



## ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES IN INCREASING STUDENTS' LEARNING MOTIVATION IN ENGLISH AT SMP NEGERI 3 GUNUNGSITOLI ALO'OA

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Accepted:

10 November 2024

Published:

10 January 2025

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### ABSTRACT

This study aims to analyze the classroom management strategies applied by the English teachers in the eighth grade at SMP Negeri 3 Gunungsitoli Alo'oa in increasing student learning motivation, as well as to assess the outcomes of these strategies. The research method employed is qualitative with a descriptive methodology, involving data collection techniques such as observation, interviews, and documentation. The findings indicate that the classroom management strategies applied including seating arrangements, varied teaching methods, and the provision of positive feedback significantly contribute to enhancing student learning motivation. Appropriate physical classroom arrangements that align with student characteristics, along with the use of diverse teaching methods such as group discussions and give praise, have proven effective in maintaining student engagement and interest. The implications of this study emphasize the importance of structured classroom management, flexibility in teaching methods, and the application of positive feedback in creating a supportive learning environment that boosts student motivation. These findings support theories regarding the influence of classroom design, varied teaching techniques, and positive feedback on student learning outcomes.

***Keywords: Classroom management, Learning motivation, Teaching methods.***

### 1. INTRODUCTION

Education was a means of increasing human resources through the potential possessed by the educational institution itself. Education had become a necessity for people's lives in developing the quality of life of the nation and state. This quality was achieved through efforts to improve and increase the performance and competence of educators and education staff in an effective, efficient, clean, responsible, and authoritative manner (Setiyani, Churiyah, Arief; Sirait, Arhas, & Suprianto; Syam & Sudarmi) as mentioned in Suprianto et al. (2021).

According to E. Mulyasa in Nurfitri et al. (2022), there were at least three main requirements that needed to be considered in developing learning to improve the quality of human resources (HR): (1) building facilities, (2) quality books, and (3) teachers and professional teaching staff.

The teacher was one of the individuals who played an important role in determining the success or failure of the learning process in the classroom. Therefore, teachers needed to prepare strategies to be implemented during the learning process. This strategy was classroom management

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during the learning process. Classroom management was the teacher's effort to create a conducive, comfortable, and enjoyable classroom atmosphere so that learning objectives could be achieved optimally. According to Widiaworo in Rizqi Nur Afifah & M. Reza Ifnuari (2022), classroom management carried out by teachers included planning, organizing, and optimizing various material sources and learning facilities in the classroom to create effective and quality learning activities for students. Effective classroom management greatly influenced student behavior in class, making the learning situation comfortable (Skiba in Rizqi Nur Afifah & M. Reza Ifnuari, 2022). When the learning process was not interesting, enjoyable, or did not make students comfortable, students often felt bored participating in the learning process. This could result in a decrease in students' motivation to learn. An obstructed and uncomfortable learning process reduced the quality of education because it affected students' performance and interest in learning, ultimately leading to a decline in their achievements (Utami in Rizqi Nur Afifah & M. Reza Ifnuari, 2022).

This highlighted why effective classroom management needed to be implemented by teachers during the learning process. Teachers had to prepare and implement good classroom strategies. With good and effective classroom management strategies, teachers could significantly influence students' comfort and motivation for learning. Teachers, including English teachers, had to prepare classroom management strategies when teaching in the classroom. English, being one of the subjects taught to students, was essential for them to learn because of its usefulness in the global era. However, many students found learning English challenging. Thus, in teaching English, teachers needed to prepare and implement effective strategies, including classroom management strategies.

In teaching English, teachers had to make the classroom learning process engaging and not monotonous to maintain students' motivation. When the teaching and learning process relied solely on lectures followed by practice exercises, students

tended to become bored, which decreased their learning motivation (Syaparuddin in Rodhatul Jennah et al., 2022). Strategy, as defined by Kotler in Husni Ayustia (2023), was a game plan to achieve desired targets. Classroom management strategy in teaching English was a teacher's plan or effort to create a classroom atmosphere that was conducive, comfortable, enjoyable, and motivational for students to learn English effectively and efficiently.

