THE EFFECT OF CLASS MANAGEMENT ON STUDENT INTEREST IN LEARNING AT THE FACULTY OF TEACHER TRAINING AND EDUCATION, SEBELAS MARET UNIVERSITY

Reynaldi Sanjaya[1], Sudarno[2], Leny Noviani[3]

[1,2,3,4]Universitas Sebelas Maret

Email: reynaldisanjaya050598@gmail.com[1], sudarno251168@gmail.com[2], lenynoviani79@gmail.com[3]

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh manajemen kelas terhadap minat belajar mahasiswa di Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret. Penelitian ini merupakan jenis pendekatan kuantitatif dengan pemilihan sampel menggunakan Proportional Random Sampling dan memiliki batas populasi (Finite), populasi yang digunakan dalam penelitian ini adalah mahasiswa aktif Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Sebelas Maret Surakarta Angkatan 2021-2023. Jumlah sampel yang digunakan sebanyak 203 mahasiswa. Pengumpulan data dilakukan dengan menggunakan angket yang disebarkan secara daring melalui google form dan dianalisis menggunakan regresi linier sederhana. Hasil penelitian ini diperoleh bahwa manajemen kelas berpengaruh positif dan signifikan terhadap minat belajar mahasiswa yang ditandai dengan nilai konstanta sebesar 28,480 dan nilai koefisien sebesar 0,668, analisis korelasi diperoleh nilai koefisien korelasi sebesar 0,762, dengan nilai t sebesar 16,687 dan nilai uji determinasi (R2) sebesar 0,581. Kesimpulan dari penelitian ini adalah manajemen kelas sangat mempengaruhi minat belajar mahasiswa.

Kata Kunci: Manajemen Kelas, Minat Belajar Siswa.

Abstract: *This study aims to analyze the effect of classroom management on student interest in learning at the Faculty of Teacher Training and Education, Sebelas Maret University. This research is a type of quantitative approach with sample selection using Proportional Random Sampling and has a population limit (Finite), the population used in this study are active students of the Faculty of Teacher Training and Education (FKIP), Sebelas Maret University Surakarta Class of 2021-2023. The number of samples used was 203 students. Data collection was carried out using a questionnaire distributed online via google form and analyzed using simple linear regression. The results of this study obtained that class management has a positive and significant effect on student interest in learning characterized by the constant value of 28.480 and a coefficient value of 0.668, correlation analysis obtained a correlation coefficient value of 0.762, with a t value of 16.687 and a determination test value (R^2) of 0.581. The conclusion of this study is that classroom management greatly affects student interest in learning.*

Keywords: *Classroom Management, Student Learning Interest.*

INTRODUCTION

Student interest in learning is an important factor that has a significant impact on learning processes and outcomes (Pintrich, 2023). In the Faculty of Teacher Training and Education (FKIP) of Sebelas Maret University (UNS) and other educational institutions, efforts to increase student interest in learning are a major concern, because learning interest has an important role in improving the quality of learning and academic achievement in students (Purwanto, 2022). Some indicators that indicate low student interest in learning include low participation in class discussions, decreased attendance rates and unsatisfactory academic results. One factor that has an important role in this is the existence of effective classroom management. Classroom management includes various aspects such as the physical arrangement of the room, lecturer and student interactions and appropriate learning methods (Jones, A & Jones, 2023).

Behavioristic learning theory places emphasis on the influence of the environment on learning behavior, identifying that lack of variety in teaching methods and low interaction between lecturers and students contribute to decreased interest in learning (Williams, J., & Myers, 2024). Ineffective classroom management at FKIP UNS is characterized by the use of monotonous teaching methods and the lack of stimulation that can attract students' attention, in line with research (Kauchak & Eggen, 2022) showing that an unconducive learning environment, such as lack of support from lecturers, can result in inhibiting student involvement in the learning process. Effective classroom management in accordance with behavioristic principles can increase learning motivation in students by providing positive reinforcement such as giving an award because it can increase student engagement and learning outcomes (Bandura, 2020). The use of less interactive teaching methods at FKIP UNS, such as dominant one-way lectures, reduces opportunities for lecturers to provide positive reinforcement to students, so students tend not to be actively involved in learning, which has a negative impact on motivation and academic results (Ormrod, 2022).

In study (Skinner, 2020), shows that positive reinforcement through constructive suggestions and opportunities to actively participate in class can increase student interest and involvement in the learning process. Observations at FKIP UNS show that interest in learning in students still tends to be low, as seen from the low level of participation in class activities, lack of motivation to learn and the high level of absenteeism. Low interest in learning in students can be affected by overall academic quality because students who are less motivated

tend not to be optimal in the learning process, so that it will have an impact on academic achievement (Nugroho, H., & Sari, 2023). Low interest in learning may be influenced by suboptimal classroom management (Johnson, D. W., Johnson, R. T., & Smith, 2014). Therefore, the behavioristic approach shows the importance of more effective classroom management and the use of teaching styles that can facilitate positive reinforcement. teaching style that can facilitate positive reinforcement.

In this case it is important to understand how various aspects of classroom management can affect student interest in learning at FKIP Sebelas Maret University. This study aims to analyze the relationship between classroom management and student interest in learning at FKIP Sebelas Maret University, then to provide input for classroom management practices that can increase student interest in learning.

