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THE RELATIONSHIP BETWEEN TEACHERS' ABILITY IN MANAGING CLASS AND STUDENTS' MOTIVATION WITH STUDENTS' OUTCOMES IN FIQH CLASS AT MDTA BABUL ULUM MEDAN

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ABSTRACT

This study aims to find out the relationship between the ability of teachers to manage the classroom, students' motivation in learning and its significance to the learning outcomes of Fiqh at MDTA Babul Ulum Medan. This research follows quantitative research with survey method. The population of this study consists of all students of MDTA Babul Ulum Medan, 170 people, with a sample taken 15% of the population, namely 26 fourth grade students. The data were collected using a questionnaire for further correlation analysis. The findings of this study indicate that there is a significant relationship between the ability of teachers to manage the classroom with Fiqh learning outcomes with a correlation of 0.706, and there is a significant relationship between learning motivation and learning outcomes with a correlation of 0.719. as well as a significant relationship between the ability of teachers to manage the classroom and learning motivation simultaneously on learning outcomes of fiqh with a correlation of 0.792.

Keywords: Teacher Ability, Class Management, Learning Motivation

INTRODUCTION

According to Rusmono (2012:10), learning outcome is a change in individual behavior which includes the cognitive, affective, and psychomotor domains. These behavioral changes are obtained after students complete their learning program through interaction with various learning resources and learning environments. The learning process will produce learning outcomes, but there are stages that must be carried out first in order to achieve a learning outcome. However, it must be remembered that even though the stages of learning are carried out well, not necessarily the results obtained are all optimal because the optimal results are influenced by other components, especially how the student is active in the process carried out.

The components involved are students and teachers. Teachers are required to be professional in carrying out their duties, especially in the classroom, while students are required to understand the learning being taught and be able to practice it in life so that the learning outcomes received are useful in their lives. Learning must be accompanied by motivation, namely curiosity. Motivation is an impulse, both an impulse that exists in oneself, others and the surrounding environment. According to Yuyus Suherman and Nurjannah (2013: 25) motivation to learn and behave is based on interest. The teacher will succeed in stimulating curiosity among students if they can encourage students to learn and behave well. That's why the way teachers interact with children and how to teach is important in preventing inappropriate behavior. Motivation must be related to good intentions because from positive learning can arise positive motivation as well. Therefore, the teacher must encourage students to learn and direct their learning to something positive or better.

The classroom is a place where teachers and students interact in giving and receiving learning to achieve educational goals. Creating an atmosphere that can foster student enthusiasm and improve student learning outcomes requires classroom management. According to Erwin Widiasworo (2018:13) classroom management is an effort made by teachers, including planning, setting, and optimizing as sources, materials, and effective and quality learning facilities for students.

An educator should understand his/her functions and duties, especially as a teacher. The teacher has a position as a second parent, he/she must be sympathy and become an idol of his students. The knowledge conveyed by the teacher is expected to be his life motivation in learning. The teacher's role in the teaching and learning process includes as a motivator, a manager, a supervisor, and as a counselor. However, many

teachers think that being a teacher is a profession to earn a living. Actually, many teachers know that being a teacher must also be a motivator and must be able to manage the class when teaching and learning takes place but in reality the teacher does not apply it in the classroom, in fact many of the teachers think that he/she is only in charge of transferring knowledge so that Many students do not understand and do not care about what the teacher teaches.

Based on initial observations obtained at MDTA Babul Ulum Medan, the class management is not optimal, and it can be seen from students who pay less attention to their teacher when the teacher explains the learning material, some students are still chatting with their classmates while learning takes place, the classroom atmosphere is dirty. In addition, it can also be seen that teachers use a monotonous method, namely the lecturing method. The problems in terms of learning motivation can be seen in the assessment of knowledge that does not reach the target of achieving the minimum completeness criteria which is 80.00. In general, one factor in the problem of unsatisfactory grades lies in the teacher. Many people think that when students' grades drop, it is the teacher's fault because teachers do not motivate students to learn. This happens because the teacher is the main motivation in assessing student learning outcomes in the classroom although teachers sometimes think that one of the factors for the decline in students' grades is their parents as well. This often happens in schools where parents and teachers blame each other.

