
Journal Management of Sport

Volume 1 Number 2 (2023)

E-ISSN: 2963 – 8003

available online at <https://jurnal.stokbinaguna.ac.id/index.php/JSSB>

**THE INFLUENCE OF EDUCATION MANAGEMENT
ON LEARNING MOTIVATION IN EARLY CHILDHOOD**

Dwi Septi Anjas Wulan ^{1 *}, Muhammad Syaleh ²

¹ Universitas Negeri Medan, North Sumatera, Indonesia

² Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, North Sumatera, Indonesia

* Corresponding Author: dwiseptianjaswulan@unimed.ac.id

Information

Abstract

History:
Submitted; January 2023
Revised; February 2023
Accepted; March 2023

Keywords:
Education;
Management;
Learning Motivation;
Early Childhood.

Learning motivation in early childhood is an important factor in achieving educational goals. This study aims to analyze the effect of education management on learning motivation in early childhood. The research methodology used in this study is a literature study. A literature study is a research approach carried out by collecting, reviewing, analyzing, and synthesizing literature or written sources that are relevant to the research topic used as the object of research. The results of this study show that the influence of education management on learning motivation in early childhood is very important. Factors that influence learning motivation in early childhood include internal factors, such as interest and talent, and external factors, such as the learning environment and learning methods. With good education management, teachers and education managers can create a conducive learning environment and motivate children to learn. Some strategies that can be used include interactive and fun learning methods, a safe and comfortable learning environment, and positive rewards and feedback.

Copyright © 2022

Journal Management of Sport

INTRODUCTION

Education can be broadly defined as the process of learning and developing individual abilities to achieve their potential and desired life goals (A. E. L. Lubis et al., 2020). Education is not only limited to academic or formal aspects such as schools and universities but also includes lifelong learning, including non-formal and informal learning. Formal education is education provided by official educational institutions, such as schools, colleges, or universities. Formal education is generally structured and has a curriculum set by the government or educational institutions (Setiawan et al., 2022). Formal education usually focuses on academic learning such as math, science, language, and history. Non-formal education is education that takes place outside formal educational institutions, such as job training, language courses, or seminars. Non-formal education does not always have a regular structure or standardized curriculum, but it still helps individuals improve their knowledge, skills, and abilities. Informal education is education that occurs in everyday life, through experience, observation, and social interaction. Informal education can be learning from parents, friends, or the surrounding environment, and does not have a formal structure or curriculum.

Education can also be differentiated based on its purpose or focus, such as skills or technical education, religious education, or health education. Education can also be provided for various age groups, from children to adults. Education has an important role in human and community development (Wijayanto, 2021). Through education, individuals can improve their abilities and skills, acquire knowledge and information, and develop positive attitudes and values needed for a successful and happy life. Education also plays an important role in shaping an advanced and developing society through the development of quality human resources (Alim et al., 2022). Early childhood education (ECE) is a type of education that focuses on the development of children from an early age. It plays an important role in shaping children's physical, mental, social, and emotional development in the early period of their lives. Children who receive good PAUD can have a better ability to understand the world around them, interact with others, and prepare themselves for formal education in the future.

Early childhood education includes activity-based learning, concept understanding, social skills, creativity, and moral knowledge. It can also help develop physical abilities, such as motor coordination and manipulative skills, and help develop language and cognitive abilities. Through good early childhood education, children can be helped to understand the world around them, improve their cognitive abilities, and learn in a fun and interesting way. In addition, ECD can also help prepare children for future formal education (Hendrawan et al., 2022). Children who already have the basics of early education will more easily adapt to the formal school environment and can understand the subject matter taught there.

In this case, education management in early childhood is crucial to ensure that children receive a good and properly structured education. Education management can include effective learning planning, management of facilities and infrastructure, and education for early childhood teachers to provide high-quality education (Mawardinur et al., 2022). With good education management, children's motivation to learn at an early age can be enhanced, helping them to achieve their potential and desired life goals in the future.

