The Influence of Teachers' Metacognitive Skills and Classroom Management on Students' Learning Motivation at SMA Negeri 2 Beo, Talaud Islands Regency

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Abstract.

This study aims to analyze the influence of teachers' metacognitive skills and classroom management on students' learning motivation at SMA Negeri 2 Beo. The main issues underlying this research are low student participation, lack of concentration during learning activities, and minimal initiative in completing academic tasks. The study employed a quantitative method with a survey approach involving 30 respondents selected through Proportional Random Sampling from a total population of 88 students. Data were collected using a Likert-scale questionnaire and analyzed using multiple linear regression with SPSS. The partial test results (t-test) indicate that teachers' metacognitive skills have a significant effect on learning motivation, with a t-value of 3.653 > t-table of 2.052 (sig. 0.001). Similarly, classroom management shows a significant effect, with a t-value of 4.876 > t-table of 2.052 (sig. 0.019). Simultaneously (F-test), both variables significantly influence learning motivation, with an F-value of 8.252 > F-table of 3.35 (sig. 0.002). The coefficient of determination (R Square) of 0.679 indicates that these two variables contribute 67.9% to the variance in students' learning motivation. In conclusion, teachers' ability to plan and evaluate their own thinking processes (metacognition), combined with effective classroom management strategies, is a crucial factor in enhancing students' learning motivation. Schools are recommended to provide continuous training for teachers to optimize these competencies.

Keywords: *Teachers' Metacognitive Skills; Classroom Management and Students' Learning Motivation.*

I. INTRODUCTION

Education is a manifestation of dynamic human culture that is continuously evolving; therefore, its improvement in the future is crucial for developing students' potential in facing life's challenges and enhancing the quality of human resources. The success of the educational process is strongly influenced by the synergy of various components such as teachers, students, curriculum, and the learning environment, where true education is not merely an administrative formality but a sincere effort to cultivate human values (Lengkong et al., 2024). In the context of modern learning, the role of teachers has transformed from mere transmitters of knowledge into facilitators who must possess metacognitive awareness as well as the ability to create a conducive classroom climate. Metacognition is understood as the awareness and control of one's own cognitive processes (Eggen & Kauchak, 1996 in Sumampouw, 2012; Arens, 1997 in Sumampouw, 2012). It includes the regulation of person, task, and strategy variables (Flavell, 1997 in Sumampouw, 2012), enabling teachers to assist students in planning, monitoring, and evaluating their learning. Teachers with strong metacognitive skills tend to demonstrate instructional practices based on rational and reflective considerations rather than mere habit, allowing them to make prompt and appropriate pedagogical decisions.

In addition to cognitive aspects, effective classroom management is another fundamental factor in determining learning success. According to Jacob Kounin (1970), effective classroom management can enhance student engagement and learning motivation. Classroom management involves systematic efforts by teachers to organize the physical environment, manage student behavior through educational discipline, and regulate supportive social interactions (Emmer & Sabornie, 2015). A conducive learning environment—characterized by positive teacher–student relationships and effective communication—plays a crucial role in

minimizing disruptions and maximizing active learning time. Teachers' metacognitive skills provide a foundation for more adaptive and reflective classroom management in response to dynamic classroom situations. The synergy between teachers' understanding of how students learn (metacognition) and their ability to create a safe classroom atmosphere ultimately leads to increased student learning motivation.
Learning motivation itself is defined as the overall internal and external driving forces within students that ensure the continuity of learning activities and provide direction toward achieving academic goals (Uno, 2016; Sardiman, 2018).

This factor involves various psychological aspects such as attention, curiosity, and needs (Reber in Jimaristi, 2025), as well as mental drives such as willingness and aspirations (Dimyati & Mudjiono, 2002). Students with high motivation tend to be persistent in completing tasks, resilient in facing difficulties, and possess a strong desire to succeed. However, the phenomenon observed at SMA Negeri 2 Beo, Talaud Islands Regency, reveals a concerning reality, where low learning motivation is indicated by limited student participation in asking questions, lack of concentration and focus during lessons, and minimal initiative in completing assignments. This condition is strongly suspected to be influenced by the quality of instruction, particularly related to teachers' metacognitive skills and classroom management abilities that have not yet been optimal. Therefore, this study aims to analyze the influence of teachers' metacognitive skills and classroom management, both partially and simultaneously, on students' learning motivation at SMA Negeri 2 Beo in order to provide recommendations for improving the quality of education in the region.

