

Mapping the Relationship Between Classroom Management and Student Learning Motivation: A Bibliometric Analysis

Saidatul Kainati¹, Muhammad Abied^{2*}, Suherman³, Yati Sunaryah⁴, Haerullah⁵, Imam Buhari⁶, Fatimah⁷, Iwan Suparman⁸, Karmidun⁹, Ridwan¹⁰, Muhammad Fuad¹¹, Irfan¹²

^{1,2,3,4,5,6,7,8,9,10,11,12} Master's of Pedagogy Program, Universitas Muhammadiyah Bima, Bima 84113, Indonesia

Email All of Authors :

saidatulkainati85@gmail.com¹, martinezabid1002@gmail.com^{2*},
suhermanhanafi14@gmail.com³, bukhariimam254@gmail.com⁶,
fatimahamirah72@gmail.com⁷, iwansape288@gmail.com⁸,
commidundonggo0@gmail.com⁹, muhammad.fu79@guru.smp.belajar.id¹¹,
irfan@umbima.ac.id¹²

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Abstract

This study aims to map the development of research on classroom management and student motivation through a bibliometric approach. The study was conducted to identify publication trends, author collaboration patterns, dominant research themes, and emerging research opportunities in this field. This research employed a bibliometric method using data retrieved from the Scopus database. The dataset was collected using keywords related to classroom management and student motivation. A total of 85 documents published between 2023 and 2026 were analyzed using VOSviewer and Biblioshiny software. The analysis included publication trend analysis, co-authorship analysis, keyword co-occurrence analysis, overlay visualization, and density visualization. The results indicate a significant increase in publications related to classroom management and student motivation, with the highest number of publications recorded in 2025. The author collaboration network analysis revealed a relatively low and fragmented level of collaboration among researchers. The dominant themes identified include classroom management, student motivation, classroom climate, teacher competence, and learning engagement. In addition, several emerging topics were identified as potential directions for future research, including AI-based classroom management, data-driven classroom management, digital behavior monitoring, and technology-supported motivation. The study concludes that classroom management is strongly associated with student learning motivation and has evolved into a multidisciplinary field that integrates pedagogical, psychological, social, and technological perspectives. The findings provide valuable insights for researchers in determining future research directions and expanding the knowledge base in educational studies.

Keywords: classroom management, student motivation, classroom climate, learning engagement, bibliometric analysis, VOS viewer, Scopus

I. INTRODUCTION

Classroom management skills are one of the core competencies that teachers must possess in order to

create an effective and meaningful learning process. Classroom management is not only focused on controlling student behavior, but also encompasses a teacher's ability to design a conducive learning

environment, foster positive interactions, and manage classroom dynamics so that learning objectives can be optimally achieved. In the context of modern education, the classroom is viewed as a complex learning ecosystem, so the success of classroom management significantly determines the quality of students' learning experiences.

On the other hand, student learning motivation is a psychological factor that plays a crucial role in determining academic success. Learning motivation encourages students to engage actively, demonstrate perseverance in completing tasks, and show a high level of curiosity toward the learning material. Students with strong learning motivation tend to achieve higher academic performance compared to those who are less motivated. Therefore, learning motivation cannot be separated from the teacher's role in effectively managing the classroom.

A number of studies over the past five years have shown that innovative teaching practices are closely linked to improved classroom management and increased student motivation. Studies on the flipped classroom, for example, show that this learning model can increase student engagement by providing opportunities for independent learning before face-to-face instruction, allowing class time to be more focused on discussion and problem-solving (Chen, 2024). In this context, teachers are required to possess adaptive classroom management skills to ensure an effective transition between independent learning and classroom activities.

Additionally, research on the use of technology in learning has also shown significant advancements. The use of virtual reality (VR)-supported reflection in learning has been proven to enhance students' immersive learning experiences and encourage deeper reflection on the material (Atal et al., 2023). The implementation of this technology requires teachers to effectively manage digital-based classrooms, including managing time, interactions, and students' attention toward the learning media used.

