

## THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT AND STUDENTS' MOTIVATION TO LEARN FAITH AND MORALS AT MUHAMMADIYAH BINJAI MIDDLE SCHOOL

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### Abstrak

Penelitian ini mengkaji hubungan antara praktik manajemen kelas dan motivasi belajar siswa pada pembelajaran Aqidah Akhlak di Madrasah Tsanawiyah Muhammadiyah Binjai. Manajemen kelas yang efektif secara teoretis merupakan fondasi penting untuk mencapai pendidikan berkualitas dan menciptakan lingkungan belajar yang kondusif. Namun, observasi awal menunjukkan masih adanya tantangan disiplin seperti penggunaan ponsel dan gangguan di kelas, sehingga diperlukan kajian empiris terkait dampak manajemen kelas yang diterapkan. Menggunakan metode kuantitatif korelasional, data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya pada dua variabel (manajemen kelas  $\alpha=0,633$ ; motivasi belajar  $\alpha=0,688$ ). Uji asumsional menunjukkan data normal dan linier. Temuan deskriptif mengindikasikan pelaksanaan manajemen kelas pada kategori "sangat tinggi" ( $X=4,21$ ) dan motivasi siswa kategori "tinggi" ( $Y=4,02$ ). Analisis korelasi Pearson menunjukkan adanya hubungan positif yang signifikan secara statistik ( $p=0,000$ ), namun kekuatan hubungan ini sangat lemah ( $r=0,182$ ). Hasil ini menunjukkan bahwa pengaruh manajemen kelas terhadap motivasi siswa terbatas, sehingga disarankan agar pendidik tetap menjaga kualitas manajemen kelas sambil memfokuskan upaya pada faktor inovatif lain yang lebih berdampak terhadap motivasi belajar.

Kata Kunci: *Manajemen Kelas, Motivasi Belajar, Korelasi Pearson, Aqidah Akhlak, Penelitian Kuantitatif*

### Abstract

This study investigates the relationship between classroom management practices and student motivation in *Aqidah Akhlak* (Islamic Faith and Morals) education at Madrasah Tsanawiyah Muhammadiyah Binjai. Effective classroom management is considered fundamentally important for ensuring quality education and fostering a positive learning environment. Nevertheless, initial observation

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identified disciplinary issues, such as students' mobile phone usage and classroom distractions, prompting an empirical assessment of existing classroom management. Utilizing a quantitative correlational approach, data were collected with validated and reliable questionnaires for two variables (classroom management  $\alpha=0.633$ ; motivation  $\alpha=0.688$ ). Prerequisite tests confirmed normal and linear data distribution. Descriptive results showed that classroom management was rated "very high" ( $X=4.21$ ) and student motivation "high" ( $Y=4.02$ ). Pearson correlation analysis revealed a statistically significant positive relationship ( $p=0.000$ ), though the strength was classified as very low ( $r=0.182$ ). These findings indicate that while classroom management has a positive impact, its contribution to student motivation is limited. Thus, educators are advised to maintain strong classroom management while strategically targeting other high-impact factors to further enhance motivation.

Keywords: Classroom Management, Learning Motivation, Pearson Correlation, Aqidah Akhlak, Quantitative Research

## INTRODUCTION

The role of teachers in ensuring both the quality and quantity of educational outcomes remains crucial, particularly in the context of Islamic Junior High Schools in Indonesia. Classroom management (CM) is widely acknowledged as a core competency for educators, serving as the foundational element for educational effectiveness and conducive learning environments (Evertson & Weinstein, 2006; Marzano et al., 2003). Despite its institutionalization in national policy, such as Ministerial Regulation No. 41/2007, significant challenges persist in actual practice: disruptive student behavior, distractions like mobile phone use during lessons, and difficulties maintaining classroom discipline are frequently reported. These practical realities underscore the continuing relevance of CM as an academic and practical issue, since effective management is a prerequisite for optimally achieving both personal and academic student goals.