Apart from creating such an atmosphere, teachers also had to enhance student learning motivation and improve student achievement. Motivation was defined as the reason behind someone's drive to achieve something. According to McDonald, motivation was a change in energy characterized by the emergence of "feeling" and preceded by a response to the existence of a goal (Sardiman in Rodhatul Jennah et al., 2022). This emphasized the importance of learning motivation for students, which teachers needed to foster through well-prepared classroom management strategies to achieve learning objectives.

However, there was still a gap between expectations and the reality observed in the field. During the researcher's internship 3 and observations at SMP Negeri 3 Gunungsitoli Alo'oa, it was noted that student motivation in English learning was lacking. Students often appeared bored during the English learning process. Based on this observation, the researcher concluded that it was necessary to analyze the classroom management strategies employed by English teachers.

Given this phenomenon, the researcher became interested in analyzing classroom management in English subjects. Therefore, the research title was formulated as "Analysis of Classroom Management Strategies in Increasing Students' Learning Motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa."

## 2. LITERATURE REVIEW

### Classroom Management

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Classroom management consists of two words, namely: management and classroom. Management is an activity that uses resources effectively to achieve targets/objectives (Badruddin in Aslamiah et al, 2022). Meanwhile, according to Hasibuan, quoted by Afriza Aslamiah et al, (2022), "Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal." From this statement, it can be concluded that: Management is an activity to organize and use resources effectively to achieve predetermined goals.

Meanwhile, classroom in the Indonesian Dictionary is defined as a learning space at school. Meanwhile, according to Arikunto in Aslamiah et al, (2022), the classroom is not only limited to the classroom, but is defined more specifically, namely as a group of students who exist at the same time, and place, and receive the same learning from the same educator (Badrudin in Aslamiah et al, 2022). So it can be concluded that the classroom is a place where students gather at the same time to receive learning from the same educator.

Classroom management was all efforts directed at creating an effective and enjoyable learning atmosphere so that students can be well motivated (Bahrudin in Aslamiah et al, 2022). Furthermore, Rusman (2018) stated that a series of teacher actions aimed at developing desired student behavior, minimizing undesirable student behavior, and fostering interpersonal relationships and a healthy classroom environment.

Thus, it could be concluded that classroom management was a teacher's effort to create a learning atmosphere that fostered enthusiasm for students' learning, increased their motivation, and improved their achievement. It also enhanced the quality of learning, making adequate classroom organization, the development of interpersonal relationships, and a positive classroom atmosphere essential. Similarly, teacher strategies in classroom management when teaching English were crucial as they could be one of the key factors in the success

of delivering the material presented by the teacher.

According to Sudirman in Aslamiah et al, (2022) states that: "Providing facilities for various kinds of learning activities for students in the classroom in a social, emotional and intellectual environment in the classroom. The facilities provided enable students to study and work, create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional development and attitudes and respect for students." The objectives of classroom management (Afriza in Aslamiah et al, 2022), include: 1. So that learning can be carried out optimally so that learning objectives can be achieved effectively and efficiently. 2. To make it easier to display student progress in their learning. So classroom management aims to facilitate the learning process and maintain classroom conditions in the learning process by the targets. Then (Salmiah, Rusman, & Abidin, 2022) The objectives of classroom management namely :1) creating a conducive environment 2) eliminating obstacles in the teaching and learning process, 3) providing the necessary learning facilities, 4) nurturing and directing based on individual characteristics.

According to (Burhanuddin in Aslamiah et al, (2022) the scope of classroom management can be classified into two, namely (1) classroom management which focuses on physical matters, and (2) classroom management which focuses on physical matters. non-physical things. Also based on the Department of Education and Culture quoted by (Burhanuddin in Aslamiah et al, (2022) physical things that need to be considered in classroom management include: (1) arrangement of study rooms and classroom furniture, and (2) arrangement of students in learning. This means that two things are included in classroom management, namely (1) physical classroom management such as arranging the study room, and (2) teaching arrangements by the teacher during the learning process that takes place in the classroom to increase students' motivation and passion for learning.

