



Professional Teachers' Learning Management in Enhancing Students' Learning Interest and Motivation at SDN 1 Tanjung Kemala

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Abstract: The study aims to describe and analyze professional teachers' learning management in improving students' learning interest and motivation at SDN 1 Tanjung Kemala, Pugung District, Tanggamus Regency. A qualitative approach with a descriptive research design was employed. The research subjects consisted of the vice principal and professional teachers, while the research object was teachers' learning management. Data were collected through in-depth interviews, observations, and documentation studies, and were analyzed thematically. The findings reveal that lesson planning has been developed in accordance with the curriculum; however, the analysis of students' needs, interests, and characteristics has not been optimal. The organization of learning resources, including the use of instructional media and supporting facilities, remains limited. In the implementation stage, teachers have applied a variety of teaching methods, yet conventional approaches still dominate classroom practices. Learning evaluation has been conducted, but follow-up actions based on evaluation results have not been implemented consistently. Overall, professional teachers' learning management contributes to improving students' learning interest and motivation, but it still requires strengthening in student-centered planning, instructional innovation, and continuous evaluation.

Keywords: Learning Management, Teachers, Students Motivation and Interest.

Introduction

The shift in learning paradigms requires teachers to manage the learning process effectively and orient it toward students' needs. Professional teachers are not only expected to possess academic qualifications and teaching certification but also the ability to implement learning management practices that enhance students' learning interest and motivation. Effective learning management is a crucial factor in creating an active, enjoyable, and meaningful learning environment. Previous studies indicate that lesson planning, the use of varied instructional strategies, and appropriate learning evaluation significantly influence students' motivation and engagement. However, studies that comprehensively examine professional teachers' learning management practices remain limited, particularly at the elementary school level. Most existing research focuses on learning outcomes or teacher competencies without thoroughly analyzing how learning management processes are systematically implemented.

Field observations reveal that despite teachers meeting professional standards, students' learning interest and motivation have not fully developed. This condition indicates the need for an in-depth examination of professional teachers' learning management practices, particularly in the aspects of planning, organizing, implementing, and evaluating instruction. The novelty of this article lies in its examination of professional teachers'



learning management using the POAC (Planning, Organizing, Actuating, and Controlling) management function approach as an analytical framework to enhance elementary school students' learning interest and motivation. This approach is expected to provide a more comprehensive understanding of effective learning practices.

Accordingly, the research problem addressed in this study is how professional teachers' learning management enhances elementary school students' learning interest and motivation. This study aims to describe and analyze professional teachers' learning management practices in improving students' learning interest and motivation.

Theoretical Framework

Learning management is a core component of educational management that functions to systematically manage the teaching and learning process to achieve instructional objectives effectively. Adha Zam Zam Hariro et al. (2023) emphasize that well-planned and integrated learning management directly contributes to improving the quality of learning processes in elementary schools, both academically and non-academically. At the elementary education level, learning management is not only directed toward achieving learning outcomes but also toward fostering students' learning interest and motivation as prerequisites for active engagement. Riadi and Rostika (2023) demonstrate that systematic lesson planning through the establishment of objectives, strategies, and evaluations aligned with students' characteristics significantly enhances learning readiness and motivation.

Effective learning organization includes classroom management, learning resource arrangement, and the creation of a conducive learning climate. Uzliwa and Fadillah (2023) found that well-organized classrooms encourage student engagement and increase learning motivation through orderly and interactive classroom environments. This finding is supported by Nikmah et al. (2024), who argue that well-managed learner management systems enhance elementary school students' enthusiasm and participation in learning. The controlling function of learning management is carried out through continuous evaluation and reflection on learning processes and outcomes. Hidayatullah et al. (2022) explain that continuous evaluation helps students understand their learning achievements and strengthens motivation through constructive feedback. Barus et al. (2024) further assert that the controlling function plays a vital role in maintaining the sustainability of learning quality. The effectiveness of learning management is closely linked to teacher professionalism. Novitasari (2022) states that professional teachers act as designers, implementers, and evaluators of learning, determining the quality of students' learning experiences. This is consistent with the findings of Hosna et al. (2025), which show that teacher professionalism significantly contributes to the creation of a positive and motivating learning climate.

Positive teacher–student interactions also play a crucial role in enhancing learning motivation. Permata and Muntoha (2025) found that strong interpersonal relationships in classroom management increase students' interest and engagement in elementary school learning. Similarly, Cindy Dortio Sinaga et al. (2023) highlight that learning management implemented by professional teachers directly impacts learning quality and student motivation. In the context of learning transformation, the integration of technology has become an essential component of professional teachers' learning management. Firdaus and Isnaeni (2018) demonstrate that technology-based learning, such as blended learning,

increases elementary students' motivation and engagement. This finding is reinforced by Kusum Lata (2024), who notes that pedagogically designed technology integration provides more meaningful learning experiences.

