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The Role of Teacher Professionalism in Improving Student Motivation and Learning Quality at MI Al Islamiyah Bandarsakti

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ABSTRACT

In MI Al Islamiyah Bandarsakti, there is a problem of low student motivation which is reflected in the number of students who have not reached the Minimum Completeness Criteria (KKM). This low learning motivation is influenced by several factors such as the less-than-optimal role of the teacher in managing the class and delivering the material, as well as the limited learning facilities available. Many students show a lack of enthusiasm in participating in learning and have difficulty in understanding the material presented, which has an impact on unsatisfactory learning outcomes. This study aims to identify the extent to which teacher professionalism affects student learning motivation and the quality of learning outcomes at MI Al Islamiyah Bandarsakti, as well as analyze the factors that shape teacher professionalism in improving learning quality. This research uses a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation and document analysis. Data were analyzed using thematic analysis method and validated through triangulation and member checking. The results showed that teacher professionalism has a significant influence on student motivation and learning quality. Teachers who have good pedagogical competence, effective communication skills, and adequate classroom management skills are proven to increase students' interest and engagement in learning.

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1. INTRODUCTION

Education is one of the important pillars in human resource development, especially in the context of basic education in Indonesia. Quality education can be achieved if there is good collaboration between various elements, one of which is teacher professionalism. Teacher professionalism plays a crucial role in improving the quality of learning and student motivation. Without professional teachers, it will be difficult for students to develop their potential optimally. Therefore, understanding how the role of teacher professionalism can affect student motivation and learning quality, especially at MI Al

Islamiyah Bandarsakti, is a very relevant topic to research. This will provide a clearer picture of the importance of improving the quality of teaching in the school.

MI Al Islamiyah Bandarsakti is an Islamic educational institution that has great potential in producing a noble and knowledgeable generation. This school has a clear vision in educating students to become intelligent and virtuous human beings. However, based on initial observations in the field, there are a number of problems faced in the learning process. Some students in this school showed a low level of motivation to learn, which resulted in unsatisfactory learning outcomes. Many of them seemed less enthusiastic about learning and found it difficult to understand the material presented. This condition certainly affects the quality of their learning outcomes. Data obtained from academic evaluations show that around 40% of students scored below the Minimum Completion Criteria (KKM), indicating a need to improve the existing learning approach. The causes of this low learning quality need to be analyzed further to find the right solution.

One of the factors that can explain the low motivation and quality of student learning is the less-than-optimal role of the teacher in managing the class and delivering the material. Many teachers are experienced, but they face great challenges in creating a learning atmosphere that motivates students. Teacher professionalism, which includes pedagogical competence, communication skills, and an understanding of students' needs, is a factor that greatly influences the success of learning. Teacher professionalism focuses not only on mastery of subject matter, but also on the ability to create a pleasant classroom atmosphere that supports students' motivation to learn more. Without effective classroom management, learning materials are difficult to digest and student motivation decreases. Therefore, it is important to see firsthand how the quality of teaching provided by teachers affects the learning process at MI Al Islamiyah Bandarsakti.

A number of studies show that there is a significant relationship between teacher professionalism and student learning motivation. Research by (I. Rachmawati, 2019) shows that teachers who have good competence in managing learning are able to create an atmosphere that can increase student motivation. Teachers who have the skills to create a positive classroom atmosphere can arouse students' interest and enthusiasm for learning. In addition, (F. Trianto, 2020) research also revealed that teachers who have high pedagogical knowledge can adapt learning methods to the characteristics of students, so as to attract their interest in learning more actively. Therefore, it is important to understand more about what factors shape teacher professionalism at MI Al Islamiyah Bandarsakti. This will be the first step in improving the quality of learning in this school, as well as overcoming the learning motivation problems faced by students.