In this case, according to the author, it is the teacher who plays a very important role in student learning outcomes because not all parents are educated, but every teacher has educational knowledge that can be accounted for from his undergraduate. Therefore, parents mandate teachers so that teachers can motivate their children to obtain knowledge and get better results. Therefore, teachers must have the ability to manage classes to make it easier for teachers to improve student learning outcomes. Because managing a class is not just about arranging comfortable seating and classes, but managing a class is also about how to make the class comfortable and students become excited about the comfort of the class made by the teacher by delivering the material delivered by the teacher.

Based on search results related to research on classroom management, including the data obtained from research conducted by Halimah Sakdiah (2016) related to biology learning outcomes. It can be seen that before the experiment was carried out, the t count value was smaller than t table ($t \text{ count} = 1.43147203 < t \text{ table} = 1.99$) meaning that there

was no difference in the average value of learning outcomes between the control class and the experimental class. Then the learning outcomes test was carried out and the t-count value was greater than t-table ($t_{count}=7.03 > t_{table}=1.99$). This means that there is a difference in the average value of learning outcomes between the control class and the experimental class. This proves that the better the classroom management, the better the biology learning outcomes and vice versa. (<https://Jurnal.Ulb.ac.id>).

Based on the description above, this research is directed at the relationship between the ability of teachers in managing the classroom with Fiqh learning outcomes at MDTA Babul Ulum Medan. The research is also directed at the relationship between students' learning motivation and Fiqh learning outcomes and the significance between the teacher's ability to manage classes and student learning motivation with the results learn Fiqh at MDTA Babul Ulum Medan.

Research Methodology

This study follows a quantitative approach using survey methods, which is used to collect information about behavior, experiences, opinions, and characteristics. This type of research is a correlational research, namely research that aims to detect the extent to which variations of a factor are related to variations of one or more other factors based on the correlation coefficient. This type of research is a correlational study (Sudjana 2005: 367).

The population of this study consists of MDTA students at Babul 'Ulum in which there were 170 people in total. Because the population is more than 100 people, the total population is taken as a sample $15/100 \times 172 = 25,8$ then the number of samples is 25.8 or 26 students in total.

The instrument used in this research is to use test instruments and observation sheets. There are two variables that use the research instrument, namely the variable X^1 and X^2 . The research variabel of X^1 dan X^2 uses a multiple-choice questionnaire with 5 options in which the respondent chooses an option that is considered most appropriate to the actual existence, and the questionnaire is distributed to research respondents, namely students who are used as samples.

Findings and Discussion

A. The Description of Data

The data presented informs that the mean, mode, median, variance, standard deviation, maximum score and minimum score of each research variable indicate the teacher's ability to manage the class by the teachers at MDTA Babul Ulum Medan to be as follows; Mean = 110.5; Mode = 116; Median = 113.64; Variance = 263.78; Standard Deviation = 16.24; Minimum score = 78; and Maximum score = 143.

The results of data processing showed that the variable of student motivation at MDTA Babul Ulum Medan had an average value or mean = 103; mode = 99; median = 101.78; variance = 361.92; standard deviation = 19.02; minimum score = 67; and maximum score = 145.

The data processing of student learning outcomes at MDTA Babul Ulum Medan showed an average value or mean = 82.38; mode = 78.5; median = 81.37; variance = 87.45; standard deviation = 9.35; minimum score = 72; and the maximum score = 101. While the results of testing the tendency of the variable Teacher Ability in Managing Class (X1) conducted by the MDTA teacher Babul Ulum Medan is described for the high category variable by 34.7%, the medium category by 3.8% and the less category by 42.3%. Thus, it can be concluded that the ability of teachers to manage classes in this study tends to be lacking, as evidenced by 42.3% of respondents who fall into the less category.