II. LITERATURE REVIEW

1. Teachers' Metacognitive Skills

Etymologically, metacognition is derived from the word "meta," meaning beyond, and "cognition," meaning the process of thinking; thus, it can be simply interpreted as "thinking about thinking." Eggen and Kauchak (1996) in Sumampouw (2012) define metacognition as the awareness and control of cognitive processes, while Arens (1997) in Sumampouw (2012) emphasizes the process of monitoring one's own thinking. Flavell categorizes metacognition into two main components: metacognitive knowledge (including person, task, and strategy variables) and metacognitive regulation. Metacognitive knowledge consists of declarative knowledge (understanding of oneself and students), procedural knowledge (application of strategies), and conditional knowledge (when strategies are used). Meanwhile, according to Schraw and Dennison (1994), metacognitive regulation includes planning, monitoring, and evaluating (reflection) skills. Teachers with strong metacognitive skills do not rely on habitual teaching practices but instead base their instruction on rational and reflective considerations, enabling them to make appropriate and responsive pedagogical decisions according to students' needs.

2. Classroom Management

Classroom management is a systematic effort by teachers to create, maintain, and restore a conducive learning environment so that the learning process can run effectively. According to Emmer and Sabornie (2015), classroom management includes organizing the physical environment, managing student behavior, and regulating social interactions. The physical aspect involves flexible classroom arrangements, adequate lighting, and seating arrangements that support specific learning styles. In terms of behavior, Jacob Kounin (1970) emphasizes a preventive approach in which teachers must anticipate disruptions before they occur and maintain the continuity of the learning process. Effective classroom management is also built upon principles such as consistency in rules, empathetic communication, flexibility, and firm yet supportive teacher leadership. Through a positive classroom climate, students will feel psychologically safe to take academic risks and actively engage in the learning community.

3. Learning Motivation

Learning motivation is defined as the overall internal and external driving forces within students that provide direction and ensure the continuity of learning activities (Uno, 2016; Sardiman, 2018). Abraham Maslow (1943), in his hierarchy of needs theory, states that motivation arises from individuals' efforts to fulfill basic needs up to self-actualization, where the need for safety must be met for students to focus on personal growth. Motivation is classified into two types: intrinsic motivation, which arises from personal

interest and enjoyment, and extrinsic motivation, which is driven by external factors such as grades or rewards. Students with high motivation exhibit characteristics such as persistence in completing tasks, resilience in facing difficulties, strong interest, and a preference for working independently (Sardiman, 2018). The relationship among these variables is closely interconnected; teachers' metacognitive skills help students understand "how to learn," while classroom management provides a supportive environment, both of which collectively enhance students' self-confidence and achievement motivation.

III. METHODS

This study employed a quantitative method with a survey approach aimed at analyzing the influence of teachers' metacognitive skills and classroom management on students' learning motivation at SMA Negeri 2 Beo without administering any experimental treatment. The research was conducted in Niampak Village, South Beo District, Talaud Islands Regency, during the even semester of the 2025/2026 academic year, beginning in January 2026. The population consisted of all 88 students of SMA Negeri 2 Beo, selected because they directly experienced classroom interactions and the implementation of teachers' instructional strategies (Sugiyono, 2017). From this population, a sample of 30 students was drawn using the Proportional Random Sampling technique, with proportional distribution across grade levels (Sugiyono, 2017).The study variables comprised two independent variables, namely teachers' metacognitive skills (X1) and classroom management (X2), and one dependent variable, students' learning motivation (Y). Data were collected through documentation and the distribution of questionnaires using a Likert scale (1–5).