Motivation to learn in early childhood is very important to increase their success in obtaining quality education and preparing them for the future. Children at an early age tend to have a high interest in learning, but they are also easily distracted by various fun things which causes them to lose focus (Azandi et al., 2022). Therefore, education management in early childhood must be designed to increase children's motivation to learn. One of the factors that can increase learning motivation in early childhood is to pay attention to their characteristics and needs. Each child has different interests, needs, and abilities, so the teaching approaches and strategies used must be tailored to their individual needs. This can help increase children's interest and motivation to learn as they feel valued and understood. In addition, successful learning in early childhood is also strongly influenced by a positive and supportive learning environment.

Low levels of motivation to learn in early childhood is a complex problem that can have a long-term impact on children's development. Learning motivation is the drive or desire that children have to learn and acquire new knowledge. When learning motivation is low, children tend to have no interest or desire to learn, which can hinder their cognitive, social, and emotional development. One of the impacts of low learning motivation is the lack of understanding and knowledge in children about various aspects of life. Children who lack motivation will find it more difficult to understand the lessons taught by teachers at school and have difficulty in completing their academic tasks. In addition, low learning motivation in children can also have an impact on their social and emotional abilities, such as difficulties in interacting with peers and lack of self-confidence (Anugrah & Dermawan, 2022).

The problem of low motivation to learn in early childhood not only has an impact on the present but can also have an impact on the future. Children who are not motivated to learn tend to have low learning achievements, which can affect their opportunities to continue their education to a higher level in the future. In addition, low motivation to learn in early childhood can also affect their quality of life in adulthood, including the ability to compete in the workforce and develop a successful career. Therefore, parents and teachers need to pay attention to children's learning motivation from an early age and create a conducive learning environment to motivate children to learn. Some strategies that can be done include providing rewards and positive feedback, adopting interactive and fun learning methods, and creating a safe and comfortable learning environment for children. By implementing these strategies, it is hoped that children can be more motivated to learn and develop their potential optimally (Bajri et al., 2022).

A positive learning environment can increase children's motivation to learn because it provides a sense of comfort and security to learn and explore the surrounding environment. A supportive learning environment should also be designed to facilitate interesting and challenging learning activities for children. Ultimately, motivation to learn in early childhood is also strongly influenced by the quality of education they receive. A high-quality education, with good education management and well-trained and qualified teachers, can increase children's motivation to learn (Thoha & Mubah, 2023). Through quality education, children will feel encouraged to continue learning and developing themselves because they realize the value and benefits of education. Therefore, early childhood education management should focus on creating a positive, supportive, and high-quality learning environment to increase children's motivation to learn.

Good education management can positively influence early childhood learning motivation. Good education management includes planning, implementing, and evaluating learning, as well as managing available educational resources (Elihami, 2019). In the context of early childhood, good education management can create a fun and interesting learning environment and can meet children's individual needs in learning. One example of the influence of education management on learning motivation in early childhood is creating an interesting and challenging curriculum. An interesting and challenging curriculum can motivate children to learn and explore the environment around them. Good education management should also pay attention to teaching methods and learning strategies that suit children's characteristics and needs. This can help increase children's motivation to learn because they feel valued and understood.

In addition, good education management can also pay attention to a positive and supportive learning environment, such as providing adequate facilities and equipment and creating an atmosphere conducive to learning (A. E. Lubis & Nugroho, 2020). A positive learning environment can increase children's learning motivation as they feel comfortable and safe to learn and explore the environment around them. Good education management can also pay attention to the management of available educational resources, such as the management of teaching staff and material resources. Qualified and trained teachers can motivate children to learn and provide effective and engaging teaching. In addition, adequate material resources can facilitate interesting and challenging learning activities for children. In the context of the influence of education management on learning motivation in early childhood, it can be concluded that good education

management can increase children's learning motivation through proper planning, implementation, and evaluation of learning, as well as management of available educational resources.

To realize the desired educational climate, all parts must be managed in a professional, humanist, and egalitarian manner (Palinata et al., 2023). The inconvenience of one part of the service will result in effects that spread to other parts. Some studies reveal that education is currently experiencing a crisis in several areas, namely (1) quality, and this is most prominent, (2) the relevance of the education curriculum to the needs of development development, (3) the attitude of elitism that grows within educational institutions, and (4) weak management and neglect of teamwork. Good management will create a conducive learning atmosphere in the classroom. This climate will lead to increased intellectual reasoning power, and students' emotions will become more developed and sensitive. As a result of this situation, students will not only master the lessons, but they will also be smart in maintaining their emotional and personal life in the wider community.

