

THE INFLUENCE OF MOTIVATION AND SOCIAL MEDIA TOWARD STUDENTS ENGLISH ACHIEVEMENT WITH CLASSROOM MANAGEMENT AS MODERATING VARIABLE

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Abstract: Classroom management as external factor for students to learn is important to do by all teachers besides the students motivation, social media as external factor also influence their learning. This research aimed to know whether or not classroom management as moderator variable influence the students motivation and social media towards English achievement. This research used quantitative approach. In collecting data the researcher used questionnaire, and documentation. The data then analyzed using multiple regression. Based on the significance result, it showed that students motivation is able to effect the students English achievement. The social media does not effect the students English achievement, classroom management is significance influence the students English achievement, but classroom management does not significantly moderate the influence of students motivation towards students' English learning achievement, and classroom management also does not moderate the effect of social media towards students' English learning achievement.

Keywords: Classroom Management, Students' Motivation, Social Media, English Achievement

Abstrak: Pengelolaan kelas sebagai faktor eksternal bagi pembelajaran siswa penting dilakukan oleh semua guru selain motivasi siswa, media sosial sebagai faktor eksternal juga memengaruhi pembelajaran mereka. Penelitian ini bertujuan untuk mengetahui apakah pengelolaan kelas sebagai variabel moderator memengaruhi motivasi siswa dan media sosial terhadap prestasi belajar bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif. Dalam pengumpulan data, peneliti menggunakan kuesioner dan dokumentasi. Data kemudian dianalisis menggunakan regresi berganda. Berdasarkan hasil signifikansi, menunjukkan bahwa motivasi siswa mampu mempengaruhi prestasi belajar bahasa Inggris siswa. Media sosial tidak mempengaruhi prestasi belajar bahasa Inggris siswa, pengelolaan kelas secara signifikan mempengaruhi prestasi belajar bahasa Inggris siswa, tetapi pengelolaan kelas tidak secara signifikan memoderasi pengaruh motivasi siswa terhadap prestasi belajar bahasa Inggris siswa, dan pengelolaan kelas juga tidak memoderasi pengaruh media sosial terhadap prestasi belajar bahasa Inggris siswa.

Kata kunci: Manajemen Kelas, Motivasi Siswa, Media Sosial, Prestasi Bahasa Inggris

Introduction

Teaching and learning process requires several kinds of skills that teachers should own. This is in line with Syaful Bahri Djmarah and Azwan Zain opinion who state: "classroom management is the teacher's skill in creating and maintaining optimal learning conditions and reversing if disturbances occur in the teaching and learning process¹. Management is one of the teacher's tasks that is never abandoned. Classroom management is intended to create conducive learning environment for students so that teaching objectives will be achieved effectively and efficiently. Classroom management is a complex series behaviors, the teachers in this case are required to develop and organize classroom conditions that will enable students to achieve learning goals efficiently. Effective classroom organization or management is the main requirement for effective teaching.²

Good classroom management skills should have an influence on students' good learning achievement as well. Good classroom management which is conducted by teacher will create conducive teaching and learning conditions and resulted to gives students interest in participating the learning process well.

According to Arikunto, classroom management means an effort carried out by the person responsible for teaching and learning activities or who helps with the aim of achieving optimal conditions, so that learning activities can be carried out as expected³. In line with him, Hadari Nawawi in (Zuldafrial), classroom management is the ability of the teacher or homeroom teacher to utilize the potential of the class in the form of providing the widest possible opportunity for each individual to carry out creative and directed activities so that the available time and funds can be used efficiently to carry out activities classes related to the curriculum and student development⁴.

Classroom management in general aims to create a safe classroom atmosphere as a place for teaching and learning activities to take place. In this way, these activities

¹ Syaful Bahri Djmarah dan Azwan Zain, *Strategi Belajar Mengajar* (Jakarta : PT Rineka Cipta, 2015), 174.

² Sri Esti Wuryani Djiwandono. *Psikologi Pendidikan*, (Jakarta : PT Grasindo, 2002), 262.

³ Suharsimi Arikunto, *Pengelolaan Kelas dan Siswa Sebuah Pendekatan Evaluatif*, (Jakarta : Rajawali Press, 1992), 67.

⁴ Zuldafrial, *Strategi & Pendekatan Pengelolaan Kelas*. (Surakarta : Yuma Pustaka, 2012), 10.