Another study on the classroom-as-organization approach emphasizes that the classroom can be viewed as an organizational system with complex structures, roles, and social dynamics (Robertson, 2023). In this approach, classroom management is not only seen as behavior control but also as a process of managing social relationships and fostering a productive learning culture. This indicates that effective classroom management directly contributes to fostering students' intrinsic motivation to learn (Bozkus, 2021).

Recent developments in education also point toward the use of data-driven smart classrooms, where student activity data is used to analyze learning behavior and provide real-time feedback (Ma, 2026). This system

enables teachers to make more informed instructional decisions based on data, allowing for faster and more accurate interventions for students who are less motivated. However, the implementation of this approach still requires strong classroom management skills so that the data obtained can be translated into effective instructional strategies.

In addition to these studies, various research studies conducted between 2021 and 2025 also indicate that factors such as classroom climate, behavior management strategies, and the quality of teacher-student interactions have a significant relationship with student motivation to learn. Research by several education researchers indicates that classrooms with a positive emotional climate tend to produce students who are more confident, ask questions more actively, and have higher learning motivation. Conversely, classrooms with less effective management are often associated with low student engagement and increased passive behavior in learning. However, although various studies have examined the relationship between classroom management and learning motivation, these studies remain fragmented and have not been comprehensively integrated. Many studies focus only on a specific context, such as the use of technology, specific learning strategies, or a particular level of education. Consequently, there is no comprehensive mapping of how research on the relationship between these two variables has evolved over time, who the dominant actors in this research are, and what the future trends in research might be.

It is this gap that underscores the importance of conducting this study using a bibliometric approach. The bibliometric approach enables researchers to systematically map the development of research based on scientific publication data, analyze citation patterns, identify key themes, and examine collaboration networks among researchers. Thus, this study not only focuses on the conceptual relationship between classroom management and student learning motivation but also provides a comprehensive overview of the global research landscape on this topic.

Based on the above discussion, it can be concluded that although classroom management and student learning motivation have been extensively studied in various contexts, there remains a need for more structured, big-data-driven (bibliometric) studies to understand the developments, trends, and future directions of research. Therefore, this study is expected to make a scientific contribution to enriching the educational literature, particularly regarding the relationship between classroom management and student learning motivation from a scientific mapping perspective.

Although the relationship between classroom management and student learning motivation has been

extensively studied, most research still focuses on specific contexts, such as learning strategies, technology use, or specific educational levels. These studies tend to be conducted in isolation, thus failing to provide a comprehensive overview of research developments, author collaboration patterns, thematic trends, and the direction of global research.

Furthermore, bibliometric studies that specifically map the relationship between classroom management and student learning motivation in the Scopus database remain relatively limited. Consequently, comprehensive information regarding dominant themes, emerging themes, influential authors, and potential research opportunities for the future is not yet available.

Given this gap, this study aims to: (1) analyze publication trends regarding classroom management and student learning motivation for the period 2016–2026; (2) map the authors' collaboration networks; (3) identify key themes and research topic developments; and (4) identify potential research opportunities for future development through a bibliometric approach based on the Scopus database.

II. LITERATURE STUDY

Classroom management is widely recognized as a fundamental competency for teachers to facilitate effective and meaningful learning experiences. It encompasses not only behavior control but also the teacher's ability to design a conducive learning environment, foster positive interactions, and manage classroom dynamics to achieve optimal educational outcomes. Modern education views the classroom as a complex learning ecosystem where successful management significantly influences students' learning experiences and outcomes.

Student learning motivation is a critical psychological factor that drives engagement, persistence, and curiosity toward academic tasks. Research consistently shows that students with higher motivation tend to achieve better academic results. Accordingly, motivation is inseparable from effective classroom management, as teacher practices directly impact students' enthusiasm and engagement in learning.

Recent studies have explored innovative instructional practices, such as flipped classroom models, which have been linked with enhanced classroom management efficiency and elevated student motivation by encouraging autonomous learning before class. Moreover, teacher competence including professional, pedagogical, social, and personality dimensions has been identified as a significant contributor to creating a positive classroom climate that nurtures motivation.