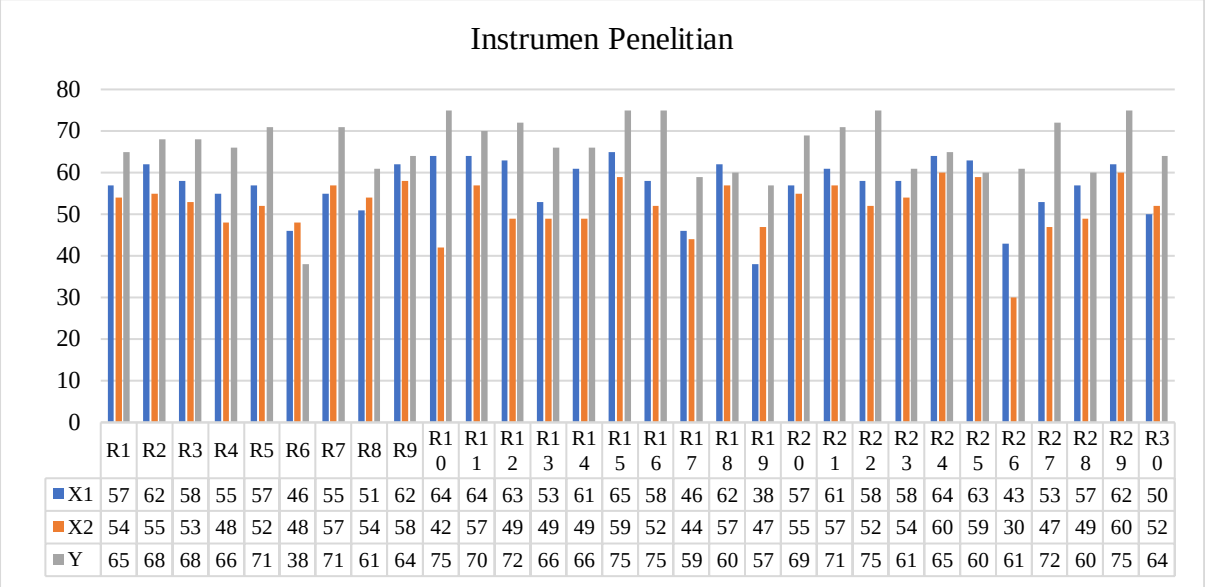
The research instrument was tested for quality through validity testing using the Pearson Product Moment formula to ensure the accuracy of the items (Sugiyono, 2017), and reliability testing using Cronbach's Alpha coefficient to measure instrument consistency (Sarwono & Handayani, 2021; Ghozali, 2011).Data analysis was conducted in stages using SPSS software. Prior to hypothesis testing, classical assumption tests were performed, including normality testing using the Kolmogorov–Smirnov method, multicollinearity testing through Tolerance and Variance Inflation Factor (VIF) values, and heteroscedasticity testing using the Glejser method (Ghozali, 2011). The main analytical technique employed was multiple linear regression analysis to predict the simultaneous effects of the independent variables (Ghozali, 2011). Hypothesis testing was conducted using the t-test to determine partial effects and the F-test to determine simultaneous effects, with a significance level of 5% ($\alpha = 0.05$). In addition, the coefficient of determination (R^2) was calculated to measure the extent to which the regression model explains the variation in students' learning motivation.

IV. RESULT AND DISCUSSION

Result

1. Description of Research Data

This study was conducted at SMA Negeri 2 Beo, located in the Talaud Islands Regency. This school is one of the senior high school institutions that plays a strategic role in improving the quality of education, particularly in border areas.The subjects of this study were students in the 2025/2026 academic year, with a total of 30 respondents. The selection of respondents was carried out to obtain an overview of teachers' metacognitive skills and classroom management, as well as their influence on students' learning motivation. The research data were collected through the distribution of questionnaires to the selected respondents. The questionnaires were developed based on indicators for each research variable, namely teachers' metacognitive skills (X1), classroom management (X2), and students' learning motivation (Y).Furthermore, the collected data were analyzed using SPSS software to obtain accurate and systematic information regarding the relationships and influences among the variables studied.