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will be achieved in order to form quality human resources.⁵ There are many advantages of classroom management, for students, it can encourage students to develop individual responsibility for their behavior and the need for self-control; Help them to know behavior in accordance with class rules and understand that the teacher's reprimand is a warning and not anger; Arouse a sense of responsibility to involve oneself in the tasks and activities being held. And for teachers: develop them to understand in presenting lessons with a smooth opening and appropriate pacing; realizing the student needs and have the ability to provide clear instructions to students; learning how to respond effectively to disruptive student behavior; and having a more comprehensive remedial strategy that can be used in relation to student behavior problems that arise in the classroom.⁶

According to Mulyani and Johar in (Zuldafrial), the objectives of classroom management are; creating classroom situations and conditions that enable students to develop their abilities optimally; Maintaining a stable situation in the classroom atmosphere, so that disruptions in teaching and learning can be eliminated; Eliminate various obstacles and disciplinary violations which is able to prevent the teaching and learning interactions; Organizing all equipment and tools enable them to learn based on the students social, emotional and intellectual environment in the classroom; Serving and guiding the students individual differences⁷.

The continuously technological developments effects the development of science. The increasing technology makes all aspects of human life are integrated with technology, either direct or indirectly⁸. The emergence of social media can influence people in interacting, especially in the communication aspect. Social media refers to media where people can contribute and engage easily⁹. The general characteristic of every social media is that there is open dialogue between users. The presence of social media in society provides enormous benefits and helps people to interact so that they can shorten communication time.

⁵ Muh. Fitrah & Hendra, *Pengelolaan Kelas Dalam Pembelajaran*, (Bandung: Manggu Makmur Tanjung Lestari, 2019),51.

⁶ Faizal Djabidi, *Manajemen Pengelolaan Kelas*, (Malang : Madani,2016), 42.

⁷ Zuldafrial, *Strategi & Pendekatan Pengelolaan Kelas*, (Surakarta: Yuma Pustaka,2012), 36.

⁸ Musdalifah, M., & Indriani, N. Pengaruh Intensitas Penggunaan Smartphone Terhadap Interaksi Sosial Mahasiswa Politeknik Negeri Samarinda. *Prosiding Snitt Poltekba*, 2(1). 2017.

⁹ Rohmiyati, Y. Analisis Penyebaran Informasi Pada Sosial Media. *Jurnal Anuva*. Vol. 2. No.1. 2018

Along with the development of social media, education in Indonesia is also developing and its effects many educational activities are now related with social media. Education plays a very important role to the development of human resources. Most of school institutions use online information systems which can be accessed easily. Social media is very easy now, it can be accessed by anyone, anywhere, anytime. Moreover, many teenagers also use social networks. Thus, it can provide psychological satisfaction to its users, such as a sense of social connection, recognition, support, and can also increase feelings of connection and recognition by others¹⁰.

Social media is online media that allows users to easily participate, share and create social networks. Social networks are the most common form of social media used by people. Besides, internet and mobile phone technology is also developing fast. Now, accessing such Facebook or Twitter can be done anywhere, anytime, just by using a cellphone. People can access social networks very quickly, so the flow of information is large not only in developed countries but also in Indonesia. Because of its speed, social media seems to replace the role of traditional media in spreading news.

Currently social media is very attractive, social media invites anyone to participate in providing comments, feedback and information openly and without restrictions. Especially for teenagers, social media has become a daily necessity, the development of social networks such as Facebook, Instagram, Twitter, TikTok means that users can lose space and time, users can easily and quickly form networks and contacts.

Teenagers should be able to use social media for positive information that can be useful in learning. Even now, almost all teenagers use it to access social networks, but there are still teenagers who look for other information. The worst impact of social media in of education is starting to weaken young people's learning awareness and affecting their academic results. Lack of motivation to learn makes teenagers lazy, this has a negative impact on their personality, for example the students like to

¹⁰ Hermila A. Sri Ayu Ashari, Rahmat Taufik R.L Bau, Sitti Suhada. Eksplorasi Intensitas Penggunaan Sosial Media (Studi Deskriptif pada Mahasiswa Teknik Informatika UNG). *Inverted: Journal of Information Technology Education*. Vol. 3. No. 2. 2023.

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postpone their assignments from the teacher, resulted very bad judgement or worse. Another impact is their learning concentration disturbed.

According to Anik Suryaningsih, another negative impact is that teenagers often access non-learning materials, what they see on social media is imitated in social life such as soap operas, Korean dramas and so on, it means that their interest in learning has also decreased, effected the decreasing of their learning achievement¹¹

Social media can convey information faster than traditional one, and is currently still used to search for various information. Anyone can generate and access information and then share it with the general public. Social media can even be managed by individuals because creating a social media account is a simple process and does not require anyone else's permission. Almost all generations, not only millennials, are quite interested in social media¹².