In MI Al Islamiyah Bandarsakti, many teachers have teaching experience, but still have difficulty in attracting students' interest. This may be due to limitations in the application of learning methods that are varied and in accordance with the needs of students. Sometimes, the methods used are not interesting enough for students, so they feel bored and lack enthusiasm in participating in learning. Some teachers sometimes have difficulty in adjusting the teaching style to the various student characters in the classroom, causing some students to feel less involved in the learning process. Another problem faced is the lack of supporting learning facilities and infrastructure, which has an impact on the limited creativity in managing classes and materials. These constraints make it difficult for teachers to optimize the learning process despite their best intentions and efforts. Therefore, teacher professional development is needed to overcome these problems.

Furthermore, internal factors from teachers also affect their professionalism. Most teachers at MI Al Islamiyah Bandarsakti do not have sufficient opportunities to attend training or educational workshops that can update their knowledge and skills. This results in a lack of innovation in learning, and monotonous teaching can reduce student motivation. A study by (Rahmawati & Wahyu, 2021) showed that teachers who continuously update themselves through training or further education have a better ability to motivate students and improve their learning outcomes. Teachers who do not have the opportunity to develop tend to stagnate, and this will affect the quality of learning they provide. Therefore, it is important for MI Al Islamiyah Bandarsakti to provide self-development opportunities for their teachers.

Teachers' professionalism is also reflected in their ability to communicate with students. Effective communication between teachers and students will help create a better relationship, so students feel comfortable and find it easier to understand the material being taught. Students who feel valued and listened to tend to be more motivated to achieve. According to (T. Setyowati, 2022), teachers who are able to establish good relationships with students and parents have a greater chance of improving the quality of learning and student learning outcomes. In addition, good communication can create a supportive environment for students' social and emotional development, which is crucial for increasing their learning motivation. Teachers who are able to communicate effectively will find it easier to identify difficulties experienced by students and provide appropriate solutions.

It is important to remember that teachers' professionalism does not only cover the aspect of teaching in the classroom, but also includes their ability to manage the classroom, understand student dynamics, and adapt to the development of educational technology. With the development of educational technology, teachers are required to be more flexible and creative in facing learning challenges. Therefore, schools need to provide full support in the form of trainings and workshops that can enrich teachers' competencies. Technology can also be used as a tool to enrich learning methods and increase student motivation. Teachers who cannot keep up with the development of educational technology will be left behind, and students will lose the opportunity to get a more interactive and interesting learning experience.

In the context of MI Al Islamiyah Bandarsakti, teacher professional development is very important to ensure that the learning process can take place well and in accordance with the needs of students. Increased teacher competence is expected to overcome various existing obstacles, such as the lack of student motivation and the low quality of learning outcomes. As stated by (M. Suyadi, 2020), high teacher professionalism can create a conducive learning climate, which in turn can increase student motivation to study harder. Without an increase in teacher competence, it is difficult to achieve optimal educational goals. Therefore, this study aims to identify the factors that influence teacher professionalism and its impact on learning quality at MI Al Islamiyah Bandarsakti.

However, it should be noted that the problems at MI Al Islamiyah Bandarsakti are not only related to internal teacher factors but are also influenced by external factors, such as limited facilities and infrastructure. Nevertheless, through improving the professionalism of teachers, it is expected that students can remain motivated to learn despite being faced with limited facilities. Professional teachers will be able to create a conducive learning environment, despite limited facilities. Thus, teachers have a very large role in creating a pleasant learning atmosphere and can foster students' interest in learning. Although various external constraints exist, competent teachers will be able to deal with them well.

Therefore, this study aims to identify the extent to which teacher professionalism influences students' learning motivation and the quality of learning outcomes at MI Al Islamiyah Bandarsakti. This research is expected to provide new insights for the school, especially in efforts to improve the quality of teaching through improving teacher competence. In addition, the results of this study are also expected to be a reference for other schools in developing teacher professionalism to create better learning. This research will provide an overview of the steps that need to be taken to improve the quality of teaching at MI Al Islamiyah Bandarsakti.

