researcher the key instrument (Wijaya et al., 2022). Data collection was carried out by researchers as the main research instrument. During

data collection, researchers used observation guidelines, interview

guidelines, and document analysis.

C. Result and Discussion

Based on the results of observations and interviews conducted by researchers, it was found that before learning activities began, the teacher had accustomed students to line up in front of the class to check the neatness of clothes and completeness of student learning. The teacher has arranged the classroom as comfortably as possible starting from the seating arrangement and class decoration. Sometimes the seating arrangement is designed in groups with a U-shaped design and then there is another small group in the middle. Then in individual learning activities, the seats are often randomly randomized. The purpose of the teacher doing this is to improve teamwork and students' comfort in learning (Pamela et al., 2019). In addition, the walls of the classroom are also decorated with various works made by students in the learning process.

Seating arrangements are very

important in classroom management because they are by the learning objectives, namely; 1) accessibility, namely the ease of reaching learning resources; 2) mobility, namely the ease of movement of students and teachers in the classroom; 3) interactions that facilitate communication between fellow students and students and teachers; and 4) variations in student activities in class either individually, in groups or classically (Isnanto et al., 2020).

In class management related to the creation and maintenance of optimal learning conditions, the teacher has arranged the delivery of learning rules for students in the class, responsiveness, paying attention visually and verbally, focusing individual and group attention, giving clear instructions, admonishing, and provide reinforcement of the material presented as well as student opinions and question.

However, the teacher is still

not optimal in providing instructions for working on group discussion activities and filling out reflection questions, so this has the potential to encourage students to do other things that can disrupt the focus of the learning process (Jelita et al., 2022).

For classroom management in terms of the need for learning infrastructure, based on the results of interviews conducted with teachers it was found that the school had administrative staff who were sufficiently skilled and competent to carry out planning and inventory, the school also received support from all school members including students, parents, and school committee in implementing the school infrastructure development program. The inhibiting factor for the development of learning facilities related to facilities and infrastructure is the limited school budget which depends on school operational assistance from the central and regional governments.

Good management of facilities and infrastructure is expected to create clean, tidy, and beautiful schools to create pleasant conditions

for students and teachers at school. Management of facilities and infrastructure in schools functions to regulate and maintain learning facilities and infrastructure so that they are abcanan optimal contribution to achieving educational goals (Herawati et al., 2020). The condition of the school building greatly affects the comfort and safety of students in learning. Hygiene factors in the school and classroom environment can have an impact on student health.

In class management, the teacher needs to carry out a process or stage of activity starting from planning, implementing, and evaluating so that what is done by the teacher in class management can become a unified whole and interrelated (Eliningsih, 2021).

Based on the results of interviews conducted with teachers in class management learning activities also require learning media, this is because learning media can describe the material presented in learning so that it is easily understood by students. In interviews with school principals, suggestions

were obtained for teachers to be able to use learning media creatively and innovatively by paying attention to effectiveness and efficiency. Budget funds for infrastructure that support the use of learning media already exist in schools, but the amount of the budget is still limited.

Classroom management related to the learning media used by teachers is media images and the environment around students. Schools also have audiovisual media in the form of projectors and laptops, but the number is still limited, so teachers must take turns using these media. The use of learning media makes it easier for teachers to convey material to students, it can also help to increase student learning motivation which will then have an impact on improving student learning outcomes (Ahmad & Mustika, 2021).

Based on interviews and observations made, class management carried out by the teacher is divided into two, namely class management which is physical and non-physical. Physical class management is done by designing

study rooms and classroom equipment as well as student management. Meanwhile, non-physical classroom management is carried out by preparing lesson plans and interactions both between students and students and between teachers and students.

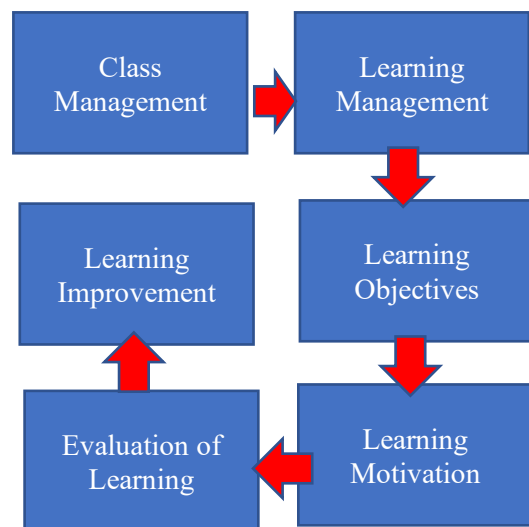


Figure 1. Classroom management stages of learning motivation

In the implementation of classroom management, there are several strategies that teachers use to increase student learning motivation (Nugraha et al., 2023), that is:

- 1) Creating an optimal classroom atmosphere or condition where a teacher must be able to create an atmosphere or condition from the conditions of educational interaction with roads to

conditions creating new conditions which will certainly benefit the teaching and learning process where students can be enthusiastic in learning.

- 2) Trying to stop student behavior that deviates A teacher can carry out problem identification activities by trying to understand and investigate student behavior deviations that interfere with the smooth learning process.
- 3) Creating class discipline class discipline coaching or prevention of disciplinary violations can be done by making class rules.
- 4) Creating harmony between teachers and students Harmonious teacher-student relationships affect classroom management, especially in increasing the effectiveness of teaching and learning. The teacher-and-student relationship is said to be good if there is openness, responsiveness, and interdependence between one another (Rasmita & Hodijah, 2022).