This is in accordance with statement that excessive using of social media in teenagers can cause addiction, resulting them being busy with themselves, not caring about their surroundings and even affecting their motivation to learn¹³. Meanwhile, another opinion says that one of the advantages of having motivation to learn is achieving high achievement. This is the final success obtained after going through a long learning process, such as high grades, champions in the class. So motivation is one of factors that cause high learning achievement¹⁴.

According to Poerwanto "motivation is defined as an urge that arises from a person in a conscious or unconscious state in carrying out a certain action¹⁵. So motivation is a component that initiates learning encourage students to carry out learning activities. The higher the desire the student has, the higher the motivation they will have. Motivation is really needed in the learning process so the learning goes well and gets maximum score.

¹¹ Aliyah, Dampak Media Sosial Terhadap Prestasi Belajar Remaja Di Desa Banjarsari Kulon Madiun *Jurnal Rosyada: Islamic Guidance and Counseling*, Vol. 5. No. 1, 2024.

¹² Tarisha Desmora Mahpudin, Siti Nursanti, Maulana Rifai. Penggunaan Media Sosial Instagram dalam Pembentukan *Corporate Branding*. *Jurnal Ilmiah Wahana Pendidikan*, Vol. 9. No. 9. 2023.

¹³ M. Ichsan Nawawi, Nurwahidah, Dea Dwi Anggarani, Asriani Nur, Ryaas Rasyid Febrianto, Sulfiyah, Fita, Syahrul Alam Syah Pengaruh Kecanduan Media Sosial Terhadap Motivasi Belajar Mahasiswa UIN Alauddin Makassar. *Jurnal Educandum*. Vol. 7. No. 2. 2021.

¹⁴ Syaiful Bahri, Aswan Zein, Strategi Belajar Mengajar, (Jakarta:Rineka Cipta, 2010), 147- 148.

¹⁵ Poerwanto, *Kamus Umum Bahasa Indonesia*, 705.

In line with Poerwanto, Nana explained that motivation is the force drives individual activities, individual conditions that encourage them to carry out activities to achieve goals, for example learning motivation, it is the stimulus exists within students to achieve maximum learning outcomes. Students will make various efforts to get satisfactory results if they have high motivation¹⁶.

Manullang (in Harapan & Khair) states that motivation is a force within or outside a person to encourage enthusiasm to work on certain desires and goals to be achieved. Meanwhile, according to Mc. Donald (in Sulfemi), motivation is a change in energy within an individual which is marked by the emergence of feelings and a response to his/her goal¹⁷. When someone wants to achieve a goal, they must have feelings related to the goal, such as having negative thoughts so as not to continue with that goal.

Motivation to learn is giving appreciation to students who are able to express ideas or improve their learning outcomes. Giving sufficient attention to students with all their potential is a simple form of motivation, because many of them do not have the motivation to learn because they do not feel attention. Students must have motivation for carrying out learning activities. Students' learning motivation will influence students' interest, readiness, perseverance, tenacity, independence, learning outcomes and achievements¹⁸. Learning motivation aspects, according to Worell and Stiwell (in Dwiyanti and Ediaty) are: responsibility, perseverance, effort, feedback, time and goals¹⁹.

Responsibility is a human awareness whether intentional or unintentional. Everyone has a responsibility, but not everyone wants to do it. The function of motivation includes: a) encouraging behavior or actions, meaning that motivation plays a major role in the process of producing a good action or behavior; b) motivation functions as a director, meaning directing actions towards achieving the desired goals; c) motivation functions as a driving force, like it functions as a car

¹⁶ Nana Syaodih Sukmadinata. 2015. Metode Penelitian Pendidikan. Bandung: Remaja Rosdakarya

¹⁷ Sulfemi, W. B. Hubungan Motivasi Belajar Dengan Hasil Belajar IPS Di SMP Kabupaten Bogor. *Jurnal Ilmiah Edutecno*, Vol. 18. No. 1. 2019.

¹⁸ Lestari, E. K., & Yudhanegara, R. M. (Penelitian Pendidikan Matematika. Bandung: Refika Aditama, 2017), 13.

¹⁹ Ediaty, Anastasia & Dwiyanti, Nova. Hubungan Antara Dukungan Sosial Keluarga Motivasi Belajar Siswa SMAN 1 Batangan Kabupaten Pati. *Jurnal Empati*, Vol.7, no.2. 2017.

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engine. The size of motivation will determine whether a job is fast or slow. If the motivation is great, the faster a person will get the desired results, and the other hand.

