



The Influence of Classroom Management on the Learning Interest of Grade VIII Students at SMP Negeri 2 Sipahutar

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ABSTRACT

The purpose of this study is to examine the influence of classroom management on the learning interest of Grade VIII students at SMP Negeri 2 Sipahutar. The research employed a quantitative method with a descriptive-inferential statistical approach. The population consisted of all 111 Grade VIII students of SMP Negeri 2 Sipahutar in the academic year 2024/2025, from which a sample of 53 students was determined using Slovin's formula. Data were collected through a closed-ended questionnaire consisting of 47 items. The results of data analysis indicate that classroom management has a significant influence on students' learning interest, as demonstrated by the following findings: (1) Prerequisite tests: (a) The positive correlation test yielded $r_{xy} = 0.629 > r_{table} (\alpha = 0.05, n = 53) = 0.226$, thus confirming a positive relationship between variable X and variable Y. (b) The significance test of the relationship resulted in $t_{count} = 5.783 > t_{table} (\alpha = 0.05, df = n-2 = 51) = 2.000$, indicating a significant relationship between variable X and variable Y. (2) Influence test: (a) The regression equation test produced the regression equation $\hat{Y} = 28.499 + 0.568X$. (b) The coefficient of determination of regression (r^2) = 39.6%. (3) Hypothesis testing using the F-test showed $F_{count} > F_{table}$, namely $33.440 > 4.00$. Accordingly, H_a is accepted and H_0 is rejected

Keywords: Classroom Management, Management, Students, Learning Interest

INTRODUCTION

Teaching and learning activities constitute the most essential component of education, as the achievement of educational objectives depends heavily on the learning processes experienced by students. Learning is not an independent activity; rather, it requires the support of various elements to foster meaningful outcomes. One of the key elements in this process is students' interest in learning. When students possess a genuine interest in learning, the process becomes an enjoyable and engaging experience. Essentially, learning interest provides intrinsic motivation that drives students to actively participate

in the teaching–learning process. Conversely, the absence of learning interest hinders optimal learning outcomes. Education itself involves multiple components that contribute significantly to its success. Among these, the teacher holds a central role. Teachers carry a profound responsibility to guide students toward the realization of educational goals. They are tasked not only with addressing students’ spiritual, intellectual, moral, aesthetic, and physical needs but also with ensuring quality learning outcomes. Teachers represent the most crucial human resource in determining the success of the teaching–learning process and the overall improvement of educational quality. Enhancing the quality of education, therefore, begins with improving the quality of teaching and learning practices. Learning interest may be defined as a student’s inclination to engage in specific learning activities that foster enjoyment and curiosity. DePorter, as cited in Muhtadi, explains that learning interest refers to the consistent manner in which students receive stimuli or information, recall knowledge, think critically, and solve problems. Based on this perspective, learning interest can be understood as an individual’s desire or curiosity to actively and deeply engage in the process of understanding and mastering knowledge. A high level of learning interest promotes student enthusiasm, participation, and persistence in comprehending subject matter, whereas low interest often results in suboptimal learning outcomes.

In practice, students with high learning interest tend to show greater involvement and motivation in classroom activities, leading to better academic performance. However, many students still display low levels of learning interest. One of the determining factors behind this issue is ineffective classroom management. Learning interest is generally characterized by curiosity, enthusiasm, and a willingness to understand the material being studied. Factors influencing learning interest can be divided into two categories: internal factors (such as students’ attention span and intrinsic curiosity) and external factors (such as parental and teacher support). According to Hidayat, as cited in Akrim, indicators of learning interest include (1) desire, (2) enjoyment, (3) attention, (4) attraction, (5) diligence, (6) task completion, and (7) adherence to rules. Meanwhile, Arikunto, as cited in Sri Warsono, defines classroom management as efforts undertaken by teachers to create optimal conditions that enable the teaching-learning process to occur effectively. Similarly, Kadir Fatimah emphasizes that classroom management involves organizing the learning environment to ensure the smooth flow of instructional activities. Effective and efficient classroom management is essential for establishing a conducive learning climate. From these scholarly perspectives, classroom management can be understood as a series of actions taken by teachers to organize, direct, and motivate students in order to achieve learning objectives while addressing various challenges that arise during instruction. Successful teachers must be able to establish conditions that stimulate students’ motivation, capture their attention, and encourage active participation in classroom activities. Beyond delivering subject matter, teachers are expected to master strategies for managing the classroom environment. This includes organizing physical space, optimizing classroom resources, fostering discipline, and promoting a supportive atmosphere for learning.