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The principles of classroom management put forward by Djamarah as quoted in Afriza in Aslamiah et al, (2022) are: Warm and enthusiastic, Challenge, Vary, Flexibility, Emphasis on positive things, Cultivating self-discipline, Stable emotional stability, Optimism and Confidence, Modesty (her appearance and clothing), Fairness, and Humorous.

Problems in learning are quite complex problems. The teacher is one of the learning components that plays an important role in the learning process, the teacher determines the success of the teaching and learning process in the classroom because the teacher is the transmitter of material to students. Learning will be successful if the teacher's learning interactions with students are smooth. Failure to do so in learning will have an impact on the message given by the teacher. Sometimes the message is successfully conveyed and sometimes it encounters obstacles.

Obstacles in the learning process include 1) No response from students; 2) Bifurcated student attention; 3) Confused interpretation between teachers and students; 4) Lack of student attention because the teacher is very monotonous; 5) Verbalism, the teacher only speaks, while the students are passive; and 6) Very disturbing physical environmental conditions.

Teacher should be able to manage classroom conditions well to overcome obstacles that occur during the learning process. The learning process that occurs in the classroom needs to be considered, planned and managed well to increase the success of the teaching and learning process so that learning objectives can be achieved.

According to Suwardi & Daryanto in Aslamiah et al, (2022), two factors influence classroom management, namely physical condition factors of the class and non-physical condition factors (socio-emotional). The physical condition of the class includes the arrangement of the learning area, including the arrangement of student seating. Meanwhile, non-physical factors (socio-emotional) are those that are attached to the

teacher himself when teaching in the classroom.

**Strategy**

According to Athapaththu in Danditya (2021), strategy is an action plan used to formulate goals and objectives and how to achieve these goals and targets. Mariam Webster's Dictionary in Nasiba et al, (2021) once again defines strategy as a careful plan to achieve goals usually over a long period. It is a plan of action designed to achieve a specific goal or set of goals. So from the opinion above it can be concluded that strategy is a plan prepared by someone to achieve a goal through something that has been prepared. In classroom management, strategies are also needed that are prepared by teachers, especially in teaching and learning in the classroom, to achieve learning goals optimally.

The conclusion is that a class management strategy is a plan, action, and effort created by the teacher to provide a learning environment that is comfortable, and enjoyable and can arouse students enthusiasm for learning, motivate students, and improve the quality of learning so that real learning goals can be achieved.

**Student Learning Motivation in English**

Motivation was a very important factor for someone to have, serving as the reason for taking action. This aligned with the opinion of Alizadeh in Aprilia Purmama et al. (2019), who stated that motivation could be interpreted as a person's direction in behavior or what caused someone to want to repeat a behavior or, conversely, to avoid it. Similarly, Hayikaleng, Nair, and Krishnasamy in Aprilia Purmama et al. (2019) emphasized that motivation was considered a crucial component for students to succeed in learning English. According to Lai in Aprilia Purmama et al. (2019), motivation referred to the reasons underlying behavior, characterized by will and volition. Motivation involved beliefs, perceptions, values, interests, and actions that were closely related. With sufficient motivation, students became enthusiastic about learning, which encouraged them to learn English effectively. Hamzah in Eka (2023) identified

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six indicators of learning motivation: the desire to succeed, the presence of encouragement and the need for learning, the existence of hopes and aspirations for the future, the recognition and appreciation in learning, engaging activities in the learning process, and a conducive learning environment.

According to Winkel in Nabila Laila et al, (2020) learning was an activity related to mentality and takes place by way of active interaction between a person and the environment and thus produces changes such as in the areas of knowledge, understanding, skills, and attitude values that are relatively constant and lasting. This is also in line with Khodijah in Nabila Laila et al, (2020) learning is a process that allows a person to acquire and form new competencies, skills, and attitudes involving internal mental processes that result in changes in behavior and are relatively permanent. So, learning is a series of activities to increase the potential that exists within a person into a better potential such as potential in knowledge, skills, and attitude values.

English learning is the process of developing students' abilities in English intellectually to obtain basic skills in English, namely the ability to read, write, speak, and listen. Aminah & Nugraha in Indi Amelia et al, (2024) stated that learning English was an absolute necessity in the 4.0 era because English is the dominant international communication medium. However, not all students like and want to learn English, and teachers need to find out how to motivate students to learn English. This is the teacher's task in teaching English. Teachers must be able to motivate students in learning English so that in learning English students can pay attention when English learning takes place.