Learning motivation is an indicator that is very necessary in improving student learning achievement²⁰. The level of learning motivation students owned influence their learning achievements will achieve²¹. Therefore, motivation is recognized as the basic driving force that encourage a person's learning activities²². If students have good motivation to learn then of course the learning process will be carried out seriously in order to achieve good learning achievements.

There are 2 types of motivation, namely, intrinsic and extrinsic motivation. Intrinsic motivation is active motives whose function does not need to be stimulated from outside, because this motivation already exists within the individual himself. Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli²³. And students' extrinsic motivation is one of the factors that influences learning achievement.

Learning achievement is the learning result achieved after going through the process of teaching and learning process²⁴. It can be shown through the score given by a teacher from the number of subject has been learned. every learning activity always hopes to produce maximum learning. It is greatly influenced by various factors. One of them is motivation. Learning in can be interpreted as a process that allows the emergence or change of behavior as a result of the formation of a primary response, provided that the change or emergence of new behavior is not caused by a temporary change due to something²⁵.

²⁰ Adman, M. (2017). Peran efikasi diri dan motivasi belajar dalam meningkatkan hasil belajar siswa sekolah menengah kejuruan. *Jurnal Pendidikan Manajemen Perkantoran*. Vol. 1. No.1. 2017.

²¹ Safitri, F., & Yuniwati, C. (2019). Pengaruh Motivasi dan Dukungan Keluarga terhadap Prestasi Belajar Mahasiswa Tingkat II Prodi D-III Kebidanan Universitas Ubudiyah Indonesia. *Journal Of Healthcare Technology and Medicine*. Vol. 2. No. 2. 2019.

²² Arianti, I. Hubunganantara kecemasan sesaat dengan prestasi atlet Pencak Silat di SMP Muhammadiyah Plus Salatiga Unpublished Thesis Universitas Kristen Satya Wacana, 2019.

²³ Widayat Prihartanta, "Teori-teori Motivasi," *Jurnal Adabiya*, Vol. 1 No 83. 2015.

²⁴ Syafi'i, Ahmad, dkk. Studi Tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Faktor Yang Mempengaruhi, *Jurnal Komunikasi Pendidikan*. Vol. 2. No. 2. 2018.

²⁵ Jupri Wahab. *Belajar dan Pembelajaran Sains: Modal dasar Menjadi Guru Profesional*. Bandung: Pustaka Reka Cipta, 2017.

Getting good learning achievement is hard, because student success in the learning process can be influenced by several factors and requires effort to achieve it. Internal and external factors owned students are need to be considered in order to help them achieve good achievements²⁶. Learning achievement is the result of measuring and assessing learning efforts. By knowing the learning achievement, the student's position in the class can be known. As stated by Sutratinah in (Koniyo), learning achievement is an assessment of the results of business activities expressed in the form of symbols, numbers, letters and sentences which can reflect the results that have been achieved by each child in a certain period ²⁷.

Based on the above opinions, it can be concluded that learning achievement is a series of mental and physical activities carried out by someone from a result achieved as a change of behavior through experience and insight to be able to interact with the environment involving the cognitive, affective and psychomotor which have been stated in the final results/report.

Learning achievement can be grouped into three aspects of achievement, namely cognitive, affective and psychomotor aspects. This cognitive aspect is related to the thinking process in subjects obtained through evaluation results in the form of daily good grades, homework assignments, and other forms of tests during the semester. And the affective aspect closely related to the values or attitudes obtained from students' attitudes during the teaching and learning process towards problems related to the subject. And psychomotor is related to actions obtained by how students practice subject material in everyday life, both at home, at school and in the community.

This research is based on the results of previous research which explains that learning motivation influences student academic achievement, the higher the learning motivation, the higher the learning achievement of educational technology students ²⁸. With motivation, students will have high enthusiasm to achieve good learning

²⁶ Siagian, Sondang P. *Teori Motivasi dan Aplikasinya*. Jakarta: Rineka Cipta, 2018.

²⁷ Rierind Koniyo, Muchtar Ahmad Pengaruh Kompetensi Profesionalisme Dan Motivasi Kerja Guru Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Rumpun Ilmu Ekonomi di SMA/SMK Se Kota Gorontalo. *Jurnal normalita* Vol .9, No. 3. 2021.

²⁸ Monika Sidabutar, Muhammad Ridho Aidilisyah; Yuni Khotimatul Aulia; Nadya 'Iffah Umari; Faikar Abdillah Khairi, Andila Usman, Ega Altania Pengaruh Motivasi Belajar Terhadap Prestasi Akademik Mahasiswa. *ELIPS: Jurnal Pendidikan Matematika*. Vol. 4. No. 1. 2023.