Meanwhile, the results of testing the tendency of the learning motivation variable (X2) at MDTA Babul Ulum Medan described for the variable learning motivation of MDTA Babul Ulum Medan students in the high category of 7.7%, the medium category of 3.8% and the less category of 69.3%. Thus, it can be concluded that learning motivation in this study tends to be lacking as evidenced by 69.3% of respondents who fall into the poor category.

Meanwhile, the testing of the tendency of the learning outcomes variable (Y) of MDTA Babul Ulum Medan is described for the variable learning outcomes of MDTA Babul Ulum Medan students in the high category of 23.1% and the medium category of 23.1%. Thus it can be concluded that the learning outcomes in this study tend to be lacking as evidenced by 42.3% of respondents who fall into the medium category.

B. Testing the Hypothesis

1. The First Hypothesis

The first hypothesis tested is: there is a significant relationship between the teacher's ability to manage the classroom on learning outcomes of fiqh students at MDTA Babul Ulum Medan.

The statistical hypothesis being tested is:

$$H_0 : \rho_{y1} \leq 0$$

$$H_1 : \rho_{y1} > 0$$

The test to determine the relationship between the teacher's ability to manage the class (X_1) and learning outcomes (Y) of the MDTA Babul Ulum Medan students, the simple correlation analysis was used, while the t test was used to test its significance.

The relationship between the variables of the teacher's ability to manage the class (X_1) and the learning outcomes (Y) of the MDTA Babul Ulum Medan students can be seen in Table 1 below:

Table 1. The summary of X_1 Correlation Analysis Results with Y

Correlation	Correlation coefficient (r)	Determinant Coefficient (r^2)	t_{count}	t_{table} ($\alpha = 0,05$)
r_{X_1Y}	0.706	0,498	4,881	1,711

From the table above shows that the coefficient between the variables of the teacher's ability to manage the class (X_1) with learning outcomes (Y) MDTA Babul Ulum Medan students of 0.706 with a coefficient of determination (r^2) of 0,498.

Through t test, it was obtained $t_{count} = 4,881$ while the score of $t_{table} = 1,711$. Thus, $t_{count} (4,881) > t_{table} (1,711)$, this shows that there is a significant relationship between the variables of the teacher's ability to manage the classroom and student learning outcomes at MDTA Babul Ulum Medan in the form of a linear and predictive relationship through a regression line. $\hat{Y} = 57,97 + 0,23X_1$.

1. The Second Hypothesis

The second hypothesis tested is: there is a significant relationship between learning motivation and Fiqh learning outcomes for MDTA Babul Ulum Medan students.

The statistical hypothesis being tested is:

$$H_0 : \rho_{y2} \leq 0$$

$$H_1 : \rho_{y2} > 0$$

The test to determine the relationship between learning motivation variables (X_2) and learning outcomes (Y) of MDTA Babul Ulum Medan students used simple correlation analysis, while the t-test was used to test its significance.

The relationship between learning motivation variables (X_2) and learning outcomes (Y) of MDTA Babul Ulum Medan students can be seen in Table 2 below:

Table 2. The Summary of the results of the correlation analysis between X_2 and Y and its significance test

Correlation	Correlation Coefficient (r)	Determinant Coefficient (r^2)	t_{count}	t_{table} ($\alpha = 0,05$)
r_{X_2Y}	0,792	0,627	5,062	1,711

Based on the table above, it shows that the coefficient between the variable of learning motivation (X_2) and learning outcomes (Y) of MDTA Babul Ulum Medan students is 0.792 with a coefficient of determination (r^2) of 0.627. Through the t test that has been carried out, it turns out that $t_{count} = 5,062$ while the score of $t_{table} = 1,711$.

Because of $t_{count} (5,062) > t_{table} (1,711)$, this shows that there is a significant relationship between learning motivation variables and student learning outcomes at MDTA Babul Ulum Medan in the form of a linear and predictive relationship through $\hat{Y} = 63,22 + 0,20X_2$.