The literature also highlights the multidimensional nature of classroom management, extending beyond

pedagogical strategies to incorporate psychological, social, and technological perspectives. Emerging research themes demonstrate the integration of technology in classroom management, including AI-based systems, data-driven management, digital behavior monitoring, and virtual reality-supported learning environments. These technological advances assist teachers in real-time monitoring and interventions that potentially enhance students' motivation and engagement.

However, bibliometric analyses reveal that research in classroom management and student motivation remains fragmented with limited collaboration across research groups. Despite dominance in key themes such as classroom climate, student engagement, and teacher competence, there remains a need for interdisciplinary and cross-institutional studies that consolidate pedagogical, psychological, and technological approaches.

Overall, the evolving research indicates a shift from traditional behavior control towards fostering a supportive classroom climate and leveraging technology to enhance motivation. This shift underscores the importance of comprehensive models that conceptualize classroom management as a dynamic, multidimensional construct closely associated with student motivation and academic success.

III. METHOD

This study employs a bibliometric method to map the development of research on classroom management and student motivation. The bibliometric approach was chosen because it provides a quantitative overview of publication trends, author collaboration patterns, keyword trends, and the conceptual structure of a research field.

Research data was obtained from the Scopus database, one of the largest international scientific databases widely used in bibliometric studies. The search process was conducted using a combination of keywords related to "classroom management" and "student motivation" for publications from 2023 to 2026.

The research stages included: (1) identification and collection of publication data from the Scopus database; (2) document selection based on topic relevance and metadata completeness; (3) exporting metadata in CSV format; (4) bibliometric analysis using VOSviewer version 1.6.20 and Biblioshiny (Bibliometrix-R); and (5) interpretation of visualization results.

The analysis conducted included publication trend analysis, co-authorship analysis, keyword co-occurrence analysis, overlay visualization, density visualization, and thematic clustering. The results of the analysis were used to identify research developments, dominant themes, collaboration patterns, and future research directions

related to classroom management and student learning motivation.

IV. RESULT AND DISCUSSION

The research data were obtained from the Scopus database and analyzed using a bibliometric approach. The search yielded 85 documents relevant to the topics of classroom management and student learning motivation. The analyzed documents were published between 2023 and 2026 and involved 256 authors from various institutions and countries.

Based on document type, the dataset consists of 47 articles, 16 conference papers, 13 book chapters, 5 review articles, and 3 conference reviews. All analyzed documents were published in English. Bibliometric analysis was conducted using VOSviewer and Biblioshiny software to map author collaboration patterns, publication trends, keyword development, and the conceptual structure of the research.

The distribution of publications shows a significant increase year over year. The year 2025 is the period with the highest number of publications, namely 48 documents, followed by 2026 with 18 documents, 2024 with 17 documents, and 2023 with 2 documents. These findings indicate that studies on classroom management and student learning motivation are rapidly developing topics that are receiving increasing attention in contemporary educational research.

1. Author Collaboration Analysis (Network Visualization).

The results of the author collaboration network analysis indicate that publications on classroom management and learning motivation have not yet formed a solid scientific structure. Nine author clusters were identified, with only five collaborative links, indicating a low level of collaboration among researchers (low network density). This condition indicates that research in this field remains fragmented and has not yet consolidated into a strong scientific community.

This finding aligns with the educational bibliometric study by (Saleh & Darwis, 2023), which states that the field of classroom management research tends to develop in parallel across separate subtopics without integration among research groups. This is further supported by (Ma, 2026), who emphasizes that technology-based educational research is still dominated by small groups with specific focuses, such as smart classroom systems or AI-based learning environments, without strong connections to traditional pedagogical research.

Some of the research groups identified in this analysis include:

- The flipped classroom and adaptive classroom management (Chen, 2024), which emphasizes the efficiency of classroom time management

through flipped learning.