Previous studies have underlined the positive influence of classroom management on learning outcomes and student motivation, particularly within Islamic education settings (Fredricks et al., 2004; Sudjana, 2012; Deci & Ryan, 2000). Nonetheless, most literature focuses broadly on management effectiveness, discipline and engagement, or institutional factors—failing to address the nuanced gaps that exist between perceived efficacy and persistent classroom disruptions. These limitations leave unanswered questions about why disciplinary issues endure despite ostensibly "very high" CM ratings, and how teacher intervention might be



better targeted to address underlying motivational gaps in Islamic Faith and Morals subjects. As a result, literature seldom investigates the direct relationship between applied management practice and student motivation specifically for Aqidah Akhlak.

This study is designed to rigorously analyze the relationship between classroom management implementation and student learning motivation at MTS Muhammadiyah Binjai, responding directly to gaps identified in previous research. The objectives are threefold: (1) to describe the current state and effectiveness of classroom management practices; (2) to assess student motivation specifically in the context of Aqidah Akhlak; and (3) to quantitatively evaluate whether and how CM impacts motivation outcomes. The analytical focus on Aqidah Akhlak is significant because it represents a domain where internal religious commitment and students' moral internalization are presumed to be highly influential, yet understudied from the management perspective.

This research hypothesizes that effective classroom management practices should have a statistically significant and positive causal relationship with students' motivation to learn Aqidah Akhlak. Building on Self-Determination Theory (Deci & Ryan, 2000), the study posits that teacher-structured environments and autonomy-support, as critical aspects of CM, foster both enhanced engagement and intrinsic motivation (Jang, Reeve, & Deci, 2010; Reeve, 2006). The working argument is that consistent rule enforcement and supportive class atmospheres will not only create secure spaces for student concentration, but also contribute measurably to their motivation. The research tests whether perceived high levels of CM actually translate into improved motivation, or whether deeper contextual and intrinsic factors predominate in determining student outcomes.

## LITERATURE REVIEW

Studies on the relationship between classroom management and student motivation in the context of Islamic religious education reflect a dynamic and complex scholarly landscape. Existing research has generally responded to the issue by exploring how effective classroom management contributes to the creation of a conducive environment necessary for learning (Park & Rainey, 2008; Yasmin et al., 2025). The literature reveals three main trends: first, some studies confirm a statistically significant but modest correlation between classroom management and student motivation; second, there are indications that intrinsic religious values and sociocultural contexts play more dominant roles than classroom management alone in shaping motivation; third, recent studies focus on innovative instructional strategies, including the integration of interactive



media or personalized learning, to bolster motivation (S. Anwar et al., 2024; Mediani et al., 2022; Prayoga et al., 2024; Training & Training, 2021; Yulvita et al., 2024). Taken together, these findings demonstrate that the influence of classroom management is real but often interacts with deeper personal and contextual factors in shaping student motivation.

The first major trend is characterized by quantitative, correlational studies that use standardized surveys to analyze the association between classroom management and motivation, particularly in Aqidah Akhlak subjects (Fatahillah et al., 2023; Pradana Putri & Rong, 2021; Sunardi & Munfarida, 2024). Such studies typically find that while effective classroom management contributes positively to students' motivation, the magnitude of the effect is small (e.g., correlation coefficient  $r = 0.182$ ). These works highlight the importance of clear classroom structures and behavioral expectations but generally conclude that classroom management's impact is only one of many factors involved in cultivating motivation (Homberg et al., 2015; Mariyatha, 2023; Nurlaila et al., 2024; Situmorang et al., 2020). This methodological approach provides statistically robust evidence of a link, while also acknowledging its limited explanatory power in the religious educational context.