	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
X1	57	62	58	55	57	46	55	51	62	64	64	63	53	61	65	58	46	62	38	57	61	58	58	64	63	43	53	57	62	50
X2	54	55	53	48	52	48	57	54	58	42	57	49	49	49	59	52	44	57	47	55	57	52	54	60	59	30	47	49	60	52
Y	65	68	68	66	71	38	71	61	64	75	70	72	66	66	75	75	59	60	57	69	71	75	61	65	60	61	72	60	75	64

Fig 1. Results of Instrument Data Collection

2. Validity and Reliability Testing

a. Validity Test Results

1) Validity Test Results of the Teachers' Metacognitive Skills Questionnaire

Table 2. Validity Test Results of Teachers' Metacognitive Skills (X_1)

Variable	No. Item	r-table	r-calculated	Description
Teachers' Metacognitive Skills (X_1)	1	0,361	0,784	VALID
	2	0,361	0,729	VALID
	3	0,361	0,784	VALID
	4	0,361	0,817	VALID
	5	0,361	0,817	VALID
	6	0,361	0,659	VALID
	7	0,361	0,787	VALID
	8	0,361	0,682	VALID
	9	0,361	0,746	VALID
	10	0,361	0,648	VALID
	11	0,361	0,640	VALID
	12	0,361	0,454	VALID
	13	0,361	0,502	VALID

With a total of 30 respondents in this study, the degree of freedom (df) is 28 (df = n − 2 = 30 − 2). At a significance level of 5% (α = 0.05), the r-table value used as a reference is 0.361.Table 1 presents the results of the validity test for the teachers' metacognitive skills variable (X_1). Based on the table, the r-table value used is 0.361. All statement items have r-calculated values greater than the r-table value, ranging from 0.454 to 0.817. This indicates that each item is able to accurately measure the intended variable. Therefore, all items are declared valid and suitable for use in the study. Overall, the instrument used to measure teachers' metacognitive skills meets the validity criteria and can be considered reliable for collecting research data.

2) Validity Test Results of the Classroom Management Questionnaire

Table 2. Validity Test Results of Classroom Management (X_2)

Variable	Item Number	r-table	r-calculated	Description
Classroom Management (X_2)	14	0,361	0,562	VALID
	15	0,361	0,776	VALID
	16	0,361	0,776	VALID
	17	0,361	0,673	VALID
	18	0,361	0,755	VALID
	19	0,361	0,489	VALID
	20	0,361	0,739	VALID
	21	0,361	0,797	VALID

	22	0,361	0,744	VALID
	23	0,361	0,511	VALID
	24	0,361	0,443	VALID
	25	0,361	0,512	VALID

Table 2 presents the results of the validity test for the classroom management variable (X_2). Based on the table, the r-table value used is 0.361. All statement items have r-calculated values greater than the r-table value, ranging from 0.443 to 0.797. This indicates that each item is able to adequately represent the classroom management variable.Therefore, all items in the instrument are declared valid and can be used in the data collection process. Overall, the instrument for the classroom management variable meets the validity requirements, indicating that the measurement results obtained can be considered accurate and reliable for supporting the study.

3) Validity Test Results of the Students' Learning Motivation Questionnaire

Table 3. Validity Test Results of Students' Learning Motivation (Y)

Variable	Item number	r-table	r-calculated	Description
Students' Learning Motivation (Y)	26	0,361	0,725	VALID
	27	0,361	0,658	VALID
	28	0,361	0,516	VALID
	29	0,361	0,679	VALID
	30	0,361	0,670	VALID
	31	0,361	0,688	VALID
	32	0,361	0,653	VALID
	33	0,361	0,670	VALID
	34	0,361	0,803	VALID
	35	0,361	0,812	VALID
	36	0,361	0,881	VALID
	37	0,361	0,716	VALID
	38	0,361	0,864	VALID
	39	0,361	0,819	VALID
	40	0,361	0,672	VALID

Table 3 presents the results of the validity test for the students' learning motivation variable (Y). Based on the data in the table, the r-table value used is 0.361. All statement items show r-calculated values higher than the r-table value, ranging from 0.516 to 0.881.This indicates that each item is able to measure aspects of students' learning motivation accurately and consistently. No items were discarded, and thus all statements are declared valid. Therefore, the instrument used for this variable meets the required criteria as a measurement tool and can be used to obtain accurate data that support the overall findings of the study.

b. Reliability Test Results

1) Reliability Test Results of the Teachers' Metacognitive Skills Questionnaire

Table 4. Reliability Test Results of Teachers' Metacognitive Skills (X_1)

Reliability Statistics

Cronbach's Alpha	N of Items
.910	13

Table 4 presents the results of the reliability test for the teachers' metacognitive skills variable (X_1). Based on the calculation results, the Cronbach's Alpha value obtained is 0.910 with a total of 13 items. This value exceeds the commonly accepted minimum threshold of 0.60, indicating that the instrument has a very high level of internal consistency. Therefore, all items in variable X_1 are declared reliable and can be used consistently in the study.