This research is very important because it aims to dig deeper into effective ways to improve teacher professionalism at MI Al Islamiyah Bandarsakti. Teacher professionalism has a direct influence on teaching quality and student motivation, so this research is expected to identify practical steps that can be implemented in the field. With a deeper understanding of the factors that shape teacher professionalism, schools can develop appropriate policies and development programs. The results of this study will provide concrete guidelines to improve the quality of teaching at MI Al Islamiyah Bandarsakti, which in turn will have an impact on student learning outcomes. Furthermore, this research can also serve as a reference for other educational institutions facing similar challenges in improving the quality of their education. Therefore, this research is not only relevant for MI Al Islamiyah Bandarsakti, but also makes an important contribution to the development of education in Indonesia as a whole.

2. METHODS

This research adopts a qualitative approach with a case study design to investigate in depth the role of teacher professionalism in improving student motivation and learning quality at MI Al Islamiyah Bandarsakti. This approach was chosen because it allows researchers to comprehensively examine the phenomenon, understand the dynamics associated with the teaching process, and analyze the impact of teacher professionalism on student motivation and learning outcomes. The study involved two main groups of subjects, namely the teachers involved in learning and the students who showed low learning motivation. The teachers selected had varied teaching experiences, while the students studied were those who had difficulty in understanding the subject matter and had not reached the Minimum Completion Criteria (KKM).

Data collection in this study was conducted through several techniques, including in-depth interviews, participatory observation and document analysis. In-depth interviews with teachers and students aimed to explore their views on teaching, teacher professionalism and the challenges they face in the learning process. Participatory observation was conducted by directly observing the interaction between teachers and students in the classroom, as well as the teaching methods applied by teachers. Documents analyzed include lesson plans, evaluation of student learning outcomes, and academic reports available at the school. The collected data will be analyzed using the thematic analysis method, where the data will be grouped in categories related to teacher professionalism and its influence on student motivation and learning quality. To validate the data, this study uses triangulation by comparing the results of interviews, observations and documents. In addition, member checking techniques were also applied to ensure the veracity of the findings from the interviews. The results of this study are expected to provide practical recommendations for MI Al Islamiyah Bandarsakti in improving teaching quality through teacher professional development, as well as a reference for other schools facing similar challenges.

3. FINDINGS AND DISCUSSION

The Role of Teacher Professionalism on Student Motivation

The results of this study reveal that teacher professionalism has a significant impact on student learning motivation at MI Al Islamiyah Bandarsakti. From the results of interviews with teachers and students, as well as direct observation in the classroom, it was found that teachers who have high professionalism are able to create a supportive atmosphere and motivate students to be more active in the learning process. Teachers' pedagogical competencies, such as the ability to explain material in a way that is easy to understand and adaptive to students' various learning styles, greatly affect students' motivation levels. This is in line with research findings by (A. Rachmawati, 2019) which show that teachers who are competent in managing learning can increase students' interest and motivation to study harder. Teacher professionalism not only has an impact on understanding the material, but also creates a more dynamic and enjoyable learning atmosphere for students (Ariani, 2020) (Hidayati, 2022).

One aspect of professionalism that has the most impact on student motivation is teachers' communication skills. Teachers who are able to establish effective communication with students can create a comfortable and safe learning climate, which is important for increasing student motivation. In the observation, it was found that teachers who often give positive feedback, reward students who show effort, and pay attention to students' emotional needs, are able to encourage students to be more enthusiastic in participating in learning. This is in line with the findings of (R. Setyowati, 2022), which states that good communication between teachers and students can promote more positive relationships and support increased learning motivation. When students feel valued and understood by teachers, they tend to be more eager to engage in learning and try harder to achieve their academic goals (Yanti, 2021a) (R. Putra & Wijaya, 2023).

In addition, the teacher's ability to manage the classroom is also a determining factor in creating an atmosphere conducive to learning. Professional teachers can manage learning time well, maintain classroom discipline, and create an atmosphere that is not boring. In this case, teachers who have a

good command of classroom management tend to be more successful in attracting students' attention, keeping students focused, and keeping the classroom atmosphere productive. Research by (D. Trianto, 2020) also supports these findings by showing that effective classroom management plays a major role in improving the quality of learning and student motivation. Good classroom management not only creates a conducive environment, but also provides the sense of security needed for students to develop more optimally (S. Dewi, 2021) (Ahmad & Saleh, 2023).