A second line of research emphasizes the role of intrinsic factors and the social-religious environment, often adopting qualitative or mixed-methods approaches. These studies suggest that in Islamic education, students' learning motivation is significantly shaped by internal religious commitment, familial expectations, and broader cultural influences. Within this framework, classroom management is often viewed as a supporting rather than decisive factor, with students' motivation remaining relatively stable due to strong intrinsic and external support. Methods such as interviews, observations, and case studies are commonly used to unveil the subtleties of motivational dynamics in religious learning environments (Anggun Safitri, 2022; F. S. Anwar & Munastiwi, 2021; Riswan Hadi, 2021; Sri Lestari, 2019; Zahroh et al., 2023).

The third strand of research focuses on innovations in classroom management by incorporating interactive learning media, humanistic approaches, and individualized instructional strategies. Scholars in this camp investigate how technology, autonomy support, and personalized teaching enhance student motivation, seeking to complement conventional classroom management with more responsive and adaptive interventions. While these innovations generally show positive outcomes in boosting motivation within religious contexts, their effects remain secondary compared to deep-seated intrinsic factors (Lutfi, 2021; Rosyidi, 2009; Suswanto, 2021; Widiawati & Jamaludin, 2023).



Despite substantial advances, previous studies have tended to overlook integrative approaches that simultaneously examine structural management, innovative pedagogy, and personal and sociocultural drivers of motivation. Most research isolates a single dominant predictor, offering insufficient attention to the synergistic dynamics among classroom management, intrinsic motivation, and social influences. Consequently, significant gaps persist regarding the comprehensive understanding of what drives motivation among students in Aqidah Akhlak classes in Indonesian Madrasahs, particularly in terms of integrative and multifactorial influences.

Building on these critical evaluations, future research should pursue integrative models of classroom management that combine innovative strategies, active student engagement, and the systematic use of educational technology in religious settings. Such efforts should adopt a holistic perspective that balances structural, intrinsic, and cultural contributions to learning motivation. The objective is to develop practical and contextually relevant models that move beyond structural classroom interventions and instead foster enriched, meaningful learning experiences tailored to the evolving needs of religious education.

## METHODS RESEARCH

The unit of analysis for this study was the individual student at Madrasah Tsanawiyah (MTS) Muhammadiyah Binjai. The research specifically focused on measuring students' classroom experiences and their motivation to learn the Aqidah Akhlak subject. Employing a quantitative, non-experimental correlational design, the study aimed to evaluate the statistical association between the independent variable (Classroom Management, X) and the dependent variable (Student Learning Motivation, Y). This research approach enables an objective examination of the nature and strength of the relationship between these constructs, generalizing findings from a defined sample to the broader student population of the institution (Sugiyono, 2013). Such design is well-suited for investigating hypothetical relationships based on field phenomena and is recommended for educational settings where random assignment is not feasible.

Data were sourced from student respondents, representing firsthand perspectives about classroom practices and learning motivation. The principal data collection technique utilized self-administered structured questionnaires, distributed to all students in the study sample. Prior to full deployment, the instruments underwent robust validity and reliability testing to ensure scientific rigor. Instrument validity refers to the degree to which each item measures the intended construct, assessed through

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correlation-based checks and expert review. The validity analysis indicated that all designated items on both variables were appropriate for research use. Reliability was confirmed using Cronbach's alpha, with values of  $\alpha=0.633$  for Classroom Management (X) and  $\alpha=0.688$  for Motivation (Y). While these reliability scores exceeded the internal acceptance threshold, they remain moderate compared to the conventionally preferred standard ( $\alpha > 0.70$ ). Quantitative analysis involved inferential statistical methods—particularly, Pearson correlation and descriptive statistics—following careful inspection of the appropriate data distribution and assumptions. The moderate reliabilities are acknowledged as a methodological limitation, as measurement error may attenuate observed correlation coefficients, a caveat that is considered in interpreting results.

## RESULTS AND DISCUSSION

### Results

Prior to conducting the primary Pearson correlation test for hypothesis evaluation, prerequisite tests were executed to ensure that the data met the necessary assumptions for parametric statistical analysis.