Based on the above analysis, it can be concluded that learning motivation has a significant relationship with student learning outcomes at MDTA Babul Ulum Medan. This shows that the second hypothesis of this study has been tested empirically through statistical testing.

2. The Third Hypothesis

The third hypothesis tested is: there is a significant relationship between the teacher's ability to manage the classroom and learning motivation simultaneously on the learning outcomes of fiqh students at MDTA Babul Ulum Medan.

The statistical hypotheses tested are:

$$H_0 : \rho_{y12} \leq 0$$

$$H_1 : \rho_{y12} > 0$$

The test to determine the relationship between the variables of the teacher's ability to manage the classroom (X_1) and learning motivation (X_2) simultaneously with the

learning outcomes (Y) of the MDTA Babul Ulum Medan students used multiple correlation analysis, while to test its significance the F test was used.

The results of the multiple correlation analysis and the significance test of the correlation coefficient between the variables of the teacher's ability to manage the classroom and learning motivation with the student learning outcomes of MDTA Babul Ulum Medan can be seen in Table 3. below::

Table 3. Summary of Correlation Analysis Results and Significance Test Variable X_1 and X_2 with Y

Correlation	Correlation Coefficient (r)	Determinant Coefficient (R^2)	F_{count}	F_{table} ($\alpha = 0,05$)
$R_{y_{1.2}}$	0,792	0,627	34,88	3,43

The results of the analysis in the table above show that the double correlation coefficient between the variables of the teacher's ability to manage the classroom (X_1) and learning motivation (X_2) on learning outcomes ($R_{y_{1.2}}$) of students at MDTA Babul Ulum Medan is 0,792. After the F-testing was conducted, it was found that F_{count} (34,88) > F_{table} (3,43) in $\alpha = 0,05$ thus the multiple correlation coefficient is significant and positive. The coefficient of determination shows the contribution of the teacher's ability to manage the classroom and learning motivation to student learning outcomes at MDTA Babul Ulum Medan by 62.70% and the remaining 37.30% is estimated to come from other variables not included in this study. Furthermore, it can be stated that the multiple relationship of the independent variable to the dependent variable is in the form of a predictive relationship with the regression equation $\hat{Y} = 97,45 + 0,15X_1 + 0,78X_2$.

Before testing the third hypothesis, namely by performing multiple regression analysis, it is necessary to know the correlation between the independent variables. Multiple regression analysis can be applied if the intercorrelation is low. The correlation coefficient between variables is presented in Table 4 below :

Table 4. Correlation Matrix Among Variables

Variable	X_1	X_2	Y
X_1	1,00	0,611	0,706
X_2	0,611	1,00	0,719
Y	0,706	0,719	1,00

The summary of the results of multiple regression analysis between the variables of the teacher's ability to manage the classroom and learning motivation simultaneously on the student learning outcomes of MDTA Babul Ulum Medan can be seen in Table 5 below:

Table 5. Summary of Multiple Regression Analysis

Variation	JK	DK	RJK	F count	F table (* = 0,05)
Regression	1784,57	2	892,28	19,45	1,81
Residue	1055,28	23	45,88		
Total	2839,85	25			

Based on the table above, informs that the results of the multiple regression analysis obtained are significant with $F_{count} = 19,45 > F_{table} = 1,81$ to be used as a prediction of learning outcomes. Based on the above analysis, it can be concluded that the teacher's ability to manage the classroom and learning motivation simultaneously has a significant relationship with learning outcomes with the regression line equation $\hat{Y} = 97,45 + 0,15X_1 + 0,78X_2$. Thus the third hypothesis in this study has been tested empirically.