RESEARCH METHODS

This study is a type of quantitative approach with sampel selection using Proportional Random Sampling and has a population limit (Finite), the population used in this study are active students of the Faculty of Teacher Trainig and Education (FKIP), Sebelas Maret University Surakarta Class of 2021-2023. The number of samples used was 203 students. Data collection was carried out using a questionnaire distributed online via google form and analyzed using simple linear regression

RESULTS AND DISCUSSION

A. Result

This study involved students of the Faculty of Teacher Training and Education, Sebelas Maret University class of 2021, 2022 and 2023 as many as 203 respondents is illustrated in the following table:

Tabel 1Respondents by generation and gender

Jenis Kelamin	Angkatan			Total
	2021	2022	2023	
Perempuan	56	25	66	147
Laki-laki	22	20	14	56
Total	78	45	80	203

The results of this study obtained the number of respondents based on the class of 2021 as many as 56 female students and 22 male students, class of 2022 as many as 25 female

students and 20 male students, class of 2023 as many as 66 female students and 14 male students, the total number of respondents who were willing to take part in this study based on female gender was 147 respondents and male gender was 56 respondents. In this study, female respondents dominated compared to male respondents and the class of 2023 dominated in participating in this study.

Tabel 2 Results of Simple Regression Analysis Test

	Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	28,480	3,619		7,869	0,000
	Pengaruh Pengelolaan Kelas	0,668	0,040	0,762	16,687	0,000
a. Dependent Variable: Minat Belajar						

The results of this study indicate that classroom management has a positive and significant effect on student learning interest characterized by the constant value of 28.480 and a coefficient value of 0.668.

Tabel 3 Result of Correlation and t Test

	Coefficients^a					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
	(Constant)	28,480	3,619		7,869	0,000
	Pengaruh Pengelolaan Kelas	0,668	0, 040	0,762	16,687	0,000
Dependent Variable: Minat Belajar						

The correlation analysis of correlation coefficient value of 0.762, with t value of 16.687, indicating that there is a positive correlation between classroom management with student learning interest and show that the hypothesis test between class management and interest in learning is accepted, so there is a positive and significant influence between class management on student interest in learning.

Tabel 4 Result of Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,762[a]	0,581	0,579	6,700

The result of the Determination Coefficient (R^2) test shows that the independent variable has an influence on the dependent variable characterized by an R^2 value of 0.581, which means that interest in learning in FKIP UNS students is influenced by classroom management by 58.1%. While the remaining 41.9% is influenced by other variables not included in this study, such as the use of learning methods and media, lecturers' learning competence and the use of the internet.

B.   Discussion

The correlation analysis conducted shows that there is a significant positive influence between classroom management and student learning interest. This relationship is described in the coefficient value of 0.762, which means that there is a strong level of relationship between the two variables. In line with Aini's research (2020) which in the results of his research stated that there was a significant influence between classroom management on student learning outcomes of 82.3% and a significant influence between learning interest on learning outcomes of 70.7%. The results of the t test analysis found that there was a significant influence between the independent variable and the dependent variable and in line with Hyujoon's research stated that classroom management on student interest in learning has a significant effect with a coefficient value of 0.256 p<0.001 and 0.217 p<0.001 (Lee., & Eunjoo, 2022).

CONCLUSIONS AND SUGGESTIONS

A.   Conclusion

This study analyzes the effect of classroom management on student interest in learning at the Faculty of Teacher Training and Education, Sebelas Maret University. Based on the results of the discussion of the analysis of research data that has been processed, it can be concluded that there is a positive and significant influence between classroom management on student interest in learning at the Faculty of Teacher Training and Education, Sebelas Maret University. With the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0), this shows that classroom management has a positive and significant influence

on student interest in learning, characterized by a constant value of 28.480 and a coefficient value of 0.668, analysis of the correlation coefficient value of 0.762 with a t value of 16.687, and a determination test value (R^2) of 0.581. The magnitude of the influence of classroom management variables on student interest in learning is 58.1%, which indicates that interest in learning in FKIP UNS students is influenced by classroom management.

B.   Suggestion

After this study, it is expected that (1) students can increase their interest in learning inside and outside the classroom by playing an active role in learning activities. (2) students can increase awareness of learning outcomes by understanding that course grades have a very important significance, both in the college environment and outside. In addition, it is hoped that future researchers (3) will explore students' interest in learning by considering additional factors that have not been explored as independent variables in this study. (4) future research can expand the scope of the research object by involving a more representative and diverse sample, not only limited to students from the Faculty of Teacher Training and Education, Sebelas Maret University Surakarta

REFERENCES

Bandura, A. (2020). Social Learning Theory and the Importance of Reinforcement. Psychology Press.

H, Lee., & Eunjoo, B. (2022). The Effect of Teachers Instructional styles on Students Interest in Learning School Subjects and Academic Achievement: Differences According to Students Gender and Prior Interest. Elsevier, 99, 6–7.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. Journal on Excellence in College Teaching, 25(3–4), 85–118.

Jones, A & Jones, B. (2023). Classroom Management: Creating a Learning Environment. Journal of Educational Research, 45(3), 234–256.

Kauchak, D., & Eggen, P. (2022). Learning and Teaching: Research-Based Methods. Pearson Education.

Nugroho, H., & Sari, D. (2023). Pengaruh Motivasi Belajar Terhadap Pencapaian Akademik di Perguruan Tinggi. Universitas Airlangga Press.

Ormrod, J. . (2022). Human Learning (8th ed.). Pearson Education.

Pintrich, P. R. (2023). A Motivational Science Perspective on the Role of Goals and Learning Strategies in College Students' Learning and Achievement. Journal of Educational Psychology, 115(1), 12–26. https://doi.org/10.1037/edu0000617.

Purwanto, E. (2022). Minat Belajar dan Pengaruhnya Terhadap Hasil Pembelajaran. Gramedia.

Skinner, B. F. (2020). The Science of Learning and the Art of Teaching. Harvard Educational Review.

Williams, J., & Myers, A. (2024). The role of positive reinforcement in higher education: A behavioristic approach. Teaching and Teacher Education, 108, 103–116. https://doi.org/10.1016/j.tate.2024.103116.