**Relevant Research**

Based on previous research conducted by Rifda Diniatulhag et al (2020) entitled "Classroom Management Strategies in English Language Teaching: English Teachers' Perspectives". Discusses classroom management. The journal states that classroom management is the creation of more conducive student learning conditions,

where conducive learning is the most important prerequisite for the smooth implementation of student learning activities, so that the smooth learning process has a greater influence on optimal learning outcomes.

Furthermore, previous research was conducted by Amalia Ratna Zakiah Wati and Syunu Trihantoyo with the research title "Strategi Pengelolaan kelas Unggulan dalam Meningkatkan Prestasi Belajar Siswa". The results of the research show that managing superior classes in improving learning achievement requires a strategy, which SMPN 1 Turi Lamongan has several strategies for managing superior classes in improving student learning achievement, namely Building Collaboration with Students in Learning, Creating a Conducive Learning Climate, Process Evaluation Learn how to teach.

**3. METHODS**

In this research used qualitative research with descriptive methodologies will be used to undertake this study. Creswell in Marinu (2020) defines qualitative research as an investigation of human problems and social phenomena. Additionally, according to Sidiq and Choiri (2019), qualitative research was a scientific research strategy that aims to find meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon. It was focused, multimethod, natural, and holistic, prioritizes quality, uses a variety of methods, and is presented narratively.

In this research, researchers use descriptive qualitative to analyze and describe classroom management strategies by English teachers in increasing students' motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa.

This research was conducted at SMP Negeri 3 Gunungsitoli Alo'oa, located in Desa Nazalou Lolowua, Kecamatan Gunungsitoli Alo'oa, Kota Gunungsitoli, Provinsi Sumatera Utara.

Data collection techniques in this research as a method of data analysis techniques. There are several data collection

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techniques that the researcher used, namely: observation, interview, and documentation.

Data analysis in this research was the process of systematically searching, compiling and analyzing data obtained from interviews so that it was easy to understand and of course can be informed to other people. In this research, the "Miles and Huberman" analysis technique in Hardani (2020) was used, namely "interactive qualitative" which is understood in several stages, namely:

- Data Reduction
- Data Display
- Conclusion and Verification

#### 4. RESULTS AND DISCUSSION

Based on the research findings presented earlier, this section will discuss these findings to address the research question regarding classroom management strategies by the English teacher in increasing students' learning motivation in English. The focus of the research includes examining the classroom management strategies by the English teacher in increasing students' learning motivation in English, and how the result of classroom management strategies in increasing students' learning motivation in English.

The observation table shows that the physical classroom management conducted by both teachers indicates that they pay great attention to factors that support students' comfort and safety. Mr Hosea organises students' seating based on their physical characteristics, such as posture, which avoids discomfort and improves students' concentration. An organised classroom that suits students' needs creates a comfortable and supportive learning environment, which is in line with Moore and Goribayashi's (2022) opinion in *The Impact of Learning Environment on Student Engagement*, that physically supportive learning environments, such as appropriate seating arrangements, have a positive effect on student engagement and learning outcomes.

Similarly, Mrs Septriana Zebua organised student seating with the learning activity in mind. For example, flexible

seating arrangements allow students to work in groups or individually according to the needs of the learning activity. Mazzone (2023) in *Classroom Design and Student Outcomes* explains that 'classroom designs that consider flexibility in seating arrangements can improve classroom dynamics and facilitate various forms of learning interactions. Seating arrangements that can be changed according to the learning activity allow students to more actively engage and collaborate, creating a more productive and enjoyable learning atmosphere.' This comfortable and orderly environment contributes to an atmosphere conducive to learning, in accordance with the principles of good classroom management.

In terms of managing the learning process, both teachers use a varied and dynamic approach. Mr Hosea applies not just one teaching method but two, namely lectures and discussions that prevent boredom and maintain students' interest. Mrs Septriana Zebua also applies the same method by encouraging students to actively participate in discussions and work in groups. This approach provides opportunities for students to interact and learn from their peers, which enriches their learning experience. The consistent use of positive feedback and praise by both teachers reinforces students' positive behaviour and increases their motivation to learn. Positive reinforcement, including praise and rewards, increases motivation and influences student behaviour in a constructive way, by Skinner (2024).