Furthermore, to determine the relative contribution and effective contribution of each predictor variable the calculation can be seen in Table 6 below:

Table 6. Summary of Relative Contribution and Effective Contribution Each Predictor Variable

Variable	Relative Contribution (%)	Effective Contribution (%)
Teacher's ability to manage class	14,95	9,39
Learning Motivation	85,05	52,91

Based on the table, it can be understood that the variable of teacher's ability to manage the class contributes 14.95% relative to the student learning outcomes of MDTA Babul Ulum Medan while the variable of learning motivation gives a relative contribution of 85.05% to learning outcomes.

The effective contribution of the variable of learning motivation of MDTA Babul Ulum Medan students to learning outcomes was 9.39% while learning motivation gave

an effective contribution to student learning outcomes of MDTA Babul Ulum Medan of 52.91%.

The effective contribution of each independent variable needs to be controlled or controlled for one of the independent variables. In this case the analytical technique used is a partial correlation analysis technique. The summary of the results of the partial correlation calculation can be seen in Table 7 below:

Table 7. Summary of Partial Correlation Analysis

Independent Variable	Partial Correlation	Determinant Coefficient
$r_{y1.2}$	0,379	0,144
$r_{y2.1}$	0,267	0,071

Korelasi parsial antara X_1 dan Y jika variabel X_2 dalam keadaan konstan adalah $r_{y1.2} = 0,379$ sedangkan koefisien determinasinya sebesar 0,144. Hal ini berarti bahwa kemampuan guru dalam mengelola kelas memberikan sumbangan terhadap hasil belajar sebesar $0,144 \times 100\% = 14,40\%$, sedangkan korelasi parsial antara X_2 dan Y jika variabel X_1 dalam keadaan konstan adalah $r_{y2.1} = 0,267$ sedangkan koefisien determinasinya sebesar 0,071. Hal ini berarti bahwa motivasi belajar memberikan sumbangan terhadap hasil belajar siswa MDTA Babul Ulum Medan sebesar $0,071 \times 100\% = 7,10\%$.

C. The Results of Study

Based on the trend test of the variable data on the ability of the teacher to manage the classroom conducted by the MDTA teacher Babul Ulum Medan, it indicates a high category with a score range of 119 of 34.7% and a medium category with a score of 105.5 to 118 of 3.8% and a poor category. with a score range of 91.25 to 117 by 42.3% and the low category with a score range below 90 by 19.2%.

Thus, it can be concluded that the teacher's ability to manage the classroom in this study tends to be lacking as evidenced by 42.3% of respondents included in the less category. This fact must be considered and followed up by the Head of MDTA Babul Ulum Medan to provide continuous guidance to teachers so that the ability to manage classes owned by teachers can be improved in the future.

From the trend test on student motivation data at MDTA Babul Ulum Medan through a student learning motivation questionnaire, it was found that the high category for the score range of 123 was 7.7%, then in the medium category with a score range of

106 to 124 was 3.8% and then in the less category with a score range of 86.5 to 123 is 69.3% and in the low category with a range of 85 by 19.2%. Thus, it can be concluded that learning motivation in this study tends to be lacking as evidenced by 69.3% of respondents falling into the less category.

The trend of the data indicates that the tendency of students' motivation to learn from MDTA Babul Ulum Medan is in the poor category. When viewed from the tendency test of student motivation in this study, it was found that students had poor motivation in learning so that the indicators on student motivation were also included in the less category so that improvements were needed so that students could be motivated in learning so that student learning outcomes became better.. This is because learning motivation is one of the factors that can improve student learning outcomes at MDTA Babul Ulum Medan.

The findings of this study confirm the results of previous research, including research conducted by Lies Pebruanty and Sudji Munadi (2015) at SMKN 2 Sumbawa which was carried out in three cycles, the application of module learning media can increase learning motivation and learning outcomes can achieve classical completeness 85% of the total students, namely: the value of knowledge and practicum is 88.24%, and the attitude value is 91.18%.

