



CLASS MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC BOARDING SCHOOL EDUCATION

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Abstract:

This research focuses on the decline in student learning motivation in the digital era and how educational management can overcome this challenge. The aim of this research is to determine the factors that influence students' learning motivation, including teachers' digital skills, changes in students' thinking patterns, mental health impacts and psychological burden. This research uses a qualitative approach with in-depth interview techniques to collect data from students and teachers at Banyuwangi High School. Data analysis was carried out thematically to identify relationships between these variables. The research results show that adequate teacher digital skills, environmental support in changing mindsets, and effective stress management can significantly increase student learning motivation. The implications of this research emphasize the importance of developing teachers' digital skills, adaptive learning strategies, and attention to students' mental health in order to achieve quality education in the digital era.

Keywords: *Learning Motivation, Teacher Digital Skills, Mental Health.*

INTRODUCTION

In the context of rapid technological developments, the decline in students' learning motivation is an interesting phenomenon to be studied in more depth. Even though the digital era offers convenience and access to information that has never existed before, the reality shows that many students experience a decrease in motivation in their learning process. Studies show that around 40% of students feel less engaged and motivated in learning activities, a problem that not only affects their academic performance but also their psychological well-being (Govorova et al., 2020; Wei et al., 2021). This encourages the need for research that focuses on how educational management can adapt and deal with this decline in motivation effectively. Motivation theory, especially Self-Determination Theory, emphasizes that students' intrinsic motivation is influenced by autonomy and competence factors (Ryan & Deci, 2020; Shin & Johnson, 2021). In the digital era, students who have greater access to exploration and independent learning may feel hampered by teaching methods that do not make optimal use of technology. Additionally, relevant theories such as the Technology Accessibility Model in Education point out that teachers' deficient digital skills can influence the way students interact with course materials and reduce their motivation to learn (Cabero-Almenara et al., 2022; Haleem et al., 2022; Núñez-Canal et al., 2022). This research is important to dig deeper into how educational management can overcome these challenges by creating a learning environment that is more inclusive and adaptive to the digital era.

The main problem that is the focus of this research is how educational

management can overcome the decline in student learning motivation caused by the mismatch between conventional teaching methods and students' digital demands. This research will explore several factors that influence decreased motivation, such as a lack of digital skills among teachers, changes in students' mindsets that are more independent in the learning process, and the mental health impact of excessive use of technology. By analyzing the relationship between these factors, this research aims to provide comprehensive recommendations for increasing students' learning motivation in the digital era. Several previous studies have discussed the impact of technology on student motivation and the challenges faced by teachers. (Bedenlier et al., 2020; Xu et al., 2020) found that limitations in technology training for teachers contributed to low student engagement. (Basilotta-Gómez-Pablos et al., 2022; Fernández-Batanero et al., 2022) emphasize the importance of developing teachers' digital competencies as a solution to increasing teaching effectiveness. Meanwhile, Williams and Kim observed that stress and anxiety due to excessive exposure to technology affected students' learning motivation. While these studies provide valuable insights, no research has yet comprehensively linked all three factors—teachers' digital skills, changes in student mindsets, and mental health—in one educational management strategy framework.

This research offers novelty by integrating these three factors in one analytical framework to provide a holistic solution for educational management. With this integrated approach, this research seeks to identify innovative and effective methods to increase students' learning motivation, considering both technological and mental health aspects. The novelty of this research lies in the development of a technology-based and holistic education management model, which is expected to be able to overcome the challenges of student motivation in the digital era as a whole. The main objective of this research is to develop an effective educational management strategy in dealing with the decline in student learning motivation caused by the mismatch between traditional teaching methods and students' digital needs. This research aims to provide concrete and applicable recommendations to policy makers and educational practitioners regarding how to adapt the curriculum and teaching methods to the demands of the digital era. By responding to this problem thoroughly, it is hoped that this research can increase student engagement and motivation, as well as contribute to improving the quality of education in the digital era.

RESEARCH METHODS

The research method used in this study is a qualitative approach with a case study design. This research focuses on the decline in student motivation to learn in the era of digitalization and how education management can overcome this problem. The research was conducted in the Banyuwangi area. Data collection techniques include in-depth interviews with students and teachers, as well as direct observation in the classroom which aims to thoroughly understand the dynamics that occur. Apart from that, data was also collected through documentation studies from relevant sources.

The collected data was analyzed using thematic analysis techniques. This process began with transcription of the interviews, followed by coding of the data to identify key themes that emerged. These themes were then analyzed further to understand how teachers' digital skills, students' mindsets, and their mental health influence learning motivation. In this analysis, the researcher attempted to relate the findings to relevant motivation theories, such as Self-Determination Theory and the Educational Technology Accessibility Model.

After thematic analysis, the results are presented in narrative form to describe the phenomenon studied in depth. Interpretation of existing data is also carried out by considering the local context and relevance to the development of educational technology in Indonesia. Data triangulation techniques were applied to ensure the validity and reliability of this research findings, by comparing data from interviews, observations and documentation. It is hoped that the final results of this research can provide practical recommendations for educational management in facing the challenges of student learning motivation in the digital era.