Observation results show that the classroom strategies implemented by Mr. Hosea Harefa and Mrs. Septriana Zebua at SMP Negeri 3 Gunungsitoli Alo'oa are effective in increasing students' learning motivation. Good classroom management, varied teaching methods, and providing appropriate encouragement and rewards contribute to increasing student motivation in learning English. Relevant theoretical support shows that this strategy is not only practically effective but is also supported by proven principles of motivation and learning.

Meanwhile based on the results of the interviews with the two English teachers by the researcher, it can be seen that Mr

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Hosea applies group discussion methods and personalised approaches to increase student motivation. By dividing students into groups based on their ability, the teacher tries to create equal groups so that less able students get encouragement from their group mates. In addition, a personalised approach was used to give students the opportunity to convey their understanding and get immediate feedback. Praise and flattery were also used to motivate students to be more active in giving opinions. This is in line with Dweck (2022) praise and positive feedback play an important role in motivating students. Implementing strategies such as giving flattery to active students can increase intrinsic motivation and encouragement to participate more in the learning process.

In knowing the needs of students in learning, teachers need to take an approach, the approach in question involves direct interaction with students to find out their needs and provide the necessary assistance to help students increase their self-confidence and motivation to continue to contribute. The contribution referred to here is student involvement in the learning process as well as student feedback during the learning process. This should also be considered by the teacher to assess the extent to which the strategies implemented are successful in increasing students' Mrs Septriana Zebua's use of group discussion methods involving students of varying ability levels can create an inclusive and positive learning atmosphere. This strategy is designed to motivate less able students by giving them the opportunity to learn from their smarter peers. Evaluation of effectiveness is done by assessing students' engagement in the group as well as their ability to respond and present the results of the discussion. Challenges encountered include the different abilities of students and the lack of adequate learning media. To overcome these challenges and meet students' individual needs, Ms Septriana uses a variety of learning methods and supporting media and tries to create a fun learning atmosphere so that students do not feel bored and remain motivated in learning. A positive and engaging learning environment can significantly increase students' motivation and engagement, helping them to stay involved and not feel bored in the learning

process, by Brown, A., & McMillan, K. (2023).

Overall, both teachers implemented classroom management strategies that focused on forming effective groups, personal approaches, and providing positive feedback. They succeeded in adapting their strategies to meet students' individual needs, thereby increasing students' learning motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa.

## 5. CONCLUSION

Classroom management is a teacher effort to create a learning atmosphere that can create enthusiasm for students' learning, can increase students' learning motivation and can also increase student achievement, and also improve the quality of learning so that adequate classroom organization and developing interpersonal relationships are needed and a positive classroom atmosphere.

This research has explored the implementation of classroom management strategies by two teachers at SMP Negeri 3 Gunungsitoli Alo'oa, namely Mr. Hosea Harefa and Mrs. Septriana Zebua. Based on observations and interviews, it was found that both teachers employed approaches focusing on physical classroom arrangement and varied teaching methods to enhance student motivation and engagement. Mr. Hosea paid attention to students' physical characteristics in arranging seating, while Mrs. Septriana implemented flexible arrangements according to learning activities. Additionally, both teachers used varied teaching methods, including lectures, discussions, and personal approaches, and provided positive feedback to boost student motivation.

## 6. ACKNOWLEDGEMENT

Praise to Jesus Christ for His blessing, for the health, knowledge, ease, patience, and strength to carry this so that the researcher can finish this thesis, entitled "Analysis of Classroom

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Management Strategies in Increasing Students' Learning Motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa". The researcher discovered several challenges when drafting this thesis, hence the researcher acknowledged that it still contains many errors and shortcomings. As a result, the researcher anticipates receiving ideas and changes from diverse parties in order to improve this thesis. The researcher would like to thank everyone who helped with prayer, support, advice, recommendations, corrections, and assisting researchers in finishing this thesis.

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