

## The Impact of Teachers' Classroom Management Skills on Students' Interest in Learning The English Subject

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### Abstract

*Teachers are expected to possess a diverse range of skills and qualities, including personal, scientific, technical, social, and spiritual proficiencies, all crucial for their profession. This encompasses expertise in their subject matter, understanding of students' needs, fostering educational growth, and continuous self-development alongside professional advancement. This study aims to evaluate how teachers' ability to manage their classrooms impacts students' enthusiasm for learning, using a quantitative method, specifically a correlational approach. Data was gathered through questionnaires and documentation, utilizing a Likert scale to assess teacher competencies, classroom management, and student interest in learning. The research focused on fourth-grade students at MI NU Sumber Agung, employing cluster sampling to select participants. Statistical analysis indicated a significant influence, with  $F_{\text{count}} > F_{\text{table}}$  ( $15.886 > 3.30$ ). These results confirm that both teacher competence and effective classroom management play vital roles in shaping the learning enthusiasm of fourth-grade students at MI NU Sumber Agung.*

**Keywords:** Class Management, Learning Interest, Teacher's Ability

## 1. INTRODUCTION

The effectiveness of the learning journey largely depends on the teacher's influence. Within the educational domain, teachers are tasked with acquiring and embodying specific competencies. These competencies are intricately linked to established standards; one is considered proficient in their profession when their knowledge, skills, attitudes, and results align with the recognized standards set forth by governmental bodies (Ramsay and Renda-Tanali 2018).

According to Law Number 16 of 2005 on Teachers and Lecturers, as stated in Article 10, paragraph (1), teacher competency encompasses various essential domains: pedagogical competence, personality competence, social competence, and professional competence (Ramdhani and Susetyo 2021). Pedagogical competence necessitates teachers' understanding of students' individual traits and their ability to identify students' learning strengths and obstacles. Personality competence involves serving as a positive role model for students. Social competence encompasses the effective interaction with students, colleagues, parents, and the wider school community. Lastly, professional competence refers to the capacity to take on responsibilities and provide effective classroom instruction (Mukhtar and Luqman 2020).

As per Government Regulation Number 19 of 2005 concerning "National Education Standards," as detailed in Article 28, paragraph 3, pedagogical competence encompasses teachers' understanding of students, the creation and implementation of lesson plans, assessment of learning outcomes, and fostering students' realization of their potential (Ramdhani and Susetyo 2021).

According to J.M. Cooper, as cited in Nur (2014), classroom management is defined through five distinct aspects. Firstly, it involves teachers' efforts to establish a more organized classroom environment by overseeing student behavior through disciplinary measures. Secondly, it encompasses teachers' endeavors to guide students' cognitive processes (Evans, Owens, and Bunford 2014).

Based on research by Suhaebah Nur (2014), Jesika (2018), and Uswatun Hasanah (2022), effective classroom management positively impacts students' engagement in learning by maintaining a conducive environment through attentiveness to student behavior. Creating a supportive learning environment necessitates meticulous planning of classroom management strategies. This aligns with Minister of Education and Culture Regulation Number 16 of 2022, emphasizing the significance of interactive, stimulating, enjoyable, and challenging learning settings. Such environments promote active student involvement and offer opportunities for initiative, creativity, and autonomy, tailored to individual students' talents, interests, and developmental requirements (Minister of Education and Culture Regulation, No. 16, 2022). Given these insights, teachers assume a pivotal role in classroom management to ensure the effectiveness and efficiency of learning activities, consequently nurturing students' enthusiasm for learning. Additionally, it's noteworthy that English serves as the official language in numerous Commonwealth countries and is widely spoken and understood (Triguswinri, Purnaweni, and Priyadi 2023).

English is the most widely used language globally, spanning more countries than any other. Underscores its significance as the primary foreign language, pivotal for accessing information, expanding knowledge in various domains like science, technology, arts, and culture, as well as nurturing international relationships (Yeleussiz 2024). Wells, as cited in Minister of National Education Regulation No. 22 of 2006, highlights English's role as a medium for both oral and written communication. Additionally, emphasizes the critical importance of English proficiency across all age groups, from early childhood to adulthood, given its status as the universal language that transcends borders (Wyse et al. 2018).