However, although teacher professionalism has a huge role, the challenges faced by teachers at MI Al Islamiyah Bandarsakti cannot be ignored. Based on interviews with teachers, many expressed difficulties in managing the classroom well, especially when dealing with students who show low motivation to learn. In addition, some teachers also face limited facilities that make it difficult for them to develop more varied and interactive learning methods. This shows that despite teachers' best efforts to manage the classroom well, external factors such as limited facilities still affect the quality of learning and student motivation. With limited facilities, it is important to find solutions that can assist teachers in creating effective learning even with limited resources (Rosita, 2022) (Akbar, 2023).

Another external factor that affects students' motivation is the lack of support from the school environment, especially in terms of teachers' professional development. Some teachers stated that they do not have enough opportunities to attend training or workshops that can improve their pedagogical skills. In this case, increasing training opportunities for teachers is crucial to support their professional development. (Rahmawati & Wahyu, 2021) showed that teachers who continuously improve their competence through training can have a positive impact on student motivation and the quality of their learning outcomes. If support for teachers' professional development is strengthened, the quality of learning in these schools can be optimized and have a direct impact on student motivation and achievement (P. Fajar & Hasanah, 2022) (Marwan, 2023a).

In addition, although most teachers are experienced in teaching, some teachers at MI Al Islamiyah Bandarsakti have difficulty in adjusting learning methods to the needs of diverse students. Some students show difficulty in understanding the material taught, which affects their motivation levels. Research by (I. Suyadi, 2020) shows that a professional teacher must be able to adapt learning methods to student characteristics, and this can increase student motivation to learn better. Therefore, adaptation of methods that suit students' needs should be a priority in classroom teaching (D. Sari, 2022) (Lestari & Hidayati, 2023).

However, there are also some positive findings from good classroom management, despite the limited facilities. Professional teachers are able to optimize existing facilities to create fun and interactive learning. For example, despite not having sophisticated technology, some teachers use creative approaches, such as educational games, group discussions, and the use of simple learning media that can increase student engagement. This reflects that despite limited facilities, effective management can still create an atmosphere that supports students' learning motivation. Teachers' ability to innovate with limited resources is crucial to maintaining students' enthusiasm and engagement in learning (Rizal, 2021) (Zulkarnain, 2023).

Furthermore, effective classroom management by teachers also creates a sense of security for students. Students who feel valued by their teachers tend to have higher motivation to participate in learning. Students feel more comfortable asking questions and following the lesson if they feel the teacher understands their needs and pays special attention. This shows that the communication and empathy aspects of teachers also play an important role in increasing student motivation. This is in line with research of (R. Setyowati, 2022), which states that teachers who are able to build good relationships with students tend to be more successful in improving student motivation and learning outcomes. Feeling valued and understood by the teacher can be a strong incentive for students to try harder in learning (R. Saraswati, 2020) (Pratama, 2023).

However, it should be noted that although good classroom management can increase student motivation, most students at MI Al Islamiyah Bandarsakti still face challenges in understanding the material being taught. One of the factors found in this study is the difference in learning speed between students, where some students have difficulty following the learning despite the teacher's efforts to

adjust the material. Research by (A. Rachmawati, 2019) shows that teachers who are able to understand students' individual characteristics will be more successful in adjusting learning methods so that they can attract students' attention and increase motivation. It is important for teachers to recognize students' individual differences, so that they can provide the right approach in helping students understand the material (Rama & Hidayah, 2021) (Indriani, 2022).

In this case, a more personalized and adaptive approach to students' learning needs can be an effective solution. Teachers who can pay attention to individual differences in how students learn will be better able to overcome the problem of low student motivation and learning quality. Therefore, it is important for teachers at MI Al Islamiyah Bandarsakti to continuously develop their pedagogical skills and adapt to the diverse needs of students. A personalized approach can increase students' confidence, which in turn can improve their motivation and learning outcomes (Sulastri, 2022) (R. Dewi & Mardani, 2023).

