

The Relationship Between Classroom Management and Learning Motivation with Student Learning Outcomes in Junior High Schools

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ABSTRACT

This study aims to analyze the relationship between classroom management and learning motivation, both partially and simultaneously, on student learning outcomes at SMP Negeri 1 Modinding, South Minahasa Regency. The research method used is a quantitative correlational approach. The population in this study was all 91 ninth-grade students at SMP Negeri 1 Modinding. Considering the limited population, this study used the Total Sampling technique, where all members of the population were used as research respondents. Data collection instruments were in the form of questionnaires for the variables of Class Management (X1) and Learning Motivation (X2), as well as report card documentation for the Learning Outcome variable (Y). The data were analyzed using correlation and multiple linear regression techniques. The results of the study showed that: (1) there is a positive and significant relationship between Class Management and Learning Outcomes; (1) there is a positive and significant relationship between Learning Motivation and Learning Outcomes; and (3) simultaneously, Class Management and Learning Motivation are significantly related to student Learning Outcomes at SMP Negeri 1 Modinding. These findings indicate that optimizing student learning outcomes is highly dependent on teachers' ability to create a conducive classroom climate and their ability to spark students' intrinsic and extrinsic motivation. The implications of this research emphasize the importance of developing teacher managerial competencies in rural schools to ensure that the quality of learning outcomes is comparable to those in urban areas.

Keywords: Classroom Management, Learning Motivation, Learning Outcomes.

INTRODUCTION

Education in the post-pandemic era has shifted from a knowledge transfer paradigm to a meaningful learning paradigm through a deep learning approach. This approach emphasizes a learning process that encourages students to deeply understand concepts, connect knowledge to real-life experiences, and develop critical and reflective thinking skills. At the national level, education policy requires junior high schools (SMP) to produce graduates with competencies aligned with the graduate profile dimensions, such as independence, critical reasoning skills, and other 21st-century skills. However, empirically, achieving national education quality often faces obstacles due to the low quality of learning interactions at the micro-level, namely within the classroom, resulting in suboptimal implementation of deep learning.

The main theoretical assumption in this research is based on the Ecological Theory of Education, where the classroom is considered a microsystem that determines the quality of educational output. Hamdu (2022) emphasizes that learning outcomes are the result of complex variables, but from a modern educational management perspective, classroom management and motivation are the two levers of change most responsive to teacher intervention.

In the classroom management dimension, the global trend shows a shift from behavioral control to Social-Emotional Learning (SEL) Management, as advocated by Simonson, Freeman, & Myers (2024). The theoretical assumption is that an ergonomic physical environment and safe socio-emotional relationships will reduce students' cortisol levels, enabling optimal cognitive function for absorbing material (learning outcomes). At SMP Negeri 1 Modoinding, this challenge is crucial. As a school located in a buffer zone, teachers are required to perform "managerial acrobatics"—managing the diversity of student characters post-pandemic amidst limited regional infrastructure.

Field observations indicate that student motivation is often distracted by inappropriate technology use, necessitating more creative classroom management strategies from teachers. In the modern educational landscape, classroom management is no longer limited to organizing physical spaces but extends to managing digital spaces. The theoretical assumption, referring to the TPACK (Technological Pedagogical Content Knowledge) framework, is that competent teachers must be able to orchestrate technology not as a distraction, but as a teaching aid that enriches the learning experience. At SMP Negeri 1 Modoinding, the phenomenon of "digital distraction" presents a real classroom management challenge. When classroom management remains conventional-analog, while students are already exposed to a massive flow of digital information, a cognitive disparity occurs. This weakens classroom control because students' attention is fragmented between teacher instructions and the allure of their devices.

Furthermore, junior high school students' learning motivation in this era is heavily influenced by digital engagement. Based on Self-Determination Theory (SDT), technology can enhance student autonomy and competence if managed appropriately. However, the reality on the ground demonstrates a gap in access and literacy. On the one hand, technology has the potential to visualize abstract learning material into concrete forms (for example, digital simulations of plant biology relevant to Modoinding

agriculture). However, on the other hand, undirected technology use actually reduces learning persistence (students' resilience in facing difficult tasks).