2) Reliability Test Results of the Classroom Management Questionnaire

Table 5. Reliability Test Results of Classroom Management (X_2)

Reliability Statistics

Cronbach's Alpha	N of Items
.865	12

Table 5 presents the results of the reliability test for the classroom management variable (X_2). The Cronbach's Alpha value obtained is 0.865 with a total of 12 items. This value indicates that the instrument has a good level of reliability, as it exceeds the minimum required threshold. This means that each item in this variable is capable of producing stable and consistent results, and therefore is suitable for use in data collection for the study.

3) Reliability Test Results of the Students' Learning Motivation Questionnaire

Table 6. Reliability Test Results of Students' Learning Motivation (Y)

Reliability Statistics

Cronbach's Alpha	N of Items
.935	15

Table 6 presents the results of the reliability test for the students' learning motivation variable (Y). Based on the analysis, the Cronbach's Alpha value obtained is 0.935 with a total of 15 items. This value falls into the very high category, indicating that the instrument has excellent reliability. Therefore, all items in variable Y can be trusted to consistently measure students' learning motivation in this study.

3. Classical Assumption Tests

This study conducted three types of classical assumption tests as follows:

a. Normality Test

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.96444100
Most Extreme Differences	Absolute	.162
	Positive	.097
	Negative	-.162
Test Statistic		.162
Asymp. Sig. (2-tailed)		.143[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 7 presents the results of the normality test using the One-Sample Kolmogorov–Smirnov method with a total sample of 30 respondents. This test was conducted to determine whether the research data are normally distributed.Based on the table, the Asymp. Sig. (2-tailed) value obtained is 0.143. This value is greater than the significance level used, which is 0.05. This indicates that the residual data in this study do not significantly differ from a normal distribution. In other words, the data can be considered normally distributed. Additionally, the test statistic value of 0.162 further supports this result.Since the normality assumption is fulfilled, the research data are suitable for use in subsequent analyses, such as regression testing or other statistical analyses that require normally distributed data.

b. Multicollinearity Test

Table 8. Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Ketrampilan Metakognitif Guru	.614	2.629
	Pengelolaan Kelas	.739	1.690

a. Dependent Variable: Motivasi Belajar

Table 8 presents the results of the multicollinearity test, which aims to determine whether there is a high correlation among the independent variables in the research model, namely teachers' metacognitive skills and classroom management, in relation to the dependent variable, learning motivation.Based on the table, the teachers' metacognitive skills variable has a tolerance value of 0.614 and a VIF value of 2.629. Meanwhile, the classroom management variable has a tolerance value of 0.739 and a VIF value of 1.690. Both variables show tolerance values greater than 0.10 and VIF values less than 10.This indicates that there is no multicollinearity problem in the regression model used. Thus, the independent variables are not highly correlated with each other, and the regression model in this study can be considered appropriate and suitable for further analysis.

c. Heteroscedasticity Test

Table 9. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.922	7.079		.837	.410
	Ketrampilan Metakognitif Guru	-.213	.144	-.349	-1.485	.149
	Pengelolaan Kelas	.200	.154	.305	1.295	.206

a. Dependent Variable: ABRESID

Table 9 presents the results of the heteroscedasticity test conducted using the Glejser method. This test aims to determine whether there is inequality of variance (heteroscedasticity) in the regression model used in this study.Based on the table, the significance (Sig.) value for the teachers' metacognitive skills variable is 0.149, and for the classroom management variable is 0.206. Both values are greater than the significance level of 0.05. This indicates that there is no significant effect of the independent variables on the absolute residual values (ABRESID).Thus, it can be concluded that there is no heteroscedasticity problem in the regression model of this study. This means that the residual variance is homogeneous or constant, and therefore the regression model satisfies the classical assumptions and is appropriate for further analysis.

4. Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted using SPSS Statistics to determine the influence among the variables examined in this study. The results of the multiple linear regression analysis and their interpretation are as follows:

Table 10. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	32.186	10.622		3.030	.005
	Ketrampilan Metakognitif Guru	.787	.215	.707	3.653	.001
	Pengelolaan Kelas	-.203	.232	-.170	4.876	.019

a. Dependent Variable: Motivasi Belajar

$$\mathbf{Y = a + b1.x1 + b2.x2}$$

$$\mathbf{Y = 32{,}186 + 0{,}787X_1 - 0{,}203X_2}$$

Thus:

a. The constant value of 32.186 indicates that if the variables of teachers' metacognitive skills and classroom management are assumed to remain constant or equal to zero, then students' learning motivation is at 32.186.
b. The regression coefficient for the teachers' metacognitive skills variable (X_1) is 0.787, indicating that every one-unit increase in teachers' metacognitive skills will increase students' learning motivation by 0.787, assuming other variables remain constant. The significance value of 0.001 is less than 0.05, indicating that teachers' metacognitive skills have a positive and significant effect on students' learning motivation.

c. The regression coefficient for the classroom management variable (X_2) is −0.203, indicating that every one-unit increase in classroom management actually decreases students' learning motivation by 0.203. However, the significance value of 0.019 is still less than 0.05, indicating that classroom management also has a significant effect, but with a negative direction of relationship.

5. Hypothesis Testing

Hypothesis testing aims to determine whether the independent variables, namely X_1 and X_2, either individually or simultaneously, have an effect on the dependent variable (Y). Therefore, the researcher employed the t-test and F-test. The following are the results of the t-test and F-test conducted using SPSS.

a. **t-test**

The t-test is used to determine whether each independent variable partially (individually) has a significant effect on the dependent variable, namely students' learning motivation.

Table 11. t-test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.186	10.622		3.030	.005
	Ketrampilan Metakognitif Guru	.787	.215	.707	3.653	.001
	Pengelolaan Kelas	-.203	.232	-.170	4.876	.019

a. Dependent Variable: Motivasi Belajar

In this study, the t-table value is 2.052 with a significance level of 5% ($\alpha = 0.05$) and degrees of freedom (df) = 27.

Based on the test results, the teachers' metacognitive skills variable (X_1) has a t-calculated value of 3.653 with a significance value of 0.001. Since the t-calculated value is greater than the t-table value ($3.653 \geq 2.052$) and the significance value is less than 0.05, it can be concluded that teachers' metacognitive skills have a significant effect on students' learning motivation. Thus, the proposed hypothesis is accepted. Furthermore, the classroom management variable (X_2) has a t-calculated value of 4.876 with a significance value of 0.019. This t-calculated value is also greater than the t-table value ($4.876 \geq 2.052$), and the significance value is less than 0.05. This indicates that classroom management also has a significant effect on students' learning motivation; therefore, the proposed hypothesis is also accepted.Overall, the results of the t-test indicate that both independent variables—teachers' metacognitive skills and classroom management—partially have a significant effect on students' learning motivation.

b. **F-test**

The F-test is used to determine whether the independent variables simultaneously have an effect on the dependent variable. In this study, the F-test aims to examine whether teachers' metacognitive skills and classroom management simultaneously influence students' learning motivation.

Table 12. F-test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	630.638	2	315.319	8.252	.002[b]
	Residual	1031.662	27	38.210		
	Total	1662.300	29			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant), Pengelolaan Kelas, Ketrampilan Metakognitif Guru

Based on Table 12, the F-calculated value is 8.252, while the F-table value is 3.35 at a significance level of 5% (α = 0.05). Since the F-calculated value is greater than the F-table value (8.252 ≥ 3.35), it can be concluded that the independent variables—teachers' metacognitive skills and classroom management—simultaneously have an effect on students' learning motivation at SMA Negeri 2 Beo.In addition, the significance (Sig.) value of 0.002, which is less than 0.05, further confirms that this effect is statistically significant.

c. **Coefficient of Determination (R^2)**

Table 13. Coefficient of Determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616[a]	.679	.633	6.18140

a. Predictors: (Constant), Pengelolaan Kelas, Ketrampilan Metakognitif Guru

b. Dependent Variable: Motivasi Belajar

Based on Table 13, the coefficient of determination (R Square) is 0.679. This indicates that 67.9% of the variation in the students' learning motivation variable can be explained by the independent variables used in this study, namely classroom management and teachers' metacognitive skills. In other words, these two variables make a substantial contribution to influencing the improvement of learning motivation. Meanwhile, the remaining 32.1% is influenced by other factors outside the research model that were not examined in this study.Thus, the relatively high R Square value indicates that the regression model used has a strong ability to explain the relationships among the variables examined.