Drawing from research outcomes aligning with investigations by Joni Nasrizal (2021), Diani et al. (2017), Roberto Sinaga (2021), and Tarinda Puspa (2020), it is affirmed that a favorable relationship exists between classroom management and students' inclination towards learning. This suggests that as pedagogical proficiency improves and teachers adeptly handle classroom dynamics, it cultivates a heightened interest in learning among students (Erwina, Mubarak, and Makrifah 2024). Drawing from existing literature, an aspect that has received limited attention is the proficiency of educators in utilizing technological advancements and integrating them into educational practices. Motivated by this gap, the researcher sought to explore how classroom management skills impact students' interest in English education, with a specific focus on leveraging technology.

Analysis of gathered data revealed inadequate utilization of technological tools by teachers in managing the IV-B class at MI NU Sumber Agung, resulting in less interactive lessons and diminished student engagement. Thus, it underscores the importance of enhancing teacher competencies to effectively incorporate technology into teaching sessions. Notably, students demonstrate heightened participation when teachers offer recognition through rewards or praise, particularly in response to students' active involvement. This positive reinforcement serves to nurture students' enthusiasm for learning. Effective classroom management is pivotal in addressing the challenges identified, as proficient management techniques can foster students' interest in learning. Building upon these discussions, the writer intends to conduct research on how teachers' classroom management skills influence students' interest in learning English at the fourth-grade level in MI NU Sumber Agung, OKU Timur.

## 2. RESEARCH METODOLOGY

This research seeks to explore how teachers' classroom management abilities impact the learning interest of fourth-grade students at MI NU Sumber Agung, located in East OKU Regency. It focuses on two types of variables: teacher competence and classroom management as independent variables, whereas learning interest serves as the dependent variable. The research questionnaire employs a Likert scale to measure all variables, and a quantitative approach is utilized. The study adopts a correlational research design with the objective of assessing the degree to which the independent variables (teacher competence and classroom management) influence the dependent variable (learning interest) (Noor 2011).

## 3. RESULT AND DISCUSSION

### Conduct Multiple Linear Regression Analysis

The multiple linear regression analysis demonstrates a significant relationship between the independent variables and the dependent variable. This is supported by the constant alpha ( $\alpha$ ) value of 33.984, indicating that if teacher competence and classroom management had no effect on learning interest, the learning interest variable would be zero. The regression coefficient for X1 ( $b_1$ ) is 0.730, meaning that a one-unit increase in the X1 variable corresponds to a 0.730 increase in the Y variable. Similarly, the regression coefficient for X2 ( $b_2$ ) is 0.861, indicating that an increase in the X2 variable leads to a 0.861 increase in the Y variable. Moreover,  $\mu$ , representing the error term, encompasses other unexplored independent variables, suggesting additional factors influencing learning interest beyond teacher competence and classroom management (Vesey et al. 2011).

### Hypothesis

Through partial testing (T-test) of the teacher competence variable on learning interest, it is observed that the t-value (2.030) exceeds the critical t-table value (1.706). Consequently, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted, indicating a relationship between the independent and dependent variables. Additionally, with a significance value of  $t(0.045) < 0.05$ , the null hypothesis

is further rejected, providing additional evidence of the influence between the variables. In essence, these results indicate a significant impact of teacher competence on students' learning interest, supporting the author's hypothesis. This suggests that higher levels of teacher competence correspond to a greater effect on students' interest in learning.