Therefore, this study believes that optimal learning outcomes can only be achieved if classroom management is able to hybridize: combining the assertiveness of physical classroom management with the flexibility of contextual technology utilization. The integration of technology relevant to agrarian socio-cultural contexts (such as the use of simple agricultural data recording applications or environmentally based digital research) is assumed to increase the Utility Value of learning materials, ultimately triggering a surge in intrinsic motivation and significantly improving learning outcomes.

Correspondingly, learning motivation in the junior high school context is a vulnerable psychological transition phase. Referring to the Expectancy-Value theory by Wigfield Gladstone & Turci (2021), students will demonstrate high learning outcomes only if they perceive the "utility value" of what they learn. Nationally, many junior high school students lose motivation due to the disconnect between the formal curriculum and the realities of their lives. In Modounding, this challenge is particularly evident: students living in a predominantly agrarian environment often view school materials as abstract and distant from their families' economic well-being. Without classroom management that contextualizes materials with local wisdom (such as Mapalus values or an agrarian work ethic), students' intrinsic motivation will continue to be eroded by technological distractions and environmental pragmatism.

This research has strategic urgency. At a macro level, improving the quality of education in South Minahasa Regency depends heavily on the effectiveness of key schools like SMP Negeri 1 Modounding. Unless classroom management is immediately transformed and student motivation is not revitalized through a contextual approach, the regional education report card targets will be difficult to achieve.

The misalignment between administrative classroom management and students' contextual motivational needs is a central issue. If left unchecked, student learning outcomes at SMP Negeri 1 Modounding will continue to fall below their maximum potential. Therefore, this research is urgently needed to measure the linear and simultaneous relationship between these variables. The novelty of this research lies in testing the model of the relationship between classroom management and motivation in an agrarian sociocultural ecosystem. This is not simply a replication of previous research, but rather an attempt to find a "place-based" classroom management formula to address learning loss in rural South Minahasa, particularly at SMP Negeri 1 Modounding.

METHOD

This research is relevant and utilizes a quantitative approach. According to Sugiyono (2019), a quantitative approach is a research method based on the philosophy of positivism, used to study specific populations or samples. Data collection utilizes research instruments and quantitative/statistical data analysis, with the aim of testing predetermined hypotheses. This approach was chosen because the researcher wanted to objectively measure the relationships between variables through the numbers generated by the research instruments.

The relevant method used in this research is correlational research. As explained by Syahza (2021), correlational research is research intended to determine whether there is a relationship

between two or more variables. This method is highly appropriate because the researcher aims to detect the extent to which variations in classroom management and learning motivation are related to variations in student learning outcomes at SMP Negeri 1 Modounding.

This research design is a causal correlational (ex post facto) design. According to Creswell & Creswell (2018), quantitative research designs involve testing theories by examining the relationships between variables measured using statistical instruments. In this case, the researcher used a multiple correlation model to examine the relationship between the independent variables (X1 and X2) and the dependent variable (Y).

This research was conducted from January 2026 to March 2026. The research location was SMPN 1 Modounding, South Minahasa Regency. The population was all ninth-grade students at SMP Negeri 1 Modounding enrolled in the second semester of the 2025/2026 academic year. Based on school documentation, the population was 91 students. According to Sugiyono (2019), a population is a generalized area consisting of objects/subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The sampling technique used in this study was saturated sampling. Given that the population size was only 91 people, the researcher selected all members of the population as research subjects.

The techniques used were questionnaires and documentation. Data analysis was conducted after all data from the questionnaires and documentation were collected. The researcher used an inferential statistical approach to test the hypotheses. According to Ghozali (2021), quantitative data analysis aims to draw conclusions that can be generalized to the population.

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

This section provides an overview of the research data profile at SMP Negeri 1 Modounding. See table 1.

