



Analysis of the Influence of a Supportive Classroom Climate on Students' Learning Motivation

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Abstract

Classroom management is an important aspect in controlling, organizing and improving student learning achievement. However, low learning motivation is still a major challenge facing teachers and some primary school students in Indonesia. This study aims to analyze more deeply the factors that cause a decrease in student learning motivation and how classroom climate can affect the increase in learning motivation. In this research, the method applied is the Literature Study method which is carried out by examining books, articles from various journals, records of current events, and previous studies. The results of this study show that classroom management is not just about organizing students to be orderly, but also a crucial basis for creating an effective and pleasant learning atmosphere.

Keywords: Classroom Management, Learning Motivation, Classroom Management

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1. Introduction

A school is an educational institution that involves students, educational staff, and teachers in an effort to achieve their vision, mission, and educational goals. A positive learning atmosphere and good relationships between school components are very important. In achieving school education goals, the education system must support creativity and learning effectiveness and conduct educational evaluation or supervision to identify and overcome weaknesses in teaching methods, curriculum, and evaluation. This makes quality education measurable from the success of achieving educational goals, which ultimately results in students who are competent and ready to compete (Jayanti, et al., 2021).

Classroom management is an important aspect in controlling, organizing, and improving student learning achievement. Here are some discussions about the importance of classroom management. According to Aprilia (2020) in her research entitled "Classroom Management Strategies in Improving Learning Effectiveness" include; Effective classroom governance can improve students' academic performance, and a good classroom management strategy can contribute to the improvement of their learning achievement. In addition, efficient classroom governance has a significant positive impact on improving students' academic achievement. However, low motivation to learn is still a challenge for some elementary school students in Indonesia.

Research on learning motivation and learning environment has been conducted by several studies, namely research conducted by Weni (2015). with the title "The Influence of Learning Motivation and Conceptual Understanding on Mathematics Learning Outcomes on the Traveling and Wide Areas of Simple Flat Building Materials of SDN Pagerwojo Sidoarjo Students", further the same thing as Fatma (2020) who examined "The Effectiveness of Classroom Management in Improving Student Learning Achievement at MTs Muallimin Univa Medan, Medan Amplas



District". Based on the problems described above, the researcher is interested in delving deeper into the factors that cause a decrease in student learning motivation and the influence of the classroom climate that supports the increase in student learning motivation by reviewing the literature and summarizing the analysis related to the study. Certain initial knowledge is crucial and has a high urgency to be studied in this problem, including:

A. Classroom Management

Classroom management is an effort to create and manage the classroom as an effective learning environment (Igbino, 2015). As for developing a conducive classroom atmosphere, teachers can apply the principles of classroom management, such as creating a warm and enthusiastic classroom atmosphere, designing challenging learning, using variations in learning methods, applying a flexible approach, instilling positive values in students, and prioritizing the teacher's attitude in front of the class which can make students feel amazed and proud, thus encouraging students to become obedient individuals (Sulaiman, 2018). This is supported by research by Pujiman, et al. (2021) which researches the relationship between classroom management and student learning motivation stating that there is a strong relationship between the implementation of the classroom management approach and learning motivation

Furthermore, the challenges that often occur in classroom management in increasing student learning motivation can be caused by several factors. In Saputra (2024). Stating the common inhibiting factors are: (1) Factors inside and outside the classroom there are several types of factors inside and outside the classroom, among them are (a) intrinsic factors such as intelligence, encouragement, and student interest can have an impact on academic achievement. Students who have a higher level of intelligence and interest in a particular subject tend to have better motivation to learn; (b) external factors such as an unsupportive learning environment, inadequate school facilities, and ineffective learning strategies can also have an impact on learning achievement. (2) Low interest in learning in students can result in unsatisfactory learning outcomes. Students who do not have the opportunity to develop their abilities; (3) Learning Strategies, less effective learning strategies can cause students to not be able to apply good learning concepts, so that their learning achievement is also not good.

B. Supportive And Fun Classroom Climate

Student learning climate is a condition formed from interaction between teachers and students and between fellow students, which has an impact on the learning process. The success of a teacher in the classroom is not only measured by the achievement of a learning goal, but also determined by the teacher's ability to develop and master the learning. A supportive classroom environment includes physical factors such as spatial planning neat and interesting classroom, social there is good interaction between teachers and students, and emotional, namely there is a sense of confidence and freedom from pressure or fear. Teachers have an important role to play in creating this climate by providing support, rewards, and a friendly and caring approach to students.