Comparable to the research conducted by Novalinda, et al (2017) in class x students majoring in accounting in the Odd Semester of SMK PGRI 5 Jember in the 2016/2017 academic year, indicating that there is a significant effect of learning motivation variables on learning outcomes, which can be seen from the $F_{count} = 470,119 > F_{table} = 3,067$ with significance level of $F = 0,000 < \alpha = 0,05$. The percentage of learning motivation on learning outcomes is 78.5%, while the remaining 21.5% is influenced by other independent variables not examined in research such as interest in learning, emotional intelligence, learning independence, and others.

This means that the higher the student's learning motivation, the higher the learning outcomes obtained. So it is also comparable to Sobandi's research (2017) on Class VIII students of Pangandaran State, based on the results of the study obtained t count of 0.982 and t table of 0.698 at 0.05 and $dk = (n-2) = (18-2) = 16$. Thus, t count (0.982) < t table (0.698), then the hypothesis is accepted. This shows that students' learning motivation has an effect on Indonesian language learning outcomes.

Based on the studies above, it shows that there is a very large relationship between learning motivation and learning outcomes, namely if learning motivation is low or

lacking, the learning outcomes obtained will also be less, on the contrary if students' motivation is high, the learning outcomes obtained will be high.

Through the trend test of student learning outcomes variable data obtained at MDTA Babul Ulum Medan shows the high, medium, poor and low categories as follows: in the high category with a score range of 90.5 it was found to be 23.1% and in the medium category with a score range 80 to 89 by 23.1% then in the less category with a score range of 69.95 to 88 by 42.3% and in the low category with a score range of 68 by 11.5%. Thus, it can be seen that learning outcomes in this study tend to be lacking as evidenced by 42.3% of respondents falling into the less category.

The trend of the data indicates that the majority of MDTA Babul Ulum Medan students have a tendency for learning outcomes to be in the poor category. Based on the results of research conducted by Sobandi (2017), it shows that student learning motivation has an effect on learning outcomes as seen from the t count of 0.982 and t table of 0.698 at 0.05 and $dk = (n-2) = (18-2) = 16$. Thus t arithmetic (0.982) < t table (0.698), then the hypothesis is accepted..

Based on the data collected and the results of statistical analysis, the three hypothesis testing in this study were well received, namely:

1. The first finding, there is a significant relationship between the ability of teachers in managing the classroom with student learning outcomes MDTA Babul Ulum Medan.
2. The second finding, there is a significant relationship between learning motivation and student learning outcomes MDTA Babul Ulum Medan.
3. The third finding, there is a significant relationship of the teacher's ability to manage the classroom and the motivation to learn together on the learning outcomes of MDTA Babul Ulum Medan students.

The findings of this study indicate that there is a significant relationship between the ability of teachers to manage the classroom with student learning outcomes at MDTA Babul Ulum Medan, with a correlation number of 0.706. The application of learning methods also contributes effectively to the learning outcomes of MDTA Babul Ulum Medan students with a figure of 9.39%.

The data found in this study became the reason and encouragement for teachers to be able to hone their ability to manage a better class in order to increase the learning outcomes of MDTA Babul Ulum students. This is in line with the opinion expressed by Arikunto (2013:178) that the purpose of classroom management is so that every child in

the class can work in an orderly manner so that teaching goals can be achieved effectively and efficiently.

In addition, according to Ahmad Sabri (2010: 70), the purpose of classroom management is to create classroom situations and conditions, both as a learning environment and as a study group that allows students to develop their abilities to the maximum extent possible. Therefore, it is very necessary for teachers to pay attention and continue to hone their skills in managing the classroom.

The ability of teachers to manage a good class is expected so that teachers master the principles of managing the class, namely Warm and enthusiastic, Challenges that will increase students' enthusiasm for learning, variety in teaching, flexibility, emphasis on positive things and the cultivation of self-discipline of students which is the ultimate goal in classroom management. If the principles of classroom management are applied properly, the learning outcomes obtained by students can increase to the maximum

Fiqh learning as one of the subjects given to students has a fairly broad scope and has different characteristics from other subjects, because the teaching materials in fiqh subjects are related to religious teachings which are not only required for cognitive mastery but more from it as a religious teaching then practiced in everyday life.