Discussion

1. The Influence of Teachers' Metacognitive Skills on Students' Learning Motivation

Based on the data analysis, the t-table value is 2.052 at a significance level of 5% (α = 0.05) with degrees of freedom (df) = 27. The test results show that the teachers' metacognitive skills variable (X_1) has a t-calculated value of 3.653 with a significance value of 0.001. Since the t-calculated value is greater than the t-table value (3.653 ≥ 2.052) and the significance value is less than 0.05, it can be concluded that teachers' metacognitive skills have a significant effect on students' learning motivation. Thus, the proposed hypothesis is accepted.These findings indicate that teachers' metacognitive skills play an important role in enhancing students' learning motivation. Teachers who are capable of planning, monitoring, and evaluating the learning process are able to create more structured and effective instruction. This condition encourages students to become more active, confident, and motivated in participating in the learning process.In other words, the better the teachers' metacognitive skills, the higher the students' learning motivation. This is because students feel more guided in understanding the material and become more engaged in the learning process.Dengan kata lain, semakin baik keterampilan metakognitif guru, maka semakin tinggi pula motivasi belajar siswa. Hal ini karena siswa merasa lebih terbimbing dalam memahami materi serta lebih terlibat dalam proses belajar.

2. The Influence of Classroom Management on Students' Learning Motivation

Based on the test results, the classroom management variable (X_2) has a t-calculated value of 4.876 with a significance value of 0.019. This value is greater than the t-table value (4.876 ≥ 2.052), and the significance value is less than 0.05. Therefore, it can be concluded that classroom management has a significant effect on students' learning motivation, and the proposed hypothesis is also accepted.These findings indicate that effective classroom management has a strong influence on improving students' learning motivation. Proper classroom management—such as organizing a conducive learning environment, managing student behavior, and effectively allocating time—can create a comfortable and engaging learning atmosphere.When the classroom environment is conducive, students tend to be more focused, active, and interested in learning. Conversely, poor classroom management can hinder the learning process and reduce

students' motivation.Thus, it can be stated that the better the classroom management implemented by teachers, the higher the students' learning motivation

3. The Influence of Teachers' Metacognitive Skills and Classroom Management on Students' Learning Motivation

Based on the simultaneous test (F-test), the F-calculated value is 8.252, while the F-table value is 3.35 at a significance level of 5% ($\alpha = 0.05$). Since the F-calculated value is greater than the F-table value ($8.252 \geq 3.35$), it can be concluded that teachers' metacognitive skills and classroom management simultaneously have an effect on students' learning motivation.In addition, the significance value of 0.002, which is less than 0.05, further confirms that the effect of both variables is statistically significant. This indicates that the combination of teachers' metacognitive skills and effective classroom management provides a substantial contribution to enhancing students' learning motivation.These findings suggest that students' learning motivation is not influenced by a single factor, but rather results from the interaction of multiple factors, particularly teachers' ability to manage learning cognitively (metacognitively) and their ability to manage the classroom effectively.

V. CONCLUSION

Based on the results of the research conducted at SMA Negeri 2 Beo, it can be concluded that teachers' metacognitive skills and classroom management have a significant effect, both partially and simultaneously, on students' learning motivation. Teachers' metacognitive skills—reflected in their ability to plan, monitor, and evaluate the learning process—have been shown to effectively encourage students to become more active, confident, and guided in understanding the material.Similarly, classroom management plays a crucial role, where teachers' ability to create a conducive learning environment, organize the physical setting, and manage student behavior effectively contributes significantly to enhancing students' focus and interest in learning.Collectively, these two variables make a substantial contribution to the variation in students' learning motivation, indicating that the synergy between teachers' metacognitive awareness and effective classroom management strategies is a key factor in optimizing students' motivation to achieve desired academic outcomes.

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