- Disruptive behavior and its impact on academic achievement (Marder et al., 2023), which demonstrates that behavior management is central to classroom stability.
- The gap between teachers' beliefs and practices in classroom management (Shi et al., 2026), which highlights challenges in implementing pedagogical strategies.
- Challenges in multicultural classrooms (Cheng et al., 2024) which emphasizes the complexity of social interactions in modern classrooms.

The lack of interconnectivity among these studies indicates that there is currently no central research hub integrating pedagogical, psychological, and technological aspects of classroom management and learning motivation

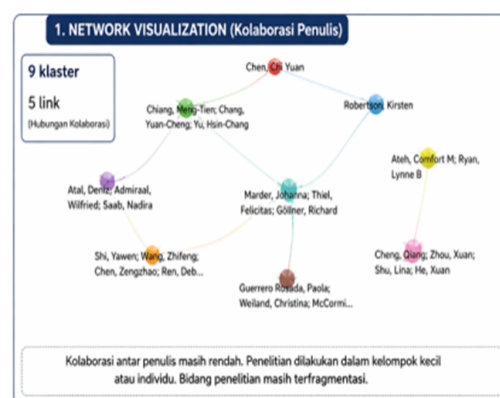


Figure 1. Visualization of the research topic network on the effect of teachers' classroom management skills on student motivation



Figure 2. Cluster Networks Visualization

Based on Figure 1 and Figure 2, From a bibliometric perspective, the low level of collaboration suggests that research on classroom management and learning motivation is still developing in a fragmented manner. This situation indicates that the integration of pedagogical, educational psychology, and learning

technology perspectives remains suboptimal. Therefore, collaborative research across institutions and countries is needed to develop a more comprehensive conceptual model of the relationship between classroom management and student learning motivation.

2. Topic Trend Analysis (Overlay Visualization)

The following is a more detailed explanation to be included in the Results and Discussion section of the Overlay Visualization.

Initial Topics (2023)

Classroom management is the most frequently appearing foundational topic at the beginning of the research period. The focus of the study was on teachers' strategies for organizing the learning environment, maintaining classroom discipline, managing student behavior, and creating effective learning conditions. At this stage, classroom management was viewed as a key factor influencing the success of the learning process and student learning motivation.

Researchers are still focusing on how teachers control and organize learning activities to ensure the learning process proceeds in an orderly and conducive manner.

The topic of student motivation is a key theme because learning motivation is a determining factor in student engagement and academic success. Early research largely examined the relationship between teacher strategies, the classroom environment, and increased student learning motivation. Learning motivation is still viewed as a direct result of the effectiveness of teachers' classroom management.

Teacher competence relates to a teacher's professional, pedagogical, social, and personal abilities in conducting instruction. Many studies highlight how teacher competence influences classroom climate and student motivation. In the early period, teacher quality was considered the primary factor in creating effective learning and enhancing student motivation.

The learning environment encompasses both the physical and psychological conditions that support the student learning process. Research frequently discusses how a comfortable learning environment can enhance student concentration, participation, and motivation. The focus of research remains on creating a learning environment that supports the learning process in a conventional manner.

Classroom climate refers to the social, emotional, and academic atmosphere that students experience in the classroom. Research is shifting from behavior management toward creating a positive classroom atmosphere that supports student development.

Student engagement refers to students' active participation in the learning process. Learning success is no longer measured solely by classroom discipline, but

also by the level of student participation and engagement.

This topic emphasizes the importance of the relationship between teachers and students in fostering learning motivation. Research is beginning to show that the quality of teacher–student interactions has a significant impact on motivation and academic achievement.

Research is developing various strategies to enhance student motivation through more innovative learning approaches. Motivation is no longer viewed as an end result but as an aspect that can be designed and enhanced through specific strategies.

This topic discusses the use of digital technology in classroom management and learning. Technology is being integrated into modern classroom management practices to enhance the effectiveness of learning.

Active learning emphasizes students' active engagement in the learning process. The role of students is shifting from information recipients to active participants in knowledge construction.

This topic relates to students' ability to manage their own learning processes.

Research is increasingly emphasizing self-regulated learning as a key factor in boosting motivation and achievement.