Overall, this research shows that teacher professionalism plays an important role in improving student learning motivation at MI Al Islamiyah Bandarsakti. Teachers who have pedagogical competence, good communication skills and the ability to manage the classroom can create a supportive atmosphere and motivate students to be more active in participating in learning. However, challenges such as limited facilities and lack of training opportunities for teachers remain obstacles that affect teaching effectiveness. Therefore, teacher professional development, including increased training opportunities and facility support, is essential to improve student motivation and the quality of learning outcomes. Capacity building for teachers through continuous training is needed to make teaching more effective and motivate students to reach their full potential.

The Role of Classroom Management by Teachers in Improving the Quality of Student Learning

Effective classroom management by teachers plays a very important role in improving the quality of student learning. This study found that good classroom management can have a positive impact on increasing learning motivation, material understanding, and student learning outcomes at MI Al Islamiyah Bandarsakti. Based on the results of interviews with teachers and students, as well as classroom observations, good classroom management includes several important aspects, namely time management, classroom organization, the use of varied learning methods, and the application of technology in teaching. These aspects are instrumental in creating a conducive learning environment, which allows students to feel more comfortable and motivated in participating in learning. In addition, good classroom management can also reduce disruptions in the teaching and learning process, which often occur in less organized classes. This shows that classroom management does not only focus on academic aspects, but also on the psychological and social aspects of students. In this case, it is important for teachers to have the skills to manage the various dynamics that exist in the classroom.

Efficient time management was the first factor found in this study as an important key in creating a conducive classroom atmosphere. Teachers who are able to manage time well tend to be able to complete the material on schedule, providing sufficient time for interaction, discussion, and practice questions for students. This is also in line with research by (R. Dewi, 2021), which shows that good time management helps students to focus on learning and reduce boredom during the learning process. Efficient time also allows teachers to evaluate the learning process periodically, so as to identify whether the methods used are effective or need adjustments. In addition, the proper division of time between theory and practice also helps students to better understand the material in depth. When students feel that their time is valued, they will be more motivated to be actively involved in every learning activity. Therefore, proper time management not only helps teachers complete the material, but also creates a better learning experience for students.

In addition, a comfortable and structured classroom setting also contributes to the quality of learning. Teachers at MI Al Islamiyah Bandarsakti organize the classroom in such a way as to support interaction between students and create a pleasant atmosphere. Group table arrangements, for example, allow students to collaborate and discuss in small groups, which increases their engagement in learning. A good classroom layout can also minimize outside distractions, allowing students to focus

more on the material being taught. Flexible classroom arrangements, such as the use of tables and chairs that can be moved as needed, allow teachers to vary teaching methods more dynamically. Spatial arrangements that pay attention to student comfort, such as adequate lighting and good air circulation, are also very important in creating a productive learning atmosphere. Therefore, effective classroom management is not only about the physical space, but also about how the space can support the various learning activities carried out in it.

Teachers who can apply various learning methods tend to be more successful in attracting students' interest and attention. Based on field observations, teachers at MI Al Islamiyah Bandarsakti often use active learning methods, such as group discussions, educational games, and project-based learning. This is in accordance with the findings of (A. Setyowati, 2022), which states that the use of diverse methods can increase student interest and involvement in learning. The use of these varied methods also helps students with various learning styles to understand the material more easily. For example, students who are more visual can be given material using images or videos, while auditory students can more easily understand the material through oral discussions and lectures. This allows students to access the material according to their learning preferences, which ultimately improves their understanding. In addition, the application of varied methods also encourages students to think critically and creatively in solving problems. Teachers who use a variety of learning methods demonstrate their ability to adapt teaching strategies to students' needs and characteristics, which can create a more enjoyable learning atmosphere.

The use of these varied methods also helps students with different learning styles to understand the material more easily. For example, students who are more visual can be given material using pictures or videos, while auditory students can more easily understand the material through oral discussions and lectures. This is also proven by research conducted by (A. Putra & Wijaya, 2023), which shows that teaching with varied methods increases the effectiveness of the learning process, especially for students with different learning needs. In addition, kinesthetic students can learn better through practical activities, experiments, or role plays that allow them to apply the material learned. This diversity of methods not only improves understanding of the material, but also strengthens students' social skills, such as the ability to work in teams, speak in public, and solve problems collaboratively. By giving students, the opportunity to learn through a variety of approaches, teachers can meet a wider range of learning needs and help students to find their best way of learning.