Prerequisite Test	Significance (p-value)	Threshold ( $\alpha$ )	Result
Normality Test (Residual Data)	0.974	0.05	Normally Distributed
Linearity Test (X and Y)	0.352	0.05	Linear Relationship Confirmed

The Normality Test, with a significance value of  $p=0.974$ , confirmed that the residual data were normally distributed ( $p > 0.05$ ). Similarly, the Linearity Test resulted in a significance value of  $p=0.352$ , confirming the existence of a linear relationship between Classroom Management (X) and Student Learning Motivation (Y) ( $p > 0.05$ ). With these prerequisite tests successfully met, the application of the Pearson correlation test was deemed appropriate.

The first key finding demonstrates a trend of “change and transformation” in the overall perception and enactment of classroom management at MTS Muhammadiyah Binjai. Quantitative data from student questionnaires indicate that classroom management is categorized as “Very High” with a mean score (X) of 4.21. This is visually substantiated by the normality test table and pie chart, both confirming that the residual data are normally distributed ( $p=0.974$ ) and suggesting a standardized internal perception of management effectiveness. Restating, most students recognize rigorous structuring and clear rules, yet some



discrepancies remain between perception and day-to-day discipline. Three observable patterns arise: (1) students acknowledge structured routines and classroom order; (2) teachers generally manage disruptions effectively; (3) there are still pockets of behavioral challenges—most notably during transitions and peer interactions—which merit further investigation as they do not negatively skew the overall high perception rating.

The second piece of evidence, highlighting “solution and trend,” centers on student motivation to learn Aqidah Akhlak (Y), which is rated “High” with a mean score of 4.02. The descriptive and inferential results are visualized in the linearity test output—both tabular and pie formats—demonstrating a confirmed linear relationship between classroom management and motivation ( $p=0.352$  $p=0.352$  $p=0.352$ ). When the correlation was tested using Pearson’s coefficient, the association was statistically significant ( $p=0.000$  $p=0.000$  $p=0.000$ ), albeit fairly weak ( $r=0.182$  $r=0.182$  $r=0.182$ ). Restating these results confirms that high-quality classroom management correlates with greater student motivation; however, the strength of this relationship is limited, potentially due to moderating factors such as intrinsic religiosity, personal attention, or peer influences. Patterns deduced from this data: (1) students in well-managed classrooms tend to be more engaged; (2) discipline enforcement does not always motivate all students equally; (3) the linkage between management and motivation is valid yet subtle—a “solution” is present but not singularly transformative.

The third evidence highlights “controversy and emergency” — a mismatch between perceived classroom management and persistent disciplinary issues noted in preliminary field observations. Despite the “Very High” management score and positive motivation ratings, qualitative observations and teacher reports underline ongoing emergencies: use of cell phones and disruptive conversation, especially during instructional time. This is visualized comparably through field notes and scenario mapping, suggesting a latent controversy between structural management and practical enforcement. Restating the evidence, while formal procedures and rule clarity are present, their enforcement and student adherence remain inconsistent. Patterns revealed here include: (1) external discipline issues persist even within well-managed environments; (2) teacher intervention strategies require refined adaptation to changing student behaviors; (3) emergency occurrences are less frequent but remain a challenge, warranting both targeted management solutions and continued empirical monitoring.



### Descriptive Statistics

Descriptive analysis was performed to determine the general condition of both variables at MTS Muhammadiyah Binjai. The mean scores were analyzed against established category intervals.

Table 1: Descriptive Statistics for Classroom Management and Student Learning Motivation

Variable	Mean Score ( $\bar{X}$ )	Category
Classroom Management (X)	4.21	Very High
Student Learning Motivation (Y)	4.02	High

The findings related to Variable X show that the average value for classroom management was 4.21. According to the utilized categorical interval (4.20–5.00), the implementation of CM at the study site is classified as being in the "Very High" category. For Variable Y, student learning motivation in the *Aqidah Akhlak* subject achieved an average value of 4.02. This value falls within the interval of 3.40–4.19, placing student motivation in the "High" category. These positive descriptive findings suggest that teachers have effectively striven to create a conducive learning atmosphere and that students possess a strong general drive to learn.