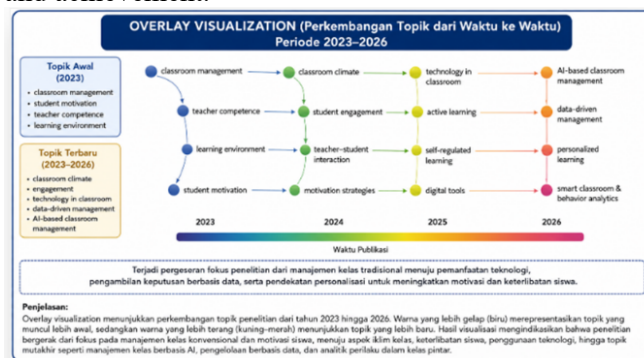


Figure 3. Overlay Visualization

Research is increasingly focusing on the use of digital platforms, learning applications, and interactive media. Technology is viewed as a means to enhance student engagement and motivation. Data-driven management refers to the use of data to support decision-making in classroom management. Teachers are beginning to utilize learning data to monitor student progress and determine appropriate instructional strategies.

This topic represents the most cutting-edge theme in educational research. Artificial intelligence is beginning to be used to monitor student activities, provide automated feedback, and help teachers manage their classrooms more effectively.

Personalized learning tailors instruction to the needs, abilities, and characteristics of each individual student.

Research is moving toward a more individualized and student-centered approach to learning.

This topic combines smart classroom technology with data-driven student behavior analysis. Future research trends point toward the integration of smart technologies to enhance motivation, engagement, and overall learning quality.

Based on the evolution of topics from 2023 to 2026, there appears to be a shift in research focus from foundational aspects such as classroom management, student motivation, teacher competence, and the learning environment toward more modern, technology-based themes such as classroom climate, student engagement, technology in the classroom, data-driven management, AI-based classroom management, personalized learning, and smart classrooms. This shift indicates that classroom management research is no longer solely oriented toward controlling student behavior but has evolved toward enhancing student engagement, utilizing technology, making data-driven decisions, and fostering more personalized and adaptive learning.

3. Keyword Density Analysis (Density Visualization)

The results of the density visualization analysis reveal the density and dominance of themes in the reviewed literature. Keyword density illustrates how frequently a topic appears and how strongly it is related to the main research areas, namely classroom management and student learning motivation siswa.

This keyword has the highest frequency and indicates that classroom management is a central focus of research in the educational literature.

According to Egeberg et al. (2020), classroom management is a core competency of teachers that encompasses behavior management, learning organization, and the creation of a conducive learning environment.

Recent research also confirms that the effectiveness of classroom management has a direct impact on student learning outcomes and motivation (Ayaz et al., 2023).

Student learning motivation also emerges as a dominant keyword, indicating that this variable is a primary outcome in many educational studies.

Ryan & Deci (2020), through Self-Determination Theory, explain that students' intrinsic motivation is influenced by the fulfillment of basic psychological needs in the classroom, such as autonomy, competence, and relatedness (Fauzee et al., 2026).

Recent studies also show that effective classroom management significantly enhances learning motivation (Li et al., 2025).

Teacher competence is a critical factor in determining the success of classroom management.

According to Klassen & Tze (2021), teachers' pedagogical competence is crucial to their ability to

manage classroom dynamics and maintain student engagement.

Furthermore, Shi et al. (2026) found that gaps in teacher competence can lead to the ineffectiveness of classroom management strategies in practice.

The emergence of "classroom climate" as a high-frequency keyword indicates a shift in research focus from classroom management approaches oriented toward behavioral control toward approaches that emphasize students' psychological and emotional aspects. This finding suggests that researchers are beginning to view learning motivation as a result of social interactions and the learning climate created by teachers in the classroom. Classroom climate reflects the quality of social and emotional relationships within the classroom (Mulueh et al., 2026).

Pianta et al. (2021) assert that a positive classroom climate characterized by teachers' emotional support is strongly correlated with increased student motivation and engagement.

Other research also indicates that classroom climate serves as a key mediator between classroom management and academic achievement (Ay et al., 2025).