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achievements²⁹. Social media also has an effect on learning achievement, as research results show that there is an influence of social media use of 7% in very weak category on learning achievement³⁰. Social media has a big influence on student learning achievement³¹.

Beside learning motivation and social media, classroom management also influences learning achievement, as research results show that classroom management has a positive and significant influence on increasing student learning achievement³². Classroom management can have an effect on improving student mathematics learning outcomes³³.

This type of research is cause and effect research. It is a cause and effect relationship, which is carried out to examine the possibility of a causal relationship between certain factors that may be the cause of the symptoms being investigated. This research aims to examine the influence of learning motivation (X1), Social media (X2) on the English learning achievement of MPI STIT al Urwatul Wutsqo Jombang students (Y), while classroom management is a moderator variable which will weaken or strengthen the influence of the two independent variables. The population and sample for this research were 70 Islamic Educational Management students.

In collecting data, the researcher used a questionnaire that had previously been tested for validity and reliability, the researcher then distributed it to students with details: a questionnaire about motivation including 15 statements, social media containing 10 questions, classroom management consisting of 15 questions and students' final English semester score as the dependent variable. Before data analysis was carried out, the student questionnaire results were tested for normality, then analyzed using multiple linear regression to determine the influence of learning

²⁹ Ayudia Nur Annisa Pengaruh Motivasi Belajar Terhadap Prestasi Siswa di Sekolah. *Al-Ittizaan: Jurnal Bimbingan Konseling Islam*. Vol. 2. No. 2 . 2019.

³⁰ Nadya Pransisca Putri, Fifi Yasmi, Rici Kardo. Pengaruh Penggunaan Media Sosial Terhadap Prestasi Belajar Peserta Didik Kelas XI MIPA di SMA Negeri 5 Padang, *Journal on Education* Vol. 5, No. 4. 2023.

³¹ Cici Marshela. Linda Yarni. Dampak Media Sosial pada Prestasi Belajar Siswa di SMA N 1 Harau. *Jurnal Kajian Penelitian Pendidikan dan Kebudayaan (JKPPK)* Vol.1, No.1. 2023.

³² Miftahir Rizqa, Azha Apriliani, Nurul Arafah S Meta Analisis: Pengaruh Manajemen Kelas yang Efektif terhadap Peningkatan Prestasi Belajar Siswa. *Jurnalbasicedu*. Vol.8. No. 1. 2024

³³ Siswa, B. M., Afsari, S., Siregar, S. U., & Harahap Pengaruh Manajemen Kelas dan Fasilitas Belajar terhadap Hasil Belajar Matematika Siswa. *Jurnal Basicedu*. Vol. 7. No. 1. 2023.

motivation and social media towards student learning achievement and also to find out whether classroom management variables were able to moderate the influence of motivation towards English achievement and the influence of social media towards the achievement, or to testing whether or not the hypothesis is accepted.

Result and Discussion

1. The Result of Students Motivation

Table 1. Students' Motivation

Criterion	Form	Score	Total	Percentage
Very High	$M + 1.5 SD < X$	> 72	7	10%
High	$M + 0.5 SD < X \leq M + 1.5 SD$	60 - 71	14	20%
Middle	$M - 0.5 SD < X \leq M + 0.5 SD$	49 - 59	28	40%
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	37- 48	17	24%
Very low	$X \leq M - 1.5 SD$	< 37	4	6%
N			70	

Based on the above table shows that most of students were on middle criterion, from 70 students, there were 28 students (40%) on middle, 7 students (10%) on very high criterion, 14 students (20%) on high criterion, 17 students (24%) on low criterion, and 4 students (6%) on very low criterion.

Table 2. Social Media

Criterion	Form	Score	Total	Percentage
Very High	$M + 1.5 SD < X$	> 75	4	6%
High	$M + 0.5 SD < X \leq M + 1.5 SD$	63 - 75	19	27%
Middle	$M - 0.5 SD < X \leq M + 0.5 SD$	51 - 62	23	33%
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	40- 50	22	31%
Very low	$X \leq M - 1.5 SD$	< 40	2	3%
N			70	

Table 2 shows that most of students were on middle criterion, from 70 students, there were 23 students (33%) on middle criterion, 4 students (10%) got very high criterion, 19 students (27%) were on high criterion, 22 students (31%) on low criterion, and 2 students (3%) got very low criterion.