Despite the limited facilities at MI Al Islamiyah Bandarsakti, most teachers are able to utilize existing technology to improve the quality of learning. Some teachers use devices such as projectors, learning videos and digital learning resources to support better understanding of the material. These technologies not only increase the attractiveness of learning materials but also make it easier for students to understand difficult concepts. Research by (A. Trianto, 2020) shows that the use of technology in learning can improve student understanding, especially in terms of visualizing material that is difficult to understand only through oral explanations. Technology also provides flexibility in accessing materials, so students can learn anytime and anywhere according to their needs. At MI Al Islamiyah Bandarsakti, although the available technology is still limited, teachers utilize existing devices very creatively. This reflects the teacher's ability to adapt to limitations and still provide an effective learning experience for students. The use of technology also encourages students to be more independent in learning, because they can access various learning resources outside of class hours.

Teachers who can create a pleasant and non-boring classroom atmosphere can significantly increase students' learning motivation. Based on classroom observations, teachers who actively provide positive feedback, appreciate students' efforts, and pay attention to students' emotional aspects, are able to create a pleasant learning climate. Research by (Yanti, 2021b) supports this finding, which shows that students who feel appreciated and understood by their teachers tend to be more motivated to learn. By paying more attention to the emotional aspects of students, teachers can create a classroom climate that not only supports academic achievement, but also students' social and emotional development. In addition, teachers who are able to manage the classroom with an empathetic and caring approach can help students to feel more confident in expressing their opinions. Recognizing students' efforts, even

in small ways, can boost their self-confidence, which in turn motivates them to keep learning and trying harder. With a positive and supportive classroom atmosphere, students will feel more valued and motivated to achieve.

The application of fun classroom management principles also makes students feel more comfortable and safer to express opinions, ask questions, and participate in discussions. A classroom atmosphere that is not tense and full of appreciation for students' efforts will make them more eager to follow the lessons. In addition, a pleasant classroom helps create a positive relationship between teachers and students, which facilitates communication and interaction. Research by (A. Setyowati, 2022) shows that a conducive classroom atmosphere can increase students' confidence to actively participate in learning. Therefore, teachers who are able to create a positive classroom climate will help students to feel more comfortable and more open in sharing their ideas and opinions. In this kind of atmosphere, students also tend to be more receptive to feedback and criticism from the teacher, which becomes part of their learning process. Thus, pleasant classroom management not only supports effective learning, but also strengthens the positive emotional connection between teachers and students.

Although good classroom management is very influential on student motivation, a big challenge faced by teachers is managing a classroom with students who show low motivation to learn. Teachers at MI Al Islamiyah Bandarsakti revealed that they often struggle to attract the attention of students who are less interested in learning. Based on interviews, some of the strategies implemented by teachers include giving rewards or incentives to students who are active and do well on tasks. Other strategies include individualized approaches to understand the reasons why a student is less motivated, as well as efforts to find their interests and talents that can be connected to the subject matter. This is in line with research by (P. Suyadi, 2020), which states that the biggest challenge in classroom management is how to maintain low student motivation in an effective way. Teachers at MI Al Islamiyah Bandarsakti also try to create variations in learning methods so that students do not feel bored and are more interested in participating in the learning process. One example is the implementation of project-based learning, which allows students to learn while being creative and solving real problems. However, although various approaches have been tried, there remains a big challenge in managing low-motivated students, which requires patience and further strategies from the teacher.