Based on the explanation of the problems above, there is a gap in research on the effect of education management on learning motivation in early childhood. Therefore, the purpose of this study is to analyze the effect of education management on learning motivation in early childhood, by looking at the factors that influence learning motivation in early childhood and how good education management can increase learning motivation. This research is expected to contribute to the development of early childhood education and provide useful information for policymakers in the field of education.

METHODS

This research methodology uses literature study techniques. Literature study is a research approach carried out by collecting, reviewing, analyzing, and synthesizing literature or written sources that are relevant to the research topic used as the object of research (Siyoto & Sodik, 2015). The stages carried out in this study begin with determining the criteria for literature relevant to the research topic and collecting literature using search engines such as Google Scholar, and others. Next, analyze the literature that has been obtained by sorting out the same focus and objectives and comparing them. The next step was to synthesize it into a structured framework.

RESULTS & DISCUSSIONS

Results

The results of the analysis of literature study research with the title "The Effect of Education Management on Learning Motivation in Early Childhood" show that good education management has a significant positive effect on learning motivation in early childhood. Some factors that influence learning motivation in early childhood include internal factors such as interests and talents and external factors such as the learning environment and learning methods. Therefore, with good education management, teachers and education managers can create a conducive learning environment and motivate children to learn. Some strategies that can be done are using interactive and fun learning methods, creating a safe and comfortable learning environment, and providing rewards and positive feedback (Revilla Malik, 2023).

Education management is a process that is carried out to manage all aspects related to the world of education so that it can run effectively and efficiently. The purpose of education management is to create an educational environment that is conducive and effective in producing the expected output. In this case, the output produced is students who are intelligent, creative, independent and have good morals. Education management includes four stages, namely planning, organizing, directing, and supervising. In the planning stage, an analysis of needs, resources, and environmental conditions is carried out to determine the goals, strategies, and activities to be carried out in achieving the desired educational goals. Furthermore, in the

organizing stage, the arrangement of resources and human resources in the educational environment is carried out to achieve predetermined goals. Determination of the organizational structure, duties, and responsibilities, and coordination between the various parties involved are also carried out at this stage. The directing stage is carried out to lead and guide the people involved in the educational process. At this stage, effective communication and providing direction to all parties involved are key. Finally, the supervision stage is carried out to monitor and evaluate the performance and success of the education program. Checking the performance of students, educators and all aspects related to the education process needs to be done at this stage.

In addition, the results of the analysis of this literature study research also show that the factors that influence learning motivation in early childhood can be divided into internal factors and external factors. Internal factors include interest and talent, while external factors include the learning environment and learning methods. In this case, good education management can help create a conducive learning environment and motivate children to learn. Some strategies that can be done include using interactive and fun learning methods, creating a safe and comfortable learning environment, and providing rewards and positive feedback to students. By optimizing educational management and paying attention to the factors that influence learning motivation, it is hoped that it can increase learning motivation in early childhood and obtain better results in the educational process.

Discussions

Factors that influence education management include leadership, communication, resource management, and decision-making. Leadership in education management is essential to provide direction and inspiration to decision-makers in the educational environment. Communication is also an important factor in education management because it can affect the quality of interaction between the various parties involved in the education process. Resource management is very important in education management because well-managed resources will have a positive impact on educational development. Decision-making in education management is also very important because the right decision will have a good impact on the education process (Wahyudin, 2021).

Learning motivation can be defined as a person's drive or desire to learn or achieve learning goals. Learning motivation is an important factor in determining how far a person will learn and how much knowledge will be gained. Learning motivation also affects the quality and learning outcomes achieved. Several factors influence learning motivation, including internal and external factors. Internal factors are factors that come from within the individual, such as interests, needs, and beliefs. Meanwhile, external factors are factors that come from the environment, such as social support and the learning environment. Several theories suggest learning motivation. One of the most famous theories is Maslow's hierarchy of needs theory. This theory states that humans have several levels of needs, starting from physiological, safety, social, self-esteem, and self-actualization needs. When needs at one level have been met, individuals will seek to fulfill needs at a higher level. In the context of learning, if students' needs at the basic level (such as food and safety) have been met, then they will be better able to focus on higher needs such as recognition, confidence, and fulfillment of potential.