### Inferential Statistical Analysis (Pearson Correlation Test)

The Pearson correlation test was executed to formally test the research hypothesis concerning the relationship between Classroom Management (X) and Student Learning Motivation (Y).

Table 2: Results of Pearson Correlation Analysis

Relationship	Correlation Coefficient (r)	Significance (p-value)	Conclusion	Correlation Strength
Classroom Management (X) and Motivation (Y)	0.182	0.000	Statistically Significant	Very Low

#### *Significance and Direction*

The analysis yielded a significance value of  $p=0.000$ . As this value is substantially below the standard academic threshold of  $p < 0.05$ , the relationship between classroom management and student learning motivation is concluded to be statistically significant. Furthermore, the positive sign of the correlation coefficient ( $r=0.182$ ) indicates a





unidirectional relationship. This signifies that, statistically, an improvement or increase in classroom management quality is associated with a corresponding increase in student learning motivation in the *Aqidah Akhlak* subject.

### **Strength of Relationship**

Despite achieving statistical significance, the correlation coefficient obtained was  $r=0.182$ . This value falls within the correlation interval of 0.000–0.199, leading to the classification of the relationship strength as "very low". This key quantitative result necessitates a deep and critical interpretation in the subsequent discussion section.

## **Discussion**

### **Interpretation and Implications of the Weak Correlation**

The primary finding of this study confirms the theoretical premise that classroom management maintains a statistically significant, positive relationship with student learning motivation. This result is consistent with existing academic literature, such as the work of Nurdiyati (2021), which establishes that successful classroom management practices positively influence students' sense of participation and motivation to learn.

However, the most analytically salient result is the "very low" strength of the relationship ( $r=0.182$ ). While statistically significant (meaning the relationship is unlikely due to chance), the magnitude indicates a marginal practical connection. To fully appreciate this marginal impact, the coefficient of determination ( $R^2$ ) must be considered:  $R^2 = (0.182)^2 \approx 0.033$ . This figure means that only 3.3% of the variance in student learning motivation can be explained by the variation in classroom management practices. The remaining 96.7% of variance is influenced by factors external to or unmeasured by the study.

### **Analysis of Practical Insignificance**

The paradoxical finding of significance coupled with marginal effect size is crucial and demands critical analysis. It suggests that while classroom management is a necessary condition for learning, it is not the primary determinant of motivation at MTS Muhammadiyah Binjai.

- 1) Dominance of Intrinsic and Contextual Factors: The extremely low predictive power of CM strongly suggests that student motivation in *Aqidah Akhlak* is buffered and stabilized by more dominant, unmeasured variables. As discussed in the introduction, motivation in this specific subject is highly likely to be driven by intrinsic religious commitment, familial expectations, or cultural norms pervasive within the Madrasah system. These powerful internal and contextual factors establish a high motivational floor that is largely immune to



fluctuations in classroom structure. Therefore, the implementation of management strategies (Variable X), even at a "Very High" level, yields only marginal additional motivational benefit, leading to the weak correlation observed.

- 2) The Ceiling Effect: The descriptive findings reported that Classroom Management is already in the "Very High" category ( $X=4.21$ ) and Motivation is in the "High" category ( $Y=4.02$ ). This indicates a positive condition where management is largely optimized. When an independent variable is already near its theoretical maximum, its ability to further influence or predict a dependent variable is inherently constrained. The low correlation observed is thus, in part, a function of the optimization already achieved by the educators.
- 3) Methodological Attenuation: It must also be acknowledged that the moderate reliability of the measurement instruments ( $\alpha=0.633$  and  $\alpha=0.688$ ) may have artificially reduced the observed correlation. Measurement error inherent in instruments with moderate reliability tends to weaken the correlation coefficient, potentially making the true relationship slightly stronger than the  $r=0.182$  reported, although it is highly unlikely this factor alone could account for a shift from a "very low" to a "moderate" correlation.