After conducting the T-test on the classroom management variable concerning learning interest, it becomes apparent that the t-value (2.397) surpasses the critical t-table value (1.706). Consequently, the null hypothesis ( $H_0$ ) is rejected in favor of the alternative hypothesis ( $H_a$ ), indicating a significant relationship between the independent and dependent variables. Additionally, with a significance value of  $t(0.025) < 0.05$ , the null hypothesis is further rejected, supporting the acceptance of the alternative hypothesis and confirming an influence between the variables. To summarize, these results demonstrate a notable impact of classroom management on students' learning interest, aligning with the author's hypothesis. Based on this data, it can be deduced that teachers' proficiency in classroom management skills correlates with a greater influence on students' interest in learning.

According to the conducted test, as presented in Table 4.13 in Appendix XI on page 124, it is evident that the calculated F-value (15.886) exceeds the tabulated F-value (3.30), leading to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). Consequently, it can be confirmed that all independent variables significantly affect the dependent variable. Additionally, with a significance value of  $F(0.001) < 0.05$ , the null hypothesis is rejected, and the alternative hypothesis is upheld, indicating the impact of all independent variables on the dependent variable. These findings suggest that both teacher competence and classroom management play a significant role in influencing students' learning interest, thus supporting the author's hypothesis.

Based on the analysis of the preceding data, it can be determined that the research question has been effectively answered. The effectiveness of teachers in managing their classrooms notably affects the learning enthusiasm of fourth-grade students, particularly within the realm of English Education. This is emphasized by the substantial impact of teacher competence, standing at 0.730, and classroom management, at 0.861, resulting in a combined effect of 33.984 on students' learning interest. The considerable magnitude of this collective influence on learning interest signifies that a high level of competence in classroom management significantly shapes students' interest in learning. Conversely, if teachers lack proficiency in classroom management, it diminishes students' interest in learning.

Based on the data analysis, the teacher competence variable, specifically in the mastery of learning theory indicator, received the highest percentage among the ten indicators, totaling 123 points. This is evident from the questionnaire responses provided by the students, indicating that the fourth-grade teacher at MI NU Sumber Agung demonstrates pedagogical competence in mastering learning theory. Conversely, the indicator "utilization of information and communication technology" received the lowest score among the indicators, totaling 96 points. This suggests that fourth-grade students at MI NU Sumber Agung perceive a lack of technology integration by their teacher during lessons. This observation is supported by the teacher's preference for traditional teaching methods, leading to students quickly losing interest during the learning process.

The research findings reveal that the indicator "demonstrating care and concern for students" holds the most prominent position among the five indicators within the classroom management variable, with the highest score of 114.5 points. Conversely, the indicator "reprimanding students who do not follow the rules" received the lowest score, totaling 101.5 points. This suggests that the fourth-grade teacher at MI NU Sumber Agung may need to enhance their approach in reprimanding or applying sanctions to students who exhibit disruptive behavior in the classroom.

The research findings highlight that the indicator "paying attention during lessons" garnered the highest score within the learning interest variable, reaching 105.5 points. Conversely, the lowest score in this variable is attributed to the "completing assignments" indicator, scoring 93 points. Various factors contribute to this, including psychological aspects, particularly concerning motivation. Previous research findings suggest that the optimal class size, typically fewer than 25 students, impacts students' learning interest within classroom management. Furthermore, effective classroom management strategies to enhance students' learning interest encompass proficiency in technology utilization, addressing and enforcing sanctions on disruptive students, and offering guidance and motivation.

#### 4. CONCLUSION

The research findings suggest that the fourth-grade teacher at MI NU Sumber Agung still lacks proficiency in utilizing technological advancements, leading to less engaging lessons and subsequently, reduced student learning interest. Therefore, it is imperative for teachers to enhance their competence in utilizing technology during instructional sessions. It has been observed that students tend to exhibit greater engagement when teachers acknowledge their efforts through rewards or praise, particularly when they participate actively by answering questions, thus fostering their learning interest. For future researchers interested in expanding on this study, it is recommended to explore how the optimal class size, typically fewer than 25 students, impacts students' learning interest within classroom management. Additionally, effective classroom management techniques to boost students' learning interest include mastering technology use, addressing and implementing sanctions for disruptive behavior, and offering guidance and motivation.

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