Another theory related to learning motivation is Vroom's expectancy theory. This theory states that learning motivation depends on individuals' expectations about learning outcomes and their belief in their ability to achieve those outcomes. According to this theory, if individuals believe that they can achieve their desired outcomes and that these outcomes will have a positive impact, then they will be more motivated to learn. When designing strategies to increase learning motivation, it is necessary to consider factors such as learning environment, learning style, and rewards. A conducive and comfortable learning environment can help increase learning motivation. In addition, diverse learning approaches that are tailored to students' learning styles can help increase learning motivation. Rewards, such as praise and recognition of students' achievements, can also increase learning motivation.

Early childhood is an important period in educational and cognitive development, where the development of learning motivation is a very important factor in shaping future academic success. Learning motivation in early childhood can be influenced by various factors, such as the learning environment, social interactions, basic needs, interests, and beliefs. Education management is the process of planning, organizing, directing, and controlling various educational activities to achieve the desired educational goals. In the context of early childhood, good education management can affect children's learning motivation. Some factors that can influence learning motivation in early childhood include classroom management, teaching and learning, and curriculum development. Effective classroom management can help create a conducive learning environment for young children. Teaching and learning that is interesting, interactive, and in line with children's interests and needs can increase their learning motivation. In addition, good curriculum development can help identify desired educational goals and devise strategies to achieve them.

Education management can also influence early childhood learning motivation through external factors, such as social support and parents' participation in their child's education. Good social support can increase children's confidence in learning, while parents' participation in their children's education can help reinforce educational values and provide additional motivation for children. In analyzing the effect of education management on learning motivation in early childhood, it is necessary to measure and observe various factors that affect children's learning motivation, such as interests, needs, and beliefs, as well as external factors such as social support and parents' participation in their children's education. Furthermore, more research needs to be done on the effect of effective education management on learning motivation in early childhood. By conducting good education management, educators can help increase learning motivation in early childhood and prepare them to achieve academic success in the future. Through research and development of effective education management strategies, we can help shape a resilient young generation ready to face future educational challenges.

Early childhood education has a very important role in shaping the basics of learning in children. Therefore, it is important for education managers, including teachers, parents, and other related parties, to understand the factors that can influence early childhood learning motivation. Some of the factors that influence early childhood learning motivation include a pleasant learning environment, the use of interesting learning methods, and support from parents and teachers. On the other hand, good education management also plays a very important role in increasing early childhood learning motivation. This can be seen from the management of adequate educational facilities and infrastructure, the use of effective learning methods, and curriculum development that suits the needs of early childhood. In addition, good education management can also increase parental participation in children's education, so that it can provide better support in increasing early childhood learning motivation. Education in early childhood is very important because it will have a significant influence on subsequent development. One important factor that can influence children's development at an early age is learning motivation. Motivation to learn in early childhood can be influenced by various factors, both internal and external, such as the characteristics of individual children, the environment, and also the educational management applied by managers or teachers.

Good education management can increase learning motivation in early childhood. Education management includes planning, implementing, supervising, and evaluating learning activities. Good education management must be able to provide a fun and interesting learning environment for children so that children feel happy and motivated to learn. In addition, good education management must also be able to provide rewards and praise for the achievements made by children, so that children feel valued and motivated to continue learning. However, there are still gaps in the implementation of good education management in early childhood. Some of the obstacles include a lack of resources, teachers' lack of knowledge and skills in implementing good education management, and a lack of support from parents and communities. To address these

gaps, it is necessary to analyze the influence of education management on learning motivation in early childhood. This analysis includes collecting data on factors that influence learning motivation in early childhood, such as children's characteristics, the environment, and the education management applied. Furthermore, the data will be analyzed to see the extent of the influence of education management on learning motivation in early childhood, as well as what factors need to be improved in education management to increase learning motivation in early childhood.