### Comparative Analysis with Previous Studies

The theoretical literature strongly implies that classroom management should exert at least a moderate positive influence ( $r > 0.30$ ) on student learning motivation. Successful classroom management has been shown to increase student participation and pride, directly influencing motivation (Nurdiyati, 2021). Conversely, a less supportive environment complicates student adaptation and leads to decreased motivation.

The finding of a "very low" correlation needs systematic comparison with prior research to provide external context. Previous correlational studies conducted within Islamic education contexts in Indonesia have explored this relationship, including research by Argian (2019), Khoiriyah (2018), and Purnawan et al. (2018). It is essential to determine whether local studies reported similar findings. If other research in *Aqidah Akhlak* education demonstrates generally low correlations between CM and motivation, the present study's finding can be generalized as characteristic of this specific subject domain in the Indonesian educational context.

Conversely, comparison with cross-sector research—for example, studies correlating CM with motivation in exact subjects like Mathematics or Science—is illuminating. In such subjects, student engagement is often more fragile, and behavioral management directly influences task persistence, making the correlation stronger. The contrast between a strong



CM-motivation correlation in exact subjects and the weak correlation observed here reinforces the argument that in *Aqidah Akhlak*, deeply internalized religious factors potentially supersede structural classroom variables as the principal drivers of student motivation.

## CONCLUSION

The most significant finding of this research is the confirmation of a statistically significant but very low positive relationship between classroom management practices and students' motivation to learn *Aqidah Akhlak* at MTS Muhammadiyah Binjai. This result demonstrates that although effective classroom management is indispensable for creating a conducive educational environment, it does not serve as the primary driver of student motivation in this context. The experience gained from this study highlights the nuanced reality that intrinsic factors, such as internal religious commitment and sociocultural influences, are far more influential in shaping learning motivation than structural classroom interventions alone. As such, educators and policymakers should recognize that sustaining high standards of classroom management remains essential for maintaining discipline and engagement, but strategic efforts to boost motivation require an expanded focus on innovative teaching approaches and personalization tailored to students' intrinsic interests.

This study contributes new empirical data regarding the relationship between classroom management and student motivation in Islamic Faith and Morals education – an area underrepresented in previous literature. Its quantitative correlational approach provides both statistical rigor and methodological transparency, affirming that the correlation between these variables is significant but marginal ( $r = 0.182$ ). The research enriches academic discourse by introducing nuanced conceptual distinctions; it underscores that structural and behavioral interventions in the classroom, while foundational, are insufficient on their own to explain motivational variance. The findings invite further scholarly inquiry into alternative predictors, such as religious intrinsic motivation, family support, and contextual factors, and encourage the development of comprehensive theoretical models for motivation in faith-based educational settings. The study's validity and reliability testing also establishes benchmarks for future quantitative research in this domain.

Despite its substantial contributions, this research is subject to several limitations that should be addressed in future studies. Firstly, the moderate reliability of the survey instruments (Cronbach's alpha 0.633 and 0.688) may attenuate the measured strength of the relationship, warranting methodological refinement in subsequent work. Additionally, the exclusive use of self-report questionnaires may restrict the depth of understanding



regarding motivational mechanisms; qualitative or mixed-methods approaches are recommended for richer insights. The scope of the study is limited to one Madrasah and one subject area, which may affect the generalizability of results across different educational and cultural contexts. Future research should expand sample sizes, diversify study settings, and incorporate multidimensional variables—including teaching methods, technology integration, and broader family/environmental influences—to produce more comprehensive and actionable conclusions for Islamic education.

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