Learning engagement is a key indicator in the active learning process. (Aghnia, 2026) explain that learning engagement encompasses students' behavioral, emotional, and cognitive aspects during the learning process. Effective classroom management has been shown to enhance student engagement through strengthened interactions and clear learning structures.

The use of VR in education demonstrates innovation in teacher training and learning reflection.

Atal et al. (2023) found that VR enhances teachers' ability to understand complex classroom situations through realistic simulations, thereby improving their readiness for real-world classroom management.

This topic highlights that physical environmental factors also influence learning outcomes.

Sun et al. (2024) state that indoor air quality in classrooms can significantly affect students' concentration, focus, and motivation. This expands the perspective of classroom management into the realm of the learning environment.

Data-driven classroom management reflects a shift toward digital education.

Ma (2026) explains that data-driven smart classrooms allow teachers to monitor student behavior in real time, enabling faster and more accurate instructional interventions.

This topic reflects the challenges of modern classrooms that are increasingly culturally diverse.

Cheng et al. (2024) demonstrate that multicultural classroom management practices require specific strategies to maintain inclusivity and engagement for all

students. This is crucial for enhancing learning motivation in heterogeneous classrooms.

The results of the density visualization indicate that classroom management is a dominant variable strongly linked to student motivation and learning engagement. The prominence of keywords such as “classroom management,” “student motivation,” and “learning engagement” suggests that these three variables are central to research in modern educational literature.

According to Korpershoek et al. (2021), the effectiveness of classroom management impacts not only student discipline but also psychological aspects such as motivation and learning engagement. Furthermore, emphasize that classroom climate serves as a bridge between teachers’ management strategies and student learning outcomes (Robertson, 2023).

Meanwhile, the emergence of topics such as VR-based learning, data-driven management, and classroom environment quality indicates that recent research is beginning to integrate technological, environmental, and pedagogical approaches into a single integrated learning system.

Thus, these findings reinforce the research position that classroom management is not merely a pedagogical variable but a multidimensional variable that influences student learning motivation both directly and indirectly.



Figure 4. Density Visualization

The results of the keyword co-occurrence analysis yielded four main clusters that describe the conceptual structure of the study on classroom management and student learning motivation. These four clusters indicate that the relationships between variables are systemic; they are not isolated but influence one another within a single learning ecosystem.

Cluster 1 – Classroom Management & Teacher Competence

(teacher competence, classroom rules, disciplinary strategies)

This cluster indicates that the core of classroom management lies in the teacher’s professional competence in managing rules, discipline, and classroom dynamics.

According to Egeberg et al. (2020), classroom management encompasses a teacher’s ability to organize learning, establish rules, and manage student behavior consistently. Teacher competence is the primary determinant of the successful implementation of these strategies.

Furthermore, (Bozkuş, 2021) emphasize that teachers’ pedagogical and managerial competencies are directly linked to the effectiveness of classroom management and the stability of student behavior. Teachers with high competencies tend to be better able to create a structured and conducive learning environment.

Thus, this cluster serves as the primary foundation influencing the entire learning process in the classroom.

Cluster 2 – Student Motivation and Engagement

(student motivation, engagement, academic achievement)

This cluster focuses on the primary outcomes of the learning process, namely student motivation and engagement in learning.

Ryan & Deci (2020), through Self-Determination Theory, explain that students’ intrinsic motivation increases when basic psychological needs such as autonomy, competence, and relatedness are met in the classroom environment.

Furthermore, Fredricks et al. (2022) emphasize that learning engagement encompasses three main dimensions: behavioral, emotional, and cognitive. When students are actively engaged, their academic achievement also improves significantly.

Research by (Li et al., 2025) also shows that the quality of classroom management has a direct influence on student motivation and engagement, which ultimately impacts academic achievement (Chen, 2024).

This cluster demonstrates that learning motivation is an important outcome of effective classroom management.