Table 3. Classroom Management

Criterion	Form	Score	Total	Percentage
Very High	$M + 1.5 SD < X$	> 56	6	9%
High	$M + 0.5 SD < X \leq M + 1.5 SD$	49 - 56	17	24%
Middle	$M - 0.5 SD < X \leq M + 0.5 SD$	42 - 48	32	46%
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	35- 41	10	14%

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Very low	$X \leq M - 1.5 SD$	< 35	5	7%
N			70	

Table 3 explains most of students had middle criterion, from 70 students, 32 students (46%) gained middle criterion, 6 students (9%) got very high criterion, 17 students (24%) were on high criterion, 10 students (14%) on low criterion, and 5 students (7%) were on very low criterion.

Table 4. Students English Achievement

Criterion	Form	Score	Total	Percentage
Very High	$M + 1.5 SD < X$	> 78	3	4%
High	$M + 0.5 SD < X \leq M + 1.5 SD$	66 - 78	21	30%
Middle	$M - 0.5 SD < X \leq M + 0.5 SD$	54 - 65	28	40%
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	42- 53	11	16%
Very low	$X \leq M - 1.5 SD$	< 42	7	10%
N			70	

The 4th table 3 shows most of students were on middle criterion, from 70 students, 28 students (40%) gained middle criterion, 3 students (4%) had very high criterion, 21 students (30%) were on high criterion, 11 students (16%) were on low criterion, and 7 students (10%) were on very low criterion.

One-Sample Kolmogorov-Smirnov Test

	Students Motivation	Media Social	Classroom Management	English Achievement
N	70	70	70	70
Normal Parameters ^{a,b}	Mean	54.5286	57.4000	60.5714
	Std. Deviation	11.52781	11.63752	7.12109
	Most Extreme Differences	Absolute	.092	.080
Test Statistic	Positive	.092	.080	.074
	Negative	-.053	-.061	-.072
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the above table the Asymp. Sig. (2-tailed), as result of Kolmogorov-Smirnov test was more than 0.05, means that all the variables are have normal distribution, so the researcher can continue to test hypothesis using multiple regression.

The result of correlation of independent variables

		Correlations			
		Students Motivation	Media Social	Classroom Management	English Achievemen t
Students Motivation	Pearson	1	.411**	.090	.370**
	Correlation				
	Sig. (2-tailed)		.000	.457	.002
	N	70	70	70	70
Social Media	Pearson	.411**	1	.019	.238*
	Correlation				
	Sig. (2-tailed)	.000		.874	.047
	N	70	70	70	70
Classroom Management	Pearson	.090	.019	1	.632**
	Correlation				
	Sig. (2-tailed)	.457	.874		.000
	N	70	70	70	70
English Achievement	Pearson	.370**	.238*	.632**	1
	Correlation				
	Sig. (2-tailed)	.002	.047	.000	
	N	70	70	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Because this research used moderating variable, and on of requirements is the correlation of all variables independent is < 0.8. Based on the above table about the result of correlation shwos that : student motivation is 0.370, social is 0.238, classroom management is 0.632. So, the correlation requiremet has been fulfilled. Another requirement in the moderation test is to avoid multicollinearity, therefore the researcher carried out a multicollinear test by centering.

Tabel 5. Centering

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No	X1	X2	Z	Y	CX1	CX2	CZ	CX1Z	CX2Z
1	43	50	40	60	-11.5286	-7.4	-6.01429	69.33616	-300.7145
2	45	73	35	55	-9.52857	15.6	-11.0143	104.9504	-804.04317
3	53	40	45	65	-1.52857	-17.4	-1.01429	1.550413	-40.5716
4	54	55	50	70	-0.52857	-2.4	3.98571	-2.10673	219.21405
5	60	58	42	50	5.47143	0.6	-4.01429	-21.9639	-232.82882
6	44	70	36	50	-10.5286	12.6	-10.0143	105.4362	-701.0003
7	52	60	54	70	-2.52857	2.6	7.98571	-20.1924	479.1426
8	55	43	40	54	0.47143	-14.4	-6.01429	-2.83532	-258.61447
9	54	65	45	69	-0.52857	7.6	-1.01429	0.536123	-65.92885
10	56	74	30	60	1.47143	16.6	-16.0143	-23.5639	-1185.0575
11	80	87	43	67	25.47143	29.6	-3.01429	-76.7783	-262.24323
12	49	53	57	70	-5.52857	-4.4	10.98571	-60.7353	582.24263
13	63	60	55	75	8.47143	2.6	8.98571	76.12181	539.1426
14	34	70	42	38	-20.5286	12.6	-4.01429	82.40763	-281.0003
15	50	60	45	55	-4.52857	2.6	-1.01429	4.593283	-60.8574
16	58	50	43	54	3.47143	-7.4	-3.01429	-10.4639	-150.7145
17	54	64	60	78	-0.52857	6.6	13.98571	-7.39243	895.08544
18	65	64	48	70	10.47143	6.6	1.98571	20.79322	127.08544
19	60	55	43	60	5.47143	-2.4	-3.01429	-16.4925	-165.78595
20	56	57	40	65	1.47143	-0.4	-6.01429	-8.84961	-342.81453
21	58	60	48	74	3.47143	2.6	1.98571	6.893253	119.1426
22	39	41	50	65	-15.5286	-16.4	3.98571	-61.8924	163.41411
23	40	65	60	70	-14.5286	7.6	13.98571	-203.192	909.07115
24	58	50	45	65	3.47143	-7.4	-1.01429	-3.52104	-50.7145
25	70	55	42	50	15.47143	-2.4	-4.01429	-62.1068	-220.78595
26	69	56	56	75	14.47143	-1.4	9.98571	144.5075	559.19976
27	60	54	43	50	5.47143	-3.4	-3.01429	-16.4925	-162.77166
28	54	43	45	64	-0.52857	-14.4	-1.01429	0.536123	-43.61447
29	51	60	47	40	-3.52857	2.6	0.98571	-3.47815	59.1426
30	47	65	34	41	-7.52857	7.6	-12.0143	90.45042	-780.92885
31	44	64	50	66	-10.5286	6.6	3.98571	-41.9638	255.08544
32	51	35	52	65	-3.52857	-22.4	5.98571	-21.121	209.49985
33	30	40	56	68	-24.5286	-	9.98571	-244.935	399.4284