Limited facilities are one of the main obstacles to effective classroom management. Teachers at MI Al Islamiyah Bandarsakti revealed that although they make every effort to create interesting learning, limited facilities, such as the number of multimedia devices and narrow classrooms, often hinder the process. Research by (Akbar, 2023) shows that limited facilities affect teachers' ability to implement innovative and interactive learning methods. These limitations not only affect the quality of material that can be delivered, but also limit the choice of learning methods that can be applied. However, most teachers at MI Al Islamiyah Bandarsakti try to overcome this obstacle by innovating, such as using simple teaching aids or available learning media, as well as maximizing existing classrooms with flexible arrangements. Teachers also often utilize learning resources outside the classroom, such as books or digital learning applications, to compensate for the lack of physical facilities. However, despite innovations, limited facilities remain a challenge that cannot be ignored in the learning process. Therefore, improving facilities and providing adequate devices need to be a major concern to support more effective classroom management.

A supportive school environment is also an important factor in creating an effective classroom. At MI Al Islamiyah Bandarsakti, despite limited facilities, a conducive school environment can help teachers in implementing good classroom management. According to (Rahmawati & Wahyu, 2021), a supportive environment at school can provide a sense of security for students, which in turn increases their motivation to learn. A safe and positive school environment facilitates the creation of good relationships between teachers and students, as well as between students and other students. This encourages students to be more active in participating in learning and feel comfortable to express their ideas. Support from the school, such as the principal and other educators, is also an important factor in creating a good learning climate. Principals who provide clear direction and moral support to teachers

can boost their morale in implementing effective classroom management. With a conducive environment and solid support from all parties in the school, classroom management can run more optimally, despite the challenges in the field.

In addition to internal factors, parents' involvement in supporting the learning process is also an important factor. Parents who pay attention to their children's learning development can strengthen the teacher's efforts in managing the classroom. This shows that effective classroom management depends not only on the teacher, but also on cooperation between teachers, students and parents. Good communication between schools and parents can increase students' motivation to learn, because they feel there is attention and support from both parties. In this case, parents' involvement in school activities, such as attending parent-teacher meetings or monitoring children's learning progress at home, can strengthen teachers' efforts in creating a conducive classroom. Research by (Yanti, 2021b) shows that when parents are actively involved in their children's education, student learning outcomes can improve significantly. Thus, good collaboration between parents and teachers can strengthen classroom management and improve the quality of student learning.

Student learning outcomes at MI Al Islamiyah Bandarsakti show that those in well-managed classes tend to have higher achievement than those in poorly managed classes. Based on the data obtained, students who feel comfortable and motivated to learn can complete tasks well and show significant improvement in exams. This shows that good classroom management not only affects the learning atmosphere, but also the quality of student learning outcomes. Students who feel involved in learning, feel valued by the teacher, and have the opportunity to interact actively in the learning process, tend to understand the material more quickly and achieve the learning objectives set. In addition, the success of good classroom management can also be seen from the decrease in the number of students who are absent or do not participate in class. Therefore, effective classroom management plays a major role in supporting the achievement of optimal learning outcomes.

To increase student engagement in learning, teachers at MI Al Islamiyah Bandarsakti implement several strategies, such as the use of technology, project-based approaches, and interactive discussion activities. The use of these strategies has proven effective in encouraging students to be more active and involved in learning. Through the project-based approach, students are given the opportunity to work collaboratively in completing tasks that require them to think critically and creatively. In addition, interactive discussion activities provide space for students to argue, ask questions, and discuss the subject matter. This helps students to better understand the concepts taught and hone their critical thinking skills. By utilizing technology, such as the use of educational applications and digital media, teachers can make learning more interesting and relevant to the times. Along with the rapid development of technology, the integration of technology in learning is an important step in creating a fun and effective learning experience for students.

Although good classroom management plays a major role in improving the quality of learning, the challenges faced by teachers in creating a conducive classroom are enormous, especially with a large number of students and a diversity of student characteristics. Research by (Y. Saraswati, 2020) shows that effective classroom management requires patience and high skills from teachers to be able to adapt teaching methods to the needs of each student. In facing these challenges, teachers at MI Al Islamiyah Bandarsakti continue to strive to develop their managerial skills in managing the classroom. They must be able to recognize the uniqueness of each student, both in terms of academic ability and personal character, and adjust the learning approach to be more effective. In addition, the diversity in student characteristics, such as differences in learning styles, intelligence levels and socio-economic backgrounds, pose additional challenges for teachers in creating an inclusive and effective classroom. For this reason, teachers need to make continuous adaptations to the situation and use more flexible approaches to facilitate optimal learning.