The classroom climate is an atmosphere that includes scientific, social, emotional, and physical aspects where students carry out the learning process. The classroom climate is influenced by various factors, one of which is the interaction between teachers and students (Jaelani et al., 2022). According to Hadiyanto (2016), the classroom climate is a total situation that arises due to the relationship between educators and students as well as between students themselves, which is a characteristic of the classroom and affects the teaching and learning process. Based on this explanation, it can be concluded that a conducive classroom climate is



able to create an ideal learning process and ultimately support the desired improvement in the quality of learning (Setiyadi & Loviansi, 2020). It is essential for teachers to create a classroom environment that supports students' learning and teaching activities by using effective classroom management strategies. Teachers who have the ability to provide appropriate support and guidance, as well as provide opportunities for students to experiment and try new things in learning, have the potential to improve students' ability to create new ideas and create new ways to learn, this also refers to teachers as an important player in creating a creative and fun classroom climate.

C. Student Motivation

The term motivation comes from the word "motive" which is the motivation in a person that makes him perform an action or behavior. In other words, motive functions as a driving force that moves a person to do certain activities to achieve the desired goal (Uno, 2021). Based on this understanding, motivation can be interpreted as an impulse that is already active in a person.

Motivation is a force both from within and from the outside environment that encourages individuals to achieve predetermined goals (Sa'adah et al., 2021). If the goal is to learn, then motivation can be a driver for a person to study seriously. As a general characteristic, student learning motivation is considered as a relatively stable tendency in learning activities. However, as a situation-specific situation, learning motivation can change during the learning process, meaning that this learning motivation can increase or decrease (Marta et al., 2020).

2. Method

In this research, the method used is the literature study method. Literature study is carried out by examining various sources, such as books, journal articles, records of recent events, and reports that are relevant to the problem being studied. This method aims to provide a deep understanding of the research topic or issue, so that it can become an example and a strong foundation in preparing a systematic and structured discussion (Andriani, 2022).

This research uses a descriptive qualitative design, namely by analyzing and describing the data that has been obtained systematically. Then process the data into clear and detailed writing so that the contents of the study are easy to understand properly. This research utilizes sources such as books, literature, articles, and research results published in the last ten years, namely from 2015 to 2025, and all journal articles used can be fully accessed in PDF format.

3. Results and Discussion

The influence of the supportive classroom climate on increasing the learning motivation of elementary school students can be seen in the following table.

Table 1. Teacher Personality Competency Research on the Significance of Student Learning Motivation

Sitasi	Jurnal dan Judul	Metode	Hasil Penelitian
Ichwani Siti Utami dan Ratna Atiah.	Journal of Citizenship Education: The Effect of Class Climate on the Learning Motivation of Class VIII Students	Quantitative description method, correlation study approach.	Result account statistics using rumus correlation product moment shows the value of r calculated $> r$ table, which is $0.645 > 0.204$. In addition, the test was also carried out with the



Sitasi	Jurnal dan Judul	Metode	Hasil Penelitian
	in Civic Education Subjects		following results t calculated < table or $0.64510 < 1.29492$. This shows that water can have an influence between the classroom climate and the student's learning motivation, where the classroom climate makes a positive contribution in increasing students' learning motivation
Ananda, R., Nurjanah, S., Rahma, M., & Ernita, R.	Scientific Journal of Education Science: Personality Competency Analysis	Qualitative method descriptive	The data were collected through literature review and documentation. The data is processed with a descriptive qualitative approach. The discussion of the results shows the importance of teacher personality competence in shaping the character of students. This study aims to analyze the relationship between teacher personality competence and learning effectiveness. The conclusion from the results of statistical calculations with the correlation formula shows a significant relationship between teacher personality competence and learning quality in elementary schools.
Hafidza Alifia Fikrotun Nabila, Tyasmiarni Citrawati.	Journal of Academic Media (JMA): The Relationship Between Classroom Climate and Student Motivation in Indonesian Language Subjects at SDN Bulu 1 Balen Bojonegoro	Descriptive quantitative method, correlational design	The results of the normality test were normally distributed and the linearity test obtained a value of 0.530 and 0.597 and obtained a significant value from the results of the classroom climate questionnaire and observation of student learning motivation of 0.005 less than 0.05. This shows that there is a relationship between classroom climate and student learning motivation. In addition, the interpretation of the coefficient between variables is positive 0.662 high category and 0.477 medium category. This means that the better the classroom climate, the more students' learning motivation will increase.