Classroom management encompasses several important aspects, such as the arrangement of physical space, grouping of students, selection of appropriate instructional methods, and regulation of social interactions between teachers and students. Effective classroom management fosters a positive and safe learning

environment, motivating students to engage actively in lessons. Conversely, poor classroom management may create a disruptive atmosphere, diminishing students' interest and enthusiasm for learning. A well-structured learning environment can enhance students' interest in learning. For instance, strategic seating arrangements that encourage collaboration may lead to more effective group work and discussions. Likewise, the use of varied teaching methods adds appeal to the learning process. Time management, classroom discipline, and recognition of students' achievements are also integral components of classroom management that influence students' motivation and interest in learning. Factors affecting classroom management include: teachers, students, parents, and facilities. These elements collectively determine the effectiveness of classroom management. Suharsimi Arikunto identifies several indicators of successful classroom management, namely: (1) a conducive classroom environment, (2) responsiveness, (3) clear guidance and objectives, and (4) focused attention. Based on the author's field observations at SMP Negeri 2 Sipahutar, classroom management practices implemented by teachers have generally been effective. Teachers demonstrated skills in maintaining classroom discipline, arranging physical spaces, motivating students, and employing varied teaching strategies such as group discussions. Teachers also engaged students actively in the learning process and provided clear explanations of the subject matter. Observations also revealed that many students exhibited low levels of learning interest. This was evident in their lack of enthusiasm and attention during lessons, frequent drowsiness, daydreaming, disruptive behavior, and reluctance to respond to teachers' questions. Students often struggled to concentrate, were easily distracted, and frequently failed to complete assigned tasks. These issues stem largely from intrinsic factors, particularly a lack of internal motivation to learn. Consequently, effective classroom management is essential to fostering student engagement and enhancing learning interest.

METHODS

The approach employed in this study is descriptive. Sugiyono states that: *"Descriptive statistics are statistics used to analyze data as they are, without the intention of drawing conclusions applicable to the general public or making generalizations. Inferential statistics are statistical techniques used to analyze sample data, and the results are applied to the population."* Therefore, the research method used in this study is a quantitative method with a descriptive-inferential statistical approach. According to Arikunto, quantitative research largely relies on numerical data, beginning with data collection, data interpretation, and the interpretation of research findings. This study was conducted with Grade VIII students of SMP Negeri 2 Sipahutar in the 2024/2025 academic year. The researcher chose this location because no previous study had been conducted with the same title. The research is scheduled to take place between February and April 2025. In general, a population is defined as the entire set of objects that serve as the data source in a study. Sugiyono defines population as a generalization area consisting of objects or subjects that possess specific qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. Similarly, Arikunto states that population refers to the entire subject of a study. Accordingly, the population in this study comprises all Grade VIII students of SMP Negeri 2 Sipahutar in the academic year

2024/2025, totaling 111 students. The data collection in this study was conducted as follows: 1) Respondents were gathered in one room at a predetermined time. 2) Questionnaires were distributed to the respondents, and the researcher explained the purpose of the questionnaire as well as provided instructions on how to complete it. 3) Once the questionnaires were completed, they were collected immediately by the researcher. 4) All responses were recorded in a single table for further analysis.

To determine whether the hypotheses were accepted or rejected, the researcher processed and analyzed the respondents' answers through the following steps: 1) Distributing respondents' answers and creating distribution tables based on the alternative responses. 2) Tabulating each response according to the weighted scores of the options and creating a distribution table based on these weighted scores. 3) Conducting prerequisite analysis tests, namely the normality test. 4) Conducting an associative hypothesis test (relationship between variables) by calculating the correlation coefficient between variable X and variable Y using the product-moment correlation formula. 5) Carry out a significance test for product moment correlation 6) Carry out a coefficient of determination test. 7) Carry out a simple linear regression test