Research on analyzing the effect of education management on learning motivation in early childhood has high significance in improving the quality of early childhood education in Indonesia. The findings of this study can provide valuable advice and recommendations for managers and teachers to improve education management and learning motivation in early childhood so that they can develop themselves optimally in academic and non-academic aspects. Thus, it can be concluded that analyzing the effect of education management on learning motivation in early childhood has an important role in improving the quality of early childhood education. With a good understanding of the factors that influence learning motivation in early childhood and effective education management, education managers can create a conducive and attractive learning environment for children, thus significantly improving the quality of early childhood education.

CONCLUSION

Education management has a significant influence on learning motivation in early childhood. Factors that influence learning motivation in early childhood include internal factors, such as interests and talents, and external factors, such as the learning environment and learning methods used. Through good education management, teachers and education managers can create a conducive learning environment and motivate children to learn. Some strategies that can be used to improve education management and learning motivation in early childhood include: using interactive and fun learning methods, creating a safe and comfortable learning environment, and giving rewards and positive feedback to children. In the Indonesian context, this research provides recommendations for early childhood education managers and teachers to improve education management and learning motivation in early childhood, to improve the overall quality of early childhood education.

REFERENCES

- Alim, S., Sari, D. M., & Aditya, R. (2022). Implementation of Physical Education Management based on The 2013 Curriculum. *SPORTAINMENT: Journal of Sport Management*, 1(1), 34–43.
- Anugrah, R. R., & Dermawan, D. F. (2022). Kontribusi Permainan Tradisional Terhadap Motivasi Belajar Siswa. *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 3(1), 38–43.
- Azandi, F., Sihombing, H., & Harahap, B. J. (2022). Sport Management Capacity Provincial Board of Sports. *SPORTAINMENT: Journal of Sport Management*, 1(1), 26–33.
- Bajri, F. N., Suherman, A., Dimiyati, A., & Achmad, I. Z. (2022). Analisis Praktik Program Unit Kesehatan Sekolah (UKS) dengan Perilaku Hidup Bersih dan Sehat (PHBS). *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 3(1), 59–65.
- Elihami, S. P. (2019). *Manajemen Pendidikan Anak Usia Dini Melalui Pendidikan Karakter*. Facebook.
-

- Hendrawan, D., Abdurrahman, E., Nugroho, A., & Sipayung, D. K. (2022). Event Management Analysis of Student Sports. *SPORTAINMENT: Journal of Sport Management*, 1(1), 9–16.
- Lubis, A. E. L., Nugroho, A., & Sari, L. P. (2020). FIRST AID TRAINING (BASIC) UNTUK GURU OLAHRAGA. *Bina Guna Press*, 1–79.
- Lubis, A. E., & Nugroho, A. (2020). First Aid Training Model for Physical Education Teachers. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 4(2), 73–80.
- Mawardinur, M., Keliat, P., & Alfarisyi, F. R. (2022). Correlation between Management Knowledge and Commitment with Board Performance of The Student Education and Training Center. *SPORTAINMENT: Journal of Sport Management*, 1(1), 17–25.
- Palinata, Y. J., Leko, J. J., Mae, R. M., & Selan, M. (2023). Potret Kinerja Guru Pendidikan Jasmani Melalui Supervisi Kepala Sekolah. *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 3(2), 92–99.
- Revilla Malik, C. A. (2023). Pengaruh Manajemen Pendidikan terhadap Motivasi Belajar pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 2659–2670.
- Setiawan, I., Helmi, B., Sari, I. E. P., & Saputra, R. (2022). Analysis of Facilities and Infrastructure Management Government Sports Institutions. *SPORTAINMENT: Journal of Sport Management*, 1(1), 1–8.
- Siyoto, S., & Sodik, M. A. (2015). *Dasar metodologi penelitian*. literacy media publishing.
- Thoha, M., & Mubah, H. Q. (2023). Re-Design Manajemen Pendidikan Anak Usia Dini Berbasis Emotional Quotient. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 4(2), 13–28.
- Wahyudin, U. R. (2021). Implementasi Manajemen Pendidikan Berbasis Masyarakat dalam Penjaminan Mutu Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 652–663.
- Wijayanto, A. (2021). *Olahraga Dan Pendidikan Jasmani Dalam Memacu Loncatan Sdm Unggul Berkompetensi Selama Pandemi*.