This shows that there is a relationship between learning motivation and student learning outcomes at MDTA Babul Ulum Medan. The effective contribution given by the learning activity variable to learning outcomes is 85.05%. This data provides an opportunity for teachers to improve programs or activities related to student motivation at MDTA Babul Ulum Medan.

Achieving good learning outcomes not only from the teacher but also in students also affects good learning outcomes. One of the factors related to and influencing learning outcomes is the student's own motivation. Therefore, teachers are expected to motivate students to be more enthusiastic when the teaching and learning process takes place. So that teachers can encourage students to have good learning outcomes through student motivation.

The learning outcomes are in line with what was stated by Sardirman (2009: 83) that students who have been motivated can be seen from the characteristics that exist in these students. Characteristics of motivated students, among others, are not easily discouraged in completing a job, always feel like making their achievements increase. Therefore, if students are motivated in learning, then students can improve learning outcomes to the maximum. If we examine further about the effective contribution of the

two variables, namely the class management variable and learning motivation on student learning outcomes at MDTA Babul Ulum Medan, the larger relationship is the learning motivation. . This is because learning outcomes are determined by the presence of high student learning motivation.

Based on research conducted by Windiyani and Sofyan (2018) based on the results of the study, it shows that there is a relationship between classroom management and student learning motivation, indicated by statistical analysis which produces a correlation coefficient of 0.95, which indicates a relationship between classroom management and learning motivation, while the coefficient of determination (r^2) is 0.91 or 91%. This means that the value of the contribution of classroom management with learning motivation is 91%, through the regression equation $\hat{Y} = 24,64 + 0,99X$. The remaining 9% is determined by other factors. Based on the results of the study, it can be concluded that there is a positive relationship between classroom management and learning motivation. This means, to increase student motivation, teachers must pay attention to classroom management.

CONCLUSION

Based on the data description, hypothesis analysis and discussion above, there is a positive and significant relationship between the teacher's ability to manage the classroom and the learning outcomes of Jurisprudence at MDTA Babul Ulum Medan. This means that the higher the teacher's ability to manage the class, the higher the student's Fiqh learning outcomes by providing an effective contribution of 9.39%. This means that the variation that occurs in the variable of teacher ability in managing the class of 9.39% can be predicted in the Fiqh learning outcomes at MDTA Babul Ulum Medan. Then there is the linearity and significance of the variable regression of the teacher's ability to manage the classroom with the learning outcomes of Jurisprudence at MDTA Babul Ulum Medan as evidenced by the existence of a regression line equation $\hat{Y} = 57,97 + 0,23X_1$ which means that there is an increase in one score of the teacher's ability to manage the applied class, it will increase every 0.23 score on learning outcomes so that the results can be accounted for.

In addition, there is also a positive and significant relationship from learning motivation to learning outcomes, where the higher and positive the learning motivation, the higher and positive learning outcomes by providing an effective contribution of 52.91%. This indicates that the variation that occurs in the variable of learning motivation

of 52.91% is predicted to improve learning outcomes. Then there is the linearity and significance of the regression of the learning motivation variable on the learning outcome variable as evidenced by the regression line equation persamaan $\hat{Y} = 63,22 + 0,20X_2$ which means that on one score learning motivation will increase every 0.28 score on the learning outcome so that the outcome can be accounted for.

Likewise, there is a positive and significant relationship between the ability of teachers to manage the classroom and the motivation to learn together on the learning outcomes of Fiqh at MDTA Babul Ulum Medan. The higher and more positive the application of the teacher's ability in managing the classroom and learning motivation, the higher and positive the learning outcomes by providing an effective contribution of 62.70%. This indicates that 62.70% of the variation that occurs in learning outcomes can be predicted by the two independent variables. In other words, the application of the teacher's ability to manage the classroom and the motivation to learn together can improve learning outcomes with linearity $\hat{Y} = 97,45 + 0,15X_1 + 0,78X_2$

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