RESULT AND DISCUSSION

The distribution of students' responses regarding classroom management and their learning interest in Grade VIII shows an improvement. Classroom management is understood as a process undertaken by the teacher to create, organize, and maintain a conducive learning environment, thereby enabling students to learn effectively. The primary goal of classroom management is to provide facilities that accommodate various student learning activities within social, emotional, and intellectual contexts. The effectiveness of classroom management can be measured through seven indicators: (a) a conducive learning atmosphere, (b) responsiveness, (c) clear instructions and objectives, (d) focused group attention, (e) guidance and reinforcement to shape behavior, (f) recognition for timely task completion, and (g) the development of positive teacher-student relationships. With effective classroom management, it is expected that students' learning interest will increase, which can be observed through the following indicators: (a) enjoyment, (b) concentration, (c) desire, (d) curiosity, (e) student involvement, (f) diligence, (g) task completion, and (h) adherence to rules. From the prerequisite analysis test, which examines whether there is a positive relationship between variable X and variable Y, the result showed that the obtained correlation coefficient was $r = 0.629$, compared with the critical value of r at a 5% significance level with $n = 53$, which was 0.226. Since $r_{\text{count}} > r_{\text{table}}$ ($0.629 > 0.226$), it can be concluded that there is a positive relationship between classroom management and students' learning interest in Grade VIII at SMP Negeri 2 Sipahutar.

From the significance test of the relationship, the obtained value was $t_{\text{calculated}} = 5.783$, compared with t_{table} at a 5% significance level with $df = n - 2 = 51$, which was 2.000. Because $t_{\text{count}} > t_{\text{table}}$ ($5.783 > 2.000$), it is evident that there is a significant relationship between classroom management and students' learning interest in Grade VIII at SMP Negeri 2 Sipahutar.

From the regression analysis, the following results were obtained:

- a. The regression equation was found to be: $\hat{Y} = 28.499 + 0.568X$. This equation indicates that when the constant is 28.499, each unit increase in classroom management contributes to an increase of 0.568 in students' learning interest in Grade VIII at SMP Negeri 2 Sipahutar.
- b. The coefficient of determination (R^2) was 0.396, meaning that 39.6% of the variance in students' learning interest can be explained by classroom management, while the remaining 60.4% is influenced by other factors. Slameto states that factors affecting students' learning interest can be divided into two categories: Internal factors, including physical and psychological aspects, and external factors, including family environment, school environment, and community. Similarly, Andi Achru P identifies several factors influencing learning interest, namely: (a) motivation and aspirations, (b) family, (c) the teacher's role, (d) facilities and infrastructure, and (e) peer relationships. Thus, it is understood that students' learning interest is shaped by multiple factors beyond classroom management. Nevertheless, effective classroom management establishes a conducive and structured learning environment that enhances student engagement and interest in learning.

From the F-test, the analysis of variance results showed that $F_{\text{calculated}} = 33.440$, which is greater than F_{table} , where the numerator $df = k$ (number of independent variables) = 1 and the denominator $df = n - k = 53 - 1 = 52$, yielding a critical value of 4.00. Since $F_{\text{count}} \geq F_{\text{table}}$ ($33.440 > 4.00$), H_0 is rejected and H_a is accepted. Therefore, the research hypothesis is confirmed, demonstrating that there is a positive and significant influence of classroom management on the learning interest of Grade VIII students at SMP Negeri 2 Sipahutar.

CONCLUSION

Based on the results of the influence test, it was found that the calculated correlation coefficient r_{count} was greater than the critical value r_{table} namely $0.629 > 0.226$. This indicates a positive relationship between classroom management and the learning interest of Grade VIII students at SMP Negeri 2 Sipahutar. Furthermore, the significance test of the relationship showed that the calculated t-value t_{count} was greater than the table value t_{table} namely $5.783 > 2.000$. This result demonstrates that there is a significant relationship between classroom management and students' learning interest. In addition, the test of the coefficient of determination (r^2) yielded a value of 39.6%. This finding concludes that classroom management positively influences the learning interest of Grade VIII students at SMP Negeri 2 Sipahutar. Finally, based on the effect test, it was identified that the calculated F-value F_{count} exceeded the table value F_{table} at $\alpha = 0.05$, namely $33.440 > 4.00$. This means that there is a positive and significant effect of classroom management on the learning interest of Grade VIII students at SMP Negeri 2 Sipahutar. Thus, the research hypothesis is accepted as valid.

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