RESULTS AND DISCUSSION

Education aims to develop human resources (HR) (Andriani, 2019). The quality of human resources is the factor that most determines the success of a country, not based on how much natural wealth it has (Amelia Innayah et al., 2023). Activities carried out in a directed, effective, intensive and efficient manner are several ways to increase human resources (Khumaini et al., 2023). This can be obtained from teaching and learning activities. An internal factor that influences the success of teaching and learning activities is learning motivation. Learning activities will be optimal if there is motivation to learn, the better the learning results, the more appropriate the motivation will be.

Motivation comes from the word "motive", which means a reason for doing something, a strong desire that causes a person to move to carry out an activity (Lomu & Widodo, 2018). According to the Big Indonesian Dictionary, it is an urge that arises within a person to do or think with a certain purpose, whether consciously or unconsciously. Motivation in learning is very important, because it is related to the pursuit of knowledge, in accordance with the words of Rosulullah SAW. *طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ* which means "seeking knowledge is obligatory for every Muslim" (HR. Ibnu Majah no. 224, from the friend Anas bin Malik radhiyallahu 'anhu, authenticated by Al Albani in Shahih al-Jaami'ish Shaghiir no. 3913).

Motivation to learn is very important, but it cannot be denied that there are still many study participants (students) who do not have good motivation within themselves. Decreased motivation can be caused by several things, both internal and external, for example: 1). Lack of teacher digital skills, 2). Changes in students' thinking patterns, 3). Mental Health and psychological burden. The rapid development of digitalization has changed the way people live and will also have an impact on all fields, including the world of education, which was mentioned previously (Triyanto, 2020). Three things are discussed in this literature, namely:

Lack of Teacher Digital Skills

In order to understand how teachers' digital skills influence students' learning motivation, in-depth interviews were conducted with several students and teachers. The following are the results of interviews that highlight the relationship between teachers' digital skills and student learning motivation, accompanied by interpretations of each statement given by the interviewee. In order to understand teachers' skills in using digital, in-depth interviews were conducted with several students and teachers to understand how teachers' digital skills influence students' learning motivation. The following are the results of interviews that focus on the relationship between teacher digital skills and student learning motivation, and are accompanied by interpretations of each statement given by the interviewee in the interview results. The use of technology in class "But if teachers don't understand and don't know how to use it, it will actually make students lazy about studying in class" (interview_24). In the world of digital-based education, the role of teachers is very important in influencing student learning motivation. This is in accordance with the statement of class On the other hand, teachers' inability to use technology well can create less memorable experiences for students and reduce students' motivation and enthusiasm for learning.

In an interview with a 35 year old teacher, he admitted that, "Sometimes it is difficult to operate existing software in this digital era and sees that students are less involved and enthusiastic when using the software because they are less familiar with current technology" (interview_03_24). This teacher admitted that student motivation had decreased and the lack of student response in class was due to the teacher's limitations in digital skills. This shows how important training is for teachers to improve their digital operational skills. Another student said "Teachers who can use technology well make learning better and more interesting, so they are enthusiastic about more modern learning and avoid boredom in class" (interview_24). This student focuses on how teacher skills increase student interest in learning and reduce boredom in the

classroom so that the classroom becomes a home for learning that can be enjoyed every day through digitalization.

The results of this research are in line with the findings of (Govorova et al., 2020) which emphasizes that a supportive learning environment and teacher skills in using technology effectively can increase student engagement. This research also strengthens the findings of (Xu et al., 2020) which revealed the importance of technology training for teachers to increase student learning motivation.

Interview Results	Interview Contents	Interpretation
Class student X	"When teachers use technology well, for example with videos or pictures, students are more enthusiastic about learning. But if teachers don't understand it and don't know how to use it, it will actually make students lazy about learning in class."	These students emphasized the importance of teachers' digital skills in increasing learning motivation. Effective use of technology, such as videos and images, can increase students' enthusiasm for learning. However, teachers' inability to utilize technology optimally actually reduces student motivation.
Teacher (35 years)	"Sometimes it is difficult to operate existing software in this digital era, and we see that students are less involved and enthusiastic when using the software because they lack mastery of current technology."	This teacher acknowledged limitations in his digital skills which resulted in low student engagement and enthusiasm. This emphasizes the importance of training for teachers to improve their ability to use technology effectively.
Another Student	"Teachers who can use technology well make learning better and more interesting, so they are enthusiastic about modern learning and avoid boredom in class."	This student highlights how a good teacher's digital skills can make learning more interesting and relevant. These skills not only increase motivation but also help reduce boredom in the classroom, making the classroom a fun place to learn.

Table 1. Lack of Teacher Digital Skills

Changes in Student Mindset

Thought pattern (mindset) is a way of working that is regulated by the brain or system, then stored and distributed by the brain to all parts of the body to form a character and as a reference for action. Mindsets consist of several things such as methods, notes or assumptions that are held by a group or individual very strongly (Fathurrohman et al., 2024). Mindset has a negative impact on learning motivation.