Some of these classroom management strategies have been implemented quite well by teachers

in schools, although they still need some improvement. As classroom management still depends on the availability of budgets and infrastructure, teachers have not been able to be creative and innovative in developing classroom management based on differentiated learning. However, the teacher has optimally made arrangements in planning classroom management regularly, carrying out management, and conducting evaluations assisted through supervising activities by the school principal. This certainly has a good and positive impact on improving the quality of classroom management carried out by schools.

Table 1.

Classroom Management Results on Learning Motivation

No	Research Indicators	Response		Explanation
		Subject	Presen %	
1	The teacher arranges the student's seat	30	85	Good
2	The teacher arranges teaching aids, or teaching media	30	90	Very Good
3	Teacher arranges classroom wall decoration	30	90	Very Good
4	The teacher manages the maintenance of class cleanliness	30	100	Very Good

5	The teacher arranges ventilation and lighting	30	100	Very Good
6	The teacher creates warmth in learning	30	82	Good
7	The teacher creates a sense of enthusiasm in students	30	90	Very Good
8	Teachers increase student learning motivation	30	100	Very Good
9	Teachers consider the use of teaching styles	30	82	Good
10	The teacher pays attention to interaction patterns	30	90	Very Good

Apart from the presentation of the research results above, what needs to be developed by schools through teachers and school principal policies is classroom management based on virtual learning using the help of various applications to connect students with teachers such as e-learning, Whatsapp groups, google meet, google classroom, zoom and other similar applications (Marsen et al., 2021). Because teacher competence in managing virtual classes is also very much needed as a challenge in times of rapid technological development as well as during the Covid-19 pandemic that occurred in 2021 which diverted student learning from face-to-face classes to virtual classes.

During the Covid-19 pandemic, teachers have also made good classroom management adaptations and have had a positive impact on teachers and students, one of which is that the learning materials that teachers convey cannot be completed due to limited learning tools and media (Sumiati & Puji, 2020). Classroom management activities are carried out by the teacher by giving exams, assignments, and learning materials that students can easily access, in this case, the teacher usually gives assignments in the form of physical student worksheets in the form of notes, or assignments to fill in the student book, then converted into photos and sent directly via the WhatsApp group, this is certainly good in motivating students to carry out a more interactive and efficient learning process (Yuliansah & Lyesmaya, 2020).

The purpose of classroom management is so that every child in the class can work in an orderly manner so that teaching objectives can be achieved efficiently and effectively. As an indicator

(Kusuma, 2020) effective class is:

- 1) Each child continues to work and does not stop, meaning that no student stops because they do not know the assignment given or cannot follow the lesson.
- 2) Each student does his work without wasting time. That is, each student will try to complete the task given as soon as possible and understand the material presented by the teacher. Students who have understood the learning material then complete assignments with high learning motivation and in an orderly and regular manner.

Meanwhile, based on interviews conducted with students, it was found that the teacher had created a pleasant classroom atmosphere such as inviting students to sing, play games, give appreciation to students, and use a variety of various learning media, this has made students not easily bored in learning, teachers too. divide students into several study groups. In the learning process, the teacher has been able to provide clear explanations to students so that

students do not feel confused and the learning process can run well.

This is in line with the opinion (Tangkearung & Sulastri, 2021) that several things must be considered by the teacher to arouse student learning motivation, namely clarifying the goals to be achieved, namely the teacher first explaining the competencies that must be achieved by students before learning activities begin, then arousing student interest and creating a pleasant atmosphere for students in learning.

From the research that has been done, the classroom management strategy carried out by the teachers of the Mesjid Priyai Public Elementary School in Serang City has been carried out properly, effectively, and efficiently. The teacher succeeded in presenting a comfortable, safe, and enjoyable learning environment for students. Although several obstacles were found in the implementation of classroom management in schools such as limited budgets, facilities, and infrastructure and obstacles to the limited use of instructional media applied by teachers in class. Some

things that can be recommended for teachers in schools in implementing classroom management strategies include increasing the ability and competence of teachers towards differentiated learning-based classroom management designs, this can be done by participating in various pieces of training, seminars, and workshops to increase teacher competency, forming teaching teams and learning communities teacher as

a medium for teacher discussion and collaboration in developing classroom management strategies in schools.

Researchers hope that in the future the research results can be developed better either by researchers or other interested parties. Given that further research is still needed to be more comprehensive.

D. Conclusion

Based on the results of the analysis of the discussion above, it can be concluded that the classroom management skills of teachers at Mesjid Priyai Public Elementary School are already going well because the interaction between teachers and students has been established more actively, teachers can manage classes effectively and efficiently.

Class management carried out by the teacher has shown responsiveness, namely the teacher answers each student's statement when students ask questions, then the teacher also goes around

approaching each group to observe student activities in working together in groups. The teacher also pays attention to all students carrying out diagnostics of student learning needs so that students feel comfortable and if there are students who disturb the teacher reprimands the student properly, the teacher's reprimand to students is a form of attention given by the teacher so that students can correct mistakes made.

The teacher carries out group focussing activities, namely, the teacher asks students to pay attention to the explanation of the material provided and then asks all groups if

anyone does not understand, and the teacher re-explains the task given. The teacher gives clear instructions, by explaining the material first and then giving examples so that students are not confused in doing the assignment.

The teacher admonishes students by speaking clearly and firmly without being rude or

pinching or hitting students. The teacher does this by paying attention to the psychological and emotional development of students. Then the teacher also provides reinforcement and reflection, namely the teacher gives praise to each student whether he answers questions wrongly or correctly, the teacher gives fair appreciation to all students.

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