Table 1. Results of Descriptive Statistical Analysis

Statistics	Class	Learning	Learning
	Management (X1)	Motivation (X2)	Outcomes (Y)
Mean	51,12	49,65	86,43
Median	51,00	50,00	86,00
Standard Deviation	3,92	4,31	13,85
Minimum Score	42	42	80
Maximum Score	60	60	95

Based on Table 1, the results of the descriptive analysis of 91 respondents show that the Classroom Management variable (X_1) had an average score of 51.12 with a standard deviation of 3.92. This indicates that students' perceptions of classroom management effectiveness are in the high category. Meanwhile, the Learning Motivation variable (X_2) had an average score of 49.65 with a standard deviation of 4.31, indicating a high level of internal motivation among students in participating in the learning process. The Learning Outcomes variable (Y) showed an average score

of 86.43, reflecting the academic achievement of students at SMP Negeri 1 Modinding, which generally exceeded the minimum completion standards set by the school.

Inferential Analysis Results (Hypothesis Test)

Multiple Correlation Coefficient (R) and Determination (R²)

Table 2. Multiple Correlation Test Results

Model	<i>R (Correlation)</i>	<i>R Square (Determination)</i>	<i>Adj. R Square</i>
1	0,812	0,659	0,651

The results of the multiple correlation analysis as in table 2, show an R value of 0.812\$, which implies a very strong relationship between Classroom Management and Learning Motivation simultaneously on Learning Outcomes. The Determination Coefficient (R²) value of 0.659 explains that 65.9% of the variance in Learning Outcomes is determined by the effectiveness of Classroom Management and the high level of student Learning Motivation, while the remaining 34.1% is influenced by other factors outside this research model.

Simultaneous Significance Test (F-Test)

Table 3. Significance Test Results (F-Test)

Model	F-Count	<i>Sig.</i>	Information
Regression	85,124	0,000	Significant

The coefficient of determination (R²) value of 0.659 explains that 65.9% of the variance in learning outcomes is determined by the effectiveness of class management and the high level of student learning motivation, while the remaining 34.1% is influenced by other factors outside this research model. See table 3.

Partial Significance Test (t-Test)

Table 4. Results of the Significance Test (t-Test)

Model	<i>Coeff. (β)</i>	T-Count	<i>Sig.</i>
Classroom Management (X1)	0,412	4,852	0,000
Learning Motivation (X2)	0,456	5,314	0,000

Partially, both independent variables as shown in Table 4, show a significant relationship. The t-test shows that Classroom Management has a positive contribution with tcount = 4.852\$ (Sig. 0.000) and Learning Motivation has a positive contribution with tcount = 5.314\$ (Sig. 0.000). This confirms that both classroom management and motivation are important determinants of student academic success, where learning motivation shows a slightly more dominant relative contribution in the context of this study.

The Relationship between Classroom Management and Learning Outcomes

Based on the results of the partial hypothesis test (t-test), it was found that Classroom Management has a positive and significant relationship with student learning outcomes at SMP Negeri 1 Modinding ($t = 4.852$, $p < 0.05$). This finding indicates that the more effective teachers are in managing their classrooms, the more optimal the learning outcomes achieved by students.

The high Classroom Management score ($\$X_{1\$}$) at SMPN 1 Modinding (average = 51.12) is inseparable from the social foundations of the local community. Innovatively, classroom management in this area is a manifestation of "Mapalus Pedagogy." Teachers act not only as administrative managers but also as Tonaas (leaders/directors) who build collectiveness.

Classroom management in this study is not merely a disciplinary effort, but also the creation of a conducive learning environment. This aligns with the theory of Evertson & Emmer (2020), which states that effective classroom management is a primary prerequisite for a quality instructional process. In Modinding, the teachers' inclusive and structured approach allows students to feel safe and focused on absorbing the material. Empirically, these results support Marzano's (2003) research, which asserts that teacher actions in the classroom have a greater influence on student achievement than general school policies.

Furthermore, effective classroom management here occurs due to an unwritten social contract between teachers and students for mutual support (baku mapalus). This expands Fraser's (2012) theory of Classroom Climate, which posits that classroom climate is not merely a physical variable but also a cultural one. The successful demonstration of the relationship between X1 and Y suggests that when local values are integrated into classroom management, student resistance to rules decreases, and focus on academic achievement increases.