Sitasi	Jurnal dan Judul	Metode	Hasil Penelitian
Deviana Sibulo, Ferofianes L. Tanjung, Eka Mirma Selan, dan Yakobus Adi Saingo.	Scientific Journal of Education: PAK Teacher's Personality Competence in Motivating Grade V Students in Elementary School.	Qualitative method descriptive	Indicates that teachers who have good personality competence can create a comfortable and pleasant learning environment, thus having a positive effect on increasing student learning motivation.
Sinta Satria Dewi Pedit, Azizah Thalib, & Delfia Magfirah	Elementary School Journal of Education and Learning: The relationship between teacher personality competence and student learning motivation.	Correlational quantitative method	The results revealed that teachers' personality competence has a significant relationship with students' learning motivation. Teachers who show a positive personality, such as discipline, honesty, patience, responsibility, and being able to be an example for students, play an important role in creating a conducive learning environment. This is supported by the results of statistical analysis which shows a correlation coefficient value of 0.697 with a significance level of 0.001, which means that the better the teacher's personality competence, the student learning motivation will also increase.
Nisa, K., Situmorang, M. S., Halawa, S., Anggraini, A., Pasaribu, I. Q., & Azrohid, F.	Journal of Education and Counseling: Teacher personality competence in Islamic perspective.	Qualitative method descriptive	The results show that teachers' personality competence, which includes traits such as patience, sincerity and responsibility, has a very important role in creating a conducive learning environment. Good teacher personality not only shapes students' character but also encourages them to be more diligent, disciplined and active in the learning process. Teachers with good personalities act as role models who inspire students to be more passionate and committed to learning.
Lufita, L., Wahyudi, M. H.,	Journal of Social Sciences and Humanities: The influence of social	Qualitative method descriptive	The results showed that teachers' personality competence plays an important role in increasing students' learning motivation. Teachers who



Sitasi	Jurnal dan Judul	Metode	Hasil Penelitian
	competence and teacher personality competence on student learning motivation majoring in social science at senior high school.		have an open personality, patience, responsibility, and good adaptability can create a comfortable and supportive learning atmosphere. Thus increasing student motivation in participating in the learning process.
Jasman, Ordiman Lasaima	Attending Journal: The Effect of Classroom Climate on Student Motivation	Descriptive statistics method	The results of low classroom climate level 73.43 and low learning motivation 67.36 are significantly correlated. The analysis shows that classroom climate influences learning motivation by 47.8% with the rest influenced by other factors ($F_{count} 46.798 > F_{table} 4.10$, significant at $0.000 < 0.05$. Significant value of $0.000 < 0.05$).
Dinda Ashari Febriani, Arifmiboy, Al Baihaqi Anas, Nurhasnah	Tambusai Education Journal: The Contribution Between Classroom Climate and Students' Motivation to Learn PAI at SD Negeri 35 Payakumbuh	Correlational method is quantitative	The result of the r-count value of $0.546 > r\text{-table } 0.288$, so H_a is accepted and H_o is rejected. This is the contribution between classroom climate and student learning motivation in PAI subjects at SD Negeri 35 Payakumbuh, with a contribution rate of 70.2%. Thus, it can be concluded that classroom climate is one of the factors that can affect student learning motivation and has a strong enough relationship with this motivation. Teachers need to create a conducive classroom climate so that students are motivated in the learning process.
Pranciska Gamilina	Journal of Basic Education: The Relationship Between Classroom Climate and Elementary School Students' Motivation to Learn	Correlational method, quantitative approach	Research at SDN Sungai Raya 1 showed that 39% of students rated the classroom climate as very good, and the highest learning motivation in the high category was 38%. A significant relationship between classroom climate and learning motivation with r count $0.691 > r\text{ table } 0.468$, including the strong category. This means that a good classroom climate contributes to