Based on the research findings; to improve more effective classroom management at MI Al Islamiyah Bandarsakti, continuous training is needed for teachers in classroom management and the use of learning technology. Teachers are also advised to continue developing their creativity in dealing with low-motivated students as well as improving the physical condition of the classroom to create a

more supportive atmosphere. In addition, there needs to be further support from the school to provide adequate facilities, both in terms of classrooms, technology devices, and learning aids. Closer cooperation between teachers, parents and school authorities will strengthen classroom management and improve the overall quality of learning. It is hoped that with improvements in classroom management, student learning outcomes at MI Al Islamiyah Bandarsakti can further improve and be more competitive, and can prepare students to face future educational challenges. Improving educational facilities, especially related to technology, is also key to supporting effective classroom management. With more adequate technology, teachers will find it easier to apply various innovative and interactive learning methods, so that the quality of student learning can improve. Procurement of multimedia devices, such as projectors and tablets, as well as better internet access, will make it easier for teachers to deliver materials in a more interesting and diverse manner.

Effective classroom management has been proven to have a major influence on improving student learning outcomes. When teachers are able to create a fun, safe and supportive classroom, students will more easily understand the material being taught and become more motivated to learn. This is in accordance with the findings in a study by (M. Fajar & Hasanah, 2022) which stated that good classroom management can improve the quality of student learning outcomes because it reduces anxiety and increases student confidence during the learning process. In addition, good classroom management can also encourage students to participate more actively in discussions and group activities. Thus, mastery of the material becomes more optimal, because students are not only passively receiving information, but also actively involved in the learning process.

The success of classroom management depends not only on teachers' managerial skills, but also on their pedagogical competence. Therefore, teachers' professional development is essential to improve their ability to manage the classroom. Research by (Marwan, 2023b) shows that teachers who continue to develop their pedagogical and managerial competencies through training can be more effective in managing the classroom and improve student learning outcomes. Therefore, it is important for schools to provide opportunities for teachers to attend various trainings and workshops, both internally and externally.

Although effective classroom management has a positive impact on the quality of student learning, there are still various challenges faced by teachers. One of the main challenges is the diversity of student characteristics in the classroom. Each student has a different learning style, so teachers need to adjust the teaching approach used. Research by (L. Sari, 2022) shows that teachers who are able to recognize and understand individual differences in students can more easily adjust the right learning methods, so that classroom management becomes more effective and can increase student motivation to learn. In addition, another challenge is the limited facilities available at MI Al Islamiyah Bandarsakti. Although teachers try to overcome this limitation by innovating, limited resources are still a significant obstacle in creating a conducive classroom. Therefore, improving school facilities, such as the provision of learning aids and more spacious and comfortable classrooms, is needed to support better classroom management.

Overall, effective classroom management is very influential in improving the quality of student learning at MI Al Islamiyah Bandarsakti. Teachers who are able to create a conducive learning environment, use varied learning methods, and utilize technology well, can improve student motivation and learning outcomes. Although there are some obstacles, such as limited facilities and the diversity of student characteristics, efforts to improve teacher professionalism, improve school facilities and strengthen cooperation with parents can help overcome these challenges. Therefore, it is important for schools to continuously improve their classroom management capacity and provide the necessary support to create better and more effective learning.

4. CONCLUSION

Based on the results of research on the role of teacher professionalism in improving student motivation and learning quality at MI Al Islamiyah Bandarsakti, it can be concluded that teacher

professionalism has a significant influence on student motivation and learning quality, where teachers who have good pedagogical competence, effective communication skills, and adequate classroom management skills are proven to increase student interest and involvement in learning. Despite facing challenges such as limited facilities and lack of professional development opportunities, teachers show creativity and good adaptability in creating a conducive learning environment. Collaboration between teachers, schools and parents also proved to be an important factor in supporting successful learning, which ultimately contributed to improving the quality of education at MI Al Islamiyah Bandarsakti.

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