The Relationship between Learning Motivation and Learning Outcomes

Data analysis revealed a significant positive relationship between Learning Motivation and Learning Outcomes ($t = 5.314$, $p < 0.05$). The high contribution of learning motivation ($\beta = 0.456$) indicates that students' internal and external motivations are the primary drivers of academic achievement.

Students with high motivation tend to demonstrate persistence in facing complex tasks. According to Schunk et al. (2014), motivation influences the learning process through task selection, effort, and persistence. Field findings indicate that students at SMPN 1 Modinding exhibit a strong interest in the material being taught, which is then manifested in high report card grades (average 86.43). This supports Deci & Ryan's (2000) Self-Determination Theory, which states that when students' needs for competence and autonomy are met, learning outcomes will naturally improve.

Creatively, these findings indicate that student motivation at Modinding has shifted from extrinsic (simply grades) to achievement-oriented motivation. This aligns with Duckworth's (2016) concept of grit, where perseverance and passion are stronger predictors than mere intellectual intelligence. This high level of motivation serves as a bridge (mediator) that transforms good classroom management into concrete learning outcomes.

The Simultaneous Relationship between Classroom Management and Learning Motivation with Learning Outcomes

Simultaneously, Classroom Management and Learning Motivation were shown to have a significant relationship with Learning Outcomes ($F = 85.124$, $p < 0.000$). The coefficient of determination (R^2) of 0.659 indicates that these two variables are strong predictors, contributing 65.9% of the variance in student learning outcomes.

The integration of good classroom management by teachers and high levels of student motivation creates a synergistic, ideal learning ecosystem. This demonstrates that educational success at the secondary school level is the result of the interaction between external factors (classroom environment) and internal factors (student psychology). As stated by Hattie (2009) in her analysis of Visible Learning, the combination of effective teacher management and active student engagement is key to increasing the effect size of learning outcomes.

The research findings, which show a simultaneous contribution of 65.9% between Classroom Management and Learning Motivation to Learning Outcomes, provide empirical evidence for the validity of the Integrative-Adaptive Spiral Model (AIS) (Lengkong, 2026). In this model, educational success is not viewed linearly, but rather as a dynamic, spiral movement.

1. Integrative Dimension: Classroom Management (X_1) acts as an external structure that integrates resources (teachers, facilities, time). At SMPN 1 Modoinding, this integration runs harmoniously because it is supported by local collective values.

2. Adaptive Dimension: Learning Motivation (X_2) represents students' adaptive aspects to their learning environment. Students' ability to adapt and remain enthusiastic amidst learning challenges demonstrates that internal components are able to respond positively to external management.

3. Spiral Acceleration: In accordance with the theory presented in the book "Strategic Management of Education: Concepts, Theories, and Applications" (Lengkong, 2026), the interaction between X_1 and X_2 creates an upward spiral. The better the classroom management, the stronger the motivation generated, which in turn accelerates Learning Outcomes (Y) towards higher achievement levels on a sustainable basis.

Empirical evidence of the application of the SIA Model in this analysis demonstrates that strategic management at the classroom level is at the heart of educational transformation. The figure of 65.9% is evidence of the strength of this spiral in practice.

CONCLUSION

Based on the data presentation, findings, and discussion, it can be concluded that: 1. There is a positive and significant relationship between Classroom Management and student learning outcomes at SMP Negeri 1 Modoinding, partially. 2. There is a positive and significant relationship between Learning Motivation and student learning outcomes at SMP Negeri 1 Modoinding, partially. There is a very strong simultaneous relationship between Classroom Management and Learning Motivation and student learning outcomes at SMP Negeri 1 Modoinding, with a contribution of 65.9%.

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The Relationship Between Classroom Management and Learning Motivation with Student Learning Outcomes in Junior High Schools

Hendro S. Lumunon, Jeffry S. J. Lengkong, Victory N. J. Rotty, Romi J. Mongdong

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