Appropriate technology utilization also enhances students' learning interest. Arozatulo Bawamenewi and Riana (2024) show that systematically managed technology-based learning increases students' interest and motivation, particularly when technology facilitates interaction and exploration of learning materials. Learning interest and motivation are psychological factors that significantly influence student engagement and achievement. Echa Khofifatul Ma'Rifah (2024) explains that a well-managed and enjoyable learning environment contributes to increased motivation among elementary school students. Urmila and Sudadi (2024) further assert that effective learner management strengthens motivation through behavior and participation management. Providing reinforcement is another important aspect of effective learning management. Sigalingging et al. (2023) argue that reward systems as part of learner management enhance students' motivation and engagement. Angel (2026) adds that participatory and student-centered learning management strategies positively impact learning motivation.

Thus, this theoretical review confirms that professional teachers' learning management based on the POAC functions (planning, organizing, actuating, and controlling) provides a relevant and empirically grounded conceptual framework for explaining improvements in elementary school students' learning interest and motivation. This framework offers a strong theoretical foundation for analyzing the relationship between learning management, teacher professionalism, and student motivation.

Method

This study employed a qualitative descriptive method to describe the implementation of professional teachers' learning management in enhancing students' learning interest and motivation. This approach was chosen because it allows for a direct and contextual understanding of learning phenomena within the school environment. Research subjects were selected purposively and included fourth-grade teachers, fourth-grade students, and the vice principal for curriculum affairs. The study was conducted at SD Negeri 1 Tanjung Kemala, Tanggamus Regency, during the 2025/2026 academic year.

The primary research instrument was the researcher, supported by observation guidelines, interview protocols, and documentation instruments. Data collection was conducted through classroom observations, interviews with informants, and documentation studies of lesson plans and other supporting documents. Data analysis involved data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The research process included preparation, data collection, data analysis, and conclusion drawing stages.

Result and Discussion

The results indicate that learning management implemented by professional teachers plays a significant role in enhancing students' learning interest and motivation. The application of learning management functions—planning, organizing, actuating, and



controlling—positively impacts students’ engagement and enthusiasm during the teaching and learning process.

The first finding shows that lesson planning based on students’ needs and characteristics enhances learning readiness and interest. Teachers adjusted learning objectives, materials, and strategies to students’ abilities and conditions, resulting in increased attention and active participation from the beginning of lessons. This finding aligns with Chuvgunova and Kostromina (2016), who assert that effective planning influences students’ learning motivation and interest. The second finding reveals that flexible classroom organization and learning resource management create a conducive learning environment. Seating arrangements, group work organization, and varied use of instructional media encourage student activity and comfort, reducing learning boredom. This supports Yulianta’s (2024) conclusion that effective classroom management increases students’ learning interest and motivation.

The third finding indicates that varied and contextual instructional strategies enhance student engagement. Teachers employed group discussions, question-and-answer sessions, and contextual learning, allowing students to interact actively and construct understanding collaboratively. This is consistent with Yustina Iyai and Yullys Helsa (2025), who found that active student involvement positively affects learning motivation. The fourth finding highlights that teachers’ creativity in creating enjoyable learning environments increases students’ motivation. Reinforcement, appreciation, and varied learning activities foster positive classroom atmospheres, making students feel valued and motivated. This supports the view of Septy Yeremia S et al. (2024) regarding the importance of teacher creativity in improving learning quality.

The fifth finding demonstrates that learning evaluation accompanied by feedback and follow-up actions positively affects students’ learning motivation. Teachers provided guidance, remedial instruction, and enrichment, encouraging students to improve learning outcomes and confidence. This aligns with Torres-Calderón et al. (2024), who emphasize that educational evaluation enhances learning motivation. Overall, the findings confirm that systematically and sustainably implemented professional teachers’ learning management enhances students’ learning interest and motivation, thereby addressing the research objectives and supporting the research hypothesis..

Conclusion

Based on the findings, it can be concluded that learning management implemented by professional teachers plays a crucial role in enhancing elementary school students’ learning interest and motivation. The improvement in learning interest and motivation does not occur partially but results from the integrated implementation of learning management functions, including planning, organizing, actuating, and controlling. Specifically, student-centered lesson planning serves as the foundation for building learning readiness and interest. Flexible classroom and learning resource organization creates a conducive learning environment, while varied and creative instructional implementation promotes active student engagement. Furthermore, learning evaluation accompanied by feedback and pedagogical follow-up ensures the sustainability of students’ learning motivation.



Thus, this study affirms that systematically and continuously implemented professional teachers' learning management effectively enhances students' learning interest and motivation. Teacher professionalism in managing all stages of learning is a key factor in creating meaningful and motivating elementary school learning experiences.

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