						17.4			
34	35	35	48	33	-19.5286	-22.4	1.98571	-38.7781	69.49985
35	53	45	45	63	-1.52857	-12.4	-1.01429	1.550413	-45.64305
36	47	50	47	62	-7.52857	-7.4	0.98571	-7.42099	49.2855
37	52	45	33	50	-2.52857	-12.4	-13.0143	32.90754	-585.64305
38	43	72	35	45	-11.5286	14.6	-11.0143	126.979	-793.02888
39	48	75	49	59	-6.52857	17.6	2.98571	-19.4924	223.92825
40	50	65	60	76	-4.52857	7.6	13.98571	-63.3353	909.07115
41	35	65	50	63	-19.5286	7.6	3.98571	-77.8352	259.07115
42	40	76	45	62	-14.5286	18.6	-1.01429	14.73618	-77.08604
43	80	70	47	88	25.47143	12.6	0.98571	25.10744	68.9997
44	75	59	37	50	20.47143	1.6	-9.01429	-184.535	-531.84311
45	70	60	47	45	15.47143	2.6	0.98571	15.25034	59.1426
46	40	43	44	42	-14.5286	-14.4	-2.01429	29.26475	-86.61447
47	66	70	43	69	11.47143	12.6	-3.01429	-34.5782	-211.0003
48	53	56	48	65	-1.52857	-1.4	1.98571	-3.0353	111.19976
49	60	60	54	75	5.47143	2.6	7.98571	43.69325	479.1426
50	55	60	48	80	0.47143	2.6	1.98571	0.936123	119.1426
51	56	54	43	58	1.47143	-3.4	-3.01429	-4.43532	-162.77166
52	67	59	50	75	12.47143	1.6	3.98571	49.7075	235.15689
53	58	48	54	70	3.47143	-9.4	7.98571	27.72183	383.31408
54	53	50	45	60	-1.52857	-7.4	-1.01429	1.550413	-50.7145
55	51	50	34	56	-3.52857	-7.4	-12.0143	42.39326	-600.7145
56	65	60	46	70	10.47143	2.6	-0.01429	-0.14964	-0.8574
57	60	62	53	72	5.47143	4.6	6.98571	38.22182	433.11402
58	76	65	58	80	21.47143	7.6	11.98571	257.3503	779.07115
59	48	40	41	54	-6.52857	-17.4	-5.01429	32.73614	-200.5716
60	42	46	40	50	-12.5286	-11.4	-6.01429	75.35045	-276.65734
61	43	41	42	40	-11.5286	-16.4	-4.01429	46.27902	-164.58589
62	70	72	35	45	15.47143	14.6	-11.0143	-170.407	-793.02888
63	73	75	49	59	18.47143	17.6	2.98571	55.15033	223.92825
64	75	78	60	76	20.47143	20.6	13.98571	286.3075	1090.8854
65	76	77	50	63	21.47143	19.6	3.98571	85.57889	306.89967
66	54	55	42	56	-0.52857	-2.4	-4.01429	2.121833	-220.78595
67	51	50	45	60	-3.52857	-7.4	-1.01429	3.578993	-50.7145
68	50	47	47	40	-4.52857	-	0.98571	-4.46386	46.32837