The impact of student mindset on the learning motivation of a class However, after the student attended seminars, attended training and discussed with friends, he began to think that failure was the beginning of success and part of the learning process. "Now when there is a test or exam assignment, he becomes more enthusiastic because he can learn from mistakes" (interview_04_24). In the statement made by students, this student experienced a change in growth mindset from the previous fixed mindset (Jorif & Burleigh, 2022; Limeri et al., 2020; Saha, 2008). Previously, this student felt that

failure was a sign of someone's incompetence which reduced motivation in learning. However, after experiencing a change in mindset, he recognized that failure was an opportunity to study harder and develop oneself, which ultimately could increase students' learning motivation.

The impact of the environment on a female student's mindset stated that, "At first she always thought that she couldn't understand physics because she wasn't talented and had difficulty understanding formulas in physics. However, after the teacher supported him by trying various ways of learning, he realized that he could do it with more effort. Now I am more motivated to keep trying even though the formulas and material in physics are very difficult" (interview_06_24). In this case, it shows how support from the surrounding environment, especially from teachers, can help and encourage their mindset to see that limited abilities are not permanent, but can be overcome with effort. Changing students' mindsets can increase learning motivation, especially in material that was previously considered difficult.



Figure 2. Changes in Student Mindset

Self-awareness in changing the mindset of a class IX student shared her experience, "In the past she often gave up when facing very difficult tasks, but after attending several training courses at school, she began to understand that with the right learning methods, she could overcome these difficulties. Now I am more enthusiastic and confident in studying, because I know the right way to study" (interview 24). This interview shows that through training at school, he became more aware of effective learning strategies and his own abilities. This awareness has a big influence in changing the mindset from one that gives up and easily gives up to one that is more enthusiastic and confident (Hang & Van, 2020). With the right strategy, students can experience increased motivation because they believe that all difficulties can be overcome in a good and appropriate way (Yeni & Almuslim, 2015).

Mental Health and Psychological Burden

As discussed above, there are no less important causes of decreased student motivation to learn, namely mental health and psychological burden. Mental health and psychological burden are very influential because this generally attacks individual students. The world of social media is one of the causes of mental health such as depression, anxiety, stress and loneliness (Thursina Fazrian, 2023). In order to understand how mental health and psychological burdens impact students' learning motivation, interviews were conducted with several female students from the secondary level. The interview results show that mental health has a significant impact on learning motivation. A class X student shared his experience regarding the impact of anxiety on

students' learning motivation. He said that previously he felt inadequate and depressed when facing exams, which made him despair and reduced his enthusiasm for studying. However, after trying to work up the courage to take part in counseling and stress management training, he learned to manage and overcome anxiety and felt more confident in studying (interview_06_24). This shows that increasing female students' learning motivation so that they are more focused on learning and enthusiastic, as well as appropriate and effective stress management can enable students to overcome pressure in facing learning (Kurniawan, 2023).

Meanwhile, a class XI student shared his experience that academic and personal problems made him feel very depressed, so his motivation to study decreased. The student overcomes this by consulting a health professional regarding relaxation techniques such as meditation to clear the mind so that a person can feel more productive and calm (interview 07_24). With these strategies and support he is more involved in learning and is better able to reduce stress. This focuses and emphasizes the importance of stress management methods and emotional support. On the other hand, class Awareness of appropriate and productive learning methods makes him more enthusiastic in participating in learning activities and does not give up easily and is more enthusiastic and confident. This states that training in learning methods and strategies can help overcome psychological burden and increase motivation in learning.

The interview results revealed that students' learning motivation was significantly influenced by mental health and psychological burden. Stress and anxiety affect students' effective learning focus. However, psychological support using appropriate stress management methods makes students able to overcome pressure and increases students' enthusiasm for learning. Thus, attention to students' mental health and implementation of appropriate strategies is a good thing in supporting their learning and academic success.

CONCLUSION

This research reveals that the decline in student learning motivation in the era of digitalization is greatly influenced by teachers' digital skills, changes in students' thinking patterns, as well as the mental health and psychological burdens they face. These findings emphasize the importance of teachers' mastery of technology as an effective learning tool, as well as the need for psychological support and a conducive environment to help students overcome challenges in learning. This research also shows that by changing their mindset from a fixed mindset to a growth mindset, students are better able to see failure as an opportunity to learn and develop, which ultimately increases their learning motivation. Thus, this research provides new insight into the importance of a holistic approach in educational management that does not only focus on academic aspects, but also on mental health and developing students' mindsets.

The significant contribution of this research lies in an integrative approach that combines teachers' digital skills, changes in student mindsets, and mental health as key factors in increasing learning motivation in the digital era. This research enriches the existing literature by introducing a more comprehensive analysis of the impact of technology and psychological burden on learning motivation, as well as offering practical recommendations for educational management. However, this study has limitations in terms of its scope, covering only one school and a small part of the student population, so the results may not be fully representative of the wider context. Further research is needed to explore other variables, such as differences in gender, age, and a wider variety of learning methods, in order to obtain a more comprehensive and reliable picture as a basis for more appropriate education policies.

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