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			student learning motivation.
Hasma, H	Journal of Education and Science: Basic teacher skills to create a fun learning atmosphere.	Correlational method, quantitative approach	This study revealed that teachers as instructors need to master eight basic skills in the classroom learning process that play an important role in determining the quality of learning, namely: (1) questioning skills, (2) skills; providing reinforcement; (3) skills in creating variety; (4) skills in explaining material; (5) skills in opening and closing lessons; (6) skills in guiding small group discussions; (7) skills in managing the class, and (8) skills in teaching both small groups and individuals.
Pentury, H. J	Scientific Journal of Education: Developing teacher creativity in creative learning of English lessons	Qualitative method, descriptive approach	Research shows that a supportive learning atmosphere is influenced by internal factors such as inheritance and psychology, as well as external factors such as social environment, culture and teacher background. Teachers as the key to educational success must be creative role models, creating inspiring and flexible learning so that students develop optimally and teachers are motivated to do creative learning.
Mea, F	Journal of Christian Education: Improving learning effectiveness through teacher creativity and innovation in creating a dynamic classroom.	Descriptive Qualitative Method	The results of this study focus on how systematic planning by teachers can concretely improve learning effectiveness, the relationship between creativity and innovation in improving students' learning experience by understanding in depth the concrete steps in planning such as the basic concepts of teacher creativity and innovation.
Zefania Julia Christanty, Wiputra Cendana	Journal of COLLASE (Creative of Learning Students Elementary Education): Teachers' efforts to increase K1 students' engagement	Descriptive Qualitative Method	This study concludes that teacher involvement in learning encourages students to be active and creates a pleasant learning climate. Teachers need to adapt methods to student development, using digital media



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	in synchronous learning		such as PowerPoint to increase interest in learning. With such involvement, students can learn cognitively, affectively and psychomotorly, so that the subject matter is more relevant to their lives.
Anggy Giri Prawiyogi, Tia Latifatu Sadiyah, Andri Purwanugraha, Popy Nur Elisa	Basicedu Journal: The use of big book media to foster interest in reading in elementary school.	Descriptive Qualitative Method	This research concludes that through the process of learning activities can be done by using media because it will attract students' attention more because students will not feel bored and make them enthusiastic in reading. So that through this approach a pleasant learning climate can be created.

Based on the analysis of various research journals above, it was found that classroom climate and teacher personality competence play an important role in improving students' learning motivation. Most of the studies used correlational quantitative and descriptive qualitative methods. The results of the above studies show that there is a significant relationship between a conducive classroom atmosphere and good teacher character to increase students' enthusiasm for learning. In addition, the results show that classroom climate has a positive effect on student learning motivation as evidenced by the product moment correlation test and t test which shows significance. Similar results show that the significance value of the relationship between classroom climate and learning motivation is below 0.05 and the correlation coefficient is high. This indicates that the better the classroom climate, the more students' learning motivation increases.

Teacher personality competence is also an important factor as explained in the research above. Teachers who have traits such as patience, honesty, discipline, and responsibility are able to shape the character of students while creating a supportive learning environment. So, the teacher's personality not only has an impact on the learning process but is also able to encourage students to be more disciplined, active, and enthusiastic in learning. Furthermore, teachers who are creative and innovative in developing learning materials and methods are able to increase student involvement cognitively, affectively, and psychomotorically. This shows that teachers not only act as material deliverers, but also as facilitators and motivators in the learning process.

The results of the above research also show that teachers' social competence and pedagogical abilities such as teaching skills, guiding discussions, and managing classes also contribute to shaping students' learning motivation. Teachers need to master eight basic teaching skills that play a direct role in the learning atmosphere and learning quality. A good learning environment is not only determined by the physical condition of the classroom, but also by the quality of social interactions, learning approaches and teacher personality and creativity. Thus, teachers play an important role in creating a conducive classroom atmosphere so that students are encouraged to learn actively and continuously.



4. Conclusions

Based on the results of the discussion, it can be concluded that classroom management is not just about organizing students to be orderly, but an important foundation in creating an effective and pleasant learning atmosphere. Teachers also have a central role in shaping a conducive classroom environment through a warm approach, varied and flexible strategies. Learning motivation itself is influenced by many factors, both from within the student such as interest and desire to succeed, as well as from outside such as the learning environment, learning strategies, and teacher support.

Therefore, a positive classroom environment as part of the classroom climate is proven to have a significant effect on student learning motivation, and must be responded to with the right approach so that it does not become an obstacle in the learning process. Thus, the success of the teaching and learning process is highly dependent on the teacher's ability to manage the classroom professionally, creatively and inspiringly.

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