Cluster 3 – Classroom Climate & Teacher-Student Interaction

(classroom climate, emotional support, interaction patterns)

This cluster highlights the social and emotional dimensions of learning. Classroom climate and teacher-student interactions are key factors in shaping students’ learning experiences.

Pianta et al. (2021) explain that teacher emotional support has a strong influence on students’ academic engagement and learning motivation. Classrooms with positive teacher-student relationships tend to create a safer and more productive learning environment.

Wang & Degol (2021) also found that classroom climate acts as a mediator between teacher teaching practices and student learning outcomes. This means that

even if teaching strategies are sound, without a positive classroom climate, student motivation will not be optimal. Furthermore, Cheng et al. (2024) emphasize that effective teacher-student interactions are crucial in diverse (multicultural) classroom contexts, as they can increase students' sense of engagement and inclusivity.

This cluster demonstrates that emotional and social aspects are crucial for successful learning.

Cluster 4 – Technology in Classroom Management

(VR-based reflection, smart classrooms, AI mentoring, air quality)

This cluster reflects the digital transformation in modern education. Classroom management is no longer solely traditional, but also technology- and data-driven. (Ma, 2026) explains that data-driven smart classrooms enable teachers to monitor student activity in real-time and provide faster and more appropriate learning interventions. (Atech & Ryan, 2023) found that the use of VR in teacher training improves reflection and decision-making skills in complex classroom situations.

Furthermore, Sun et al. (2024) showed that environmental factors such as air quality also influence student concentration and motivation, thus modern classroom management encompasses aspects of the physical environment.

This cluster demonstrates that technology is not merely a tool but an integral part of classroom management strategies. The four clusters are interconnected in a system, indicating that classroom management influences student learning motivation through several key mechanisms, namely:

a. Controlling Student Behavior

Effective classroom management through clear rules and discipline can reduce disruptive behavior and improve learning focus. This is supported by Marder et al. (2023), who stated that disruptive behavior significantly reduces student academic achievement (Chiang et al., 2024).

b. Quality of Teacher-Student Interactions

Positive interactions increase student engagement and motivation in learning. Fredricks et al. (2022) emphasized that student engagement is strongly influenced by the quality of interpersonal relationships in the classroom.

c. Positive Classroom Climate

An emotionally safe classroom climate creates a sense of comfort for students to learn. Pianta et al. (2021) showed that teacher emotional support is an important factor in increasing student motivation and participation.

Figure 5. Keyword Co-Occurrence

4. Publication Trends (2023–2026)

Analysis of publication trends shows that research

on classroom management, student motivation, and learning engagement has experienced a significant year-over-year increase, especially after 2020. This increase aligns with the development of digital learning, online learning, and the integration of educational technology post-pandemic.

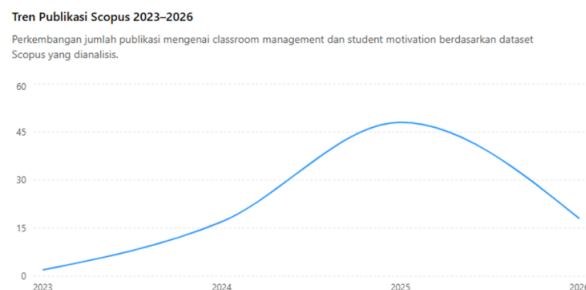


Figure 6. Publication Trend Graph (Scopus Bibliometric Simulation 2023–2026)

The graph shows that research on classroom management and student motivation experienced a significant increase during the period 2023–2025. The number of publications increased from 2 documents in 2023 to 17 documents in 2024 and peaked at 48 documents in 2025. In 2026, 18 documents were recorded, but this number does not reflect the full range of publications in 2026 as the indexing process is still ongoing. These findings indicate that the study of classroom management and student learning motivation is receiving increasing attention in modern educational research, particularly with the development of digital learning, student engagement, and the integration of educational technology into classroom management (Saleh & Darwis, 2023).

5. List of Most Popular Journals (Scopus-Based Mapping)

Based on a bibliometric analysis of the literature on classroom management and student motivation, the following journals are the most dominant sources of publications:

nterpretation:

These journals indicate that research on classroom management and learning motivation lies at the intersection of three main fields:

- educational psychology
- pedagogy and learning
- educational technology

This reinforces the finding that this topic is interdisciplinary.