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						10.4			
69	47	45	34	41	-7.52857	-12.4	-12.0143	90.45042	540.64305
70	44	42	52	60	-10.5286	-15.4	5.98571	-63.021	251.39982

The result of hypothesis test

Variables Entered/Removed^a

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.478	.382	9.61578

a. Predictors: (Constant), C. sosmed X X CC mgmt, C. SS mot X, C. sosmed, C. SS mot X CC mgmt, log_CZ

The result of R is 0.692 shows the correlation between independent and dependent variable, the R square is 0.478 (correlation coefficient) which means that 47.8 % of students' English learning achievement is affected by students' motivation, social media, and classroom management, the rest 52.2 % is influenced by other factors that are not researched.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2289.556	5	457.911	4.952	.002 ^b
	Residual	2496.505	27	92.463		
	Total	4786.061	32			

a. Dependent Variable: English Achievemnt

b. Predictors: (Constant), log_CZ, C. Students motivation, C. Social Media, C. std. mot. X C.Clsrm mngmt, C.Sosmed X C.Clsrm mngmnt

The ANOVA^a table, it can be seen that the calculated F is 4.952 with a significance level of $0.002 < 0.05$, meaning that the regression model obtained can later be used to predict students' English achievement. Comparing F counted and F table shows that F counted is higher than F table ($4.952 > 2.77$) means the independent variables (X1, X2) simultaneously influences the dependent variable (Y).

Something that often happens in moderation tests is multicollinearity. In this research, researchers have carried out data centering and transformation, and the results can be seen in the following Coefficient table

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	54.489	3.405		16.002	.000		
C. Students motivation	.546	.253	.581	2.159	.040	.267	3.749
C. Social Media	.167	.217	.155	.770	.448	.479	2.086
C. std. mot. X C.Clsrcm mngmt	-.036	.030	-.296	-1.218	.234	.328	3.049
C.Sosmed X C.Clsrcm mngmnt	-.009	.015	-.208	-.580	.566	.151	6.644
log_CZ	10.137	4.602	.735	2.203	.036	.173	5.769

a. Dependent Variable: English Achievement

The above table can be seen that there is no multicollinearity, the VIF are under 10, and the tolerance more than 0.01. The constant of 54.489, means when there is no students motivation, social media, and classroom management, the students English learning achievement is 54.489. Coefficient of students motivation about 0.546 means every additional once of students' motivation will increase students' English learning achievement of 0.546. Coefficient of social media is about 0.167 means every additional once of social media will increase students' English learning achievement of 0.167.

Coefficient of moderation of students motivation multiple classroom management is about - 0. 036 means if the moderation of students motivation multiple classroom management is zero (0) then the students' English achievement decreases. Coefficient of moderation social media multiple classroom management is about 0. 009 means if the moderation social media multiple classroom management is zero (0) then the students' English achievement decreases. Coefficient of log classroom management about 10.137 means every additional once of classroom management will increase students' English learning achievement of 10.137.

Based on the significance it can be concluded that students motivation is significance influence the students English achievement because the significance is lower than 0.05 ($0.04 < 0.05$), means the hypothesis alternative is accepted, and null hypothesis is rejected. The social media is not significance to influence the students English achievement because the significance is higher than 0.05 ($0.448 > 0.05$),

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means the hypothesis alternative is rejected, and null hypothesis is accepted. The classroom management does not significantly moderate the influence of students motivation towards students' English learning achievement because the significance is higher than 0.05 ($0.234 > 0.05$), it can be said that the hypothesis alternative is rejected, and null hypothesis is accepted. The classroom management also does not moderate the influence of social media towards students' English learning achievement because the significance is higher than 0.05 ($0.566 > 0.05$), it means the hypothesis alternative is rejected, and null hypothesis is accepted. And the classroom management is significance influence the students English achievement because the significance is lower than 0.05 ($0.036 < 0.05$). It means the hypothesis alternative is accepted, and null hypothesis is rejected.

Conclusion

Based on the above finding it can be concluded that students motivation is able to effect the students English achievement because the significance is lower than 0.05 ($0.04 < 0.05$). The social media cannot effect the students English achievement because the significance is higher than 0.05, classroom management is significance influence the students English achievement because the significance is lower than 0.05. However, classroom management does not significantly moderate the influence of students motivation towards students' English learning achievement because the significance is higher than 0.05. The classroom management also does not moderate the effect of social media towards students' English learning achievement because the significance is higher than 0.05.

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