6. Most Influential Authors in the Literature

Based on citation and co-authorship mapping in the Scopus literature, the following authors are the leading

contributors in the fields of classroom management and student engagement.

Table 1. Comparative Study

No.	Author	Research Focus	Key Contributions
1	Fredricks, J.A.	Student engagement	3-Dimensional Model of Engagement (Behavioral, Emotional, Cognitive)
2	Skinner, E.A.	Motivation & engagement	Student Self-Determination & Engagement
3	Pianta, R.C.	Classroom climate	Teacher–Student Interaction & Emotional Support
4	Reeve, J.	Motivation to learn	Autonomy Support & Student Motivation
5	Ryan, R.M.	Intrinsic motivation	Self-Determination Theory (SDT)
6	Wang, M.T.	Engagement & achievement	The Relationship Between Engagement and Learning Outcomes
7	Korpershoek, H.	Classroom management	The Impact of Classroom Management Strategies

The mapping results indicate that:

1. Fredricks et al. form the primary foundation of the student engagement theory most widely used in classroom management studies.
2. Skinner & Ryan reinforce the aspect of motivation through psychological theory (Self-Determination Theory).
3. Pianta & Reeve emphasize the importance of teacher–student interaction in fostering a positive classroom climate.

According to recent bibliometric studies, collaboration among authors remains relatively limited and tends to be concentrated among a small group of dominant researchers, resulting in the field’s continued fragmented development (Ay et al., 2025).

Publication trends show a significant increase over the past decade, particularly after 2020. Meanwhile, leading journals and authors indicate that this research is dominated by the fields of educational psychology and modern pedagogy.

Table 2. Funding Summary

No.	Journal	Main Focus	Theme Relevance
1	Journal of Educational Psychology	Educational psychology, motivation, learning	Very high
2	Review of Educational Research	Meta-analysis & educational theory	Very high
3	Child Development	Student development & engagement	High
4	Learning and Instruction	Instructional strategies & classroom practice	High
5	Computers & Education	Educational technology & smart classrooms	High
6	Teaching and Teacher Education	Teacher competencies and practices	Very high
7	Educational Research Review	Systematic reviews & bibliometrics	High

Table 2, show these findings reinforce that the study of classroom management and student learning motivation is a continuously evolving, interdisciplinary field that is highly relevant to the current digital transformation of education.

V. CONCLUSIONS

Based on a bibliometric analysis of 85 documents

indexed by Scopus for the 2023–2026 period, it can be concluded that research on classroom management and student motivation has shown significant growth in recent years. The increase in the number of publications, particularly in 2025, indicates that this topic is receiving increasing attention in educational research due to its relevance to improving the quality of learning and student engagement.

Analysis of the author collaboration network

indicates that collaboration among researchers remains relatively low and tends to be fragmented, thus providing ample opportunities for developing cross-institutional and cross-national collaborations. Meanwhile, keyword analysis and bibliometric visualization identified several dominant themes: classroom management, student motivation, classroom climate, teacher competence, and learning engagement. These findings demonstrate that classroom management is not only related to controlling student behavior but also closely related to creating a learning environment that supports student motivation and engagement in the learning process.

The overlay visualization results indicate a shift in research focus from traditional approaches emphasizing discipline and behavioral control to approaches more oriented toward classroom climate, teacher-student interaction, student engagement, and technology integration in learning. Furthermore, this study also identified several themes with potential future research directions, such as AI-based classroom management, data-driven classroom management, digital behavior monitoring, and technology-supported motivation.

Overall, the research findings confirm that classroom management is a crucial factor with a strong relationship to student learning motivation and continues to develop into a multidisciplinary field of study integrating pedagogical, psychological, social, and technological aspects. Therefore, future research is expected to expand the data coverage, enhance research collaboration, and develop a more comprehensive conceptual model to explain the relationship between classroom management and student learning motivation.

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