

Implementation of the Moving Class System to Improve Students' Learning Motivation at a Vocational High School

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ABSTRACT

This study aims to analyze the effect of implementing the moving class system on students' learning motivation at SMK Islam 2 Wlingi. This study was motivated by students' low learning motivation, which was attributed to conventional instruction that was static and monotonous. This study used a descriptive qualitative approach involving 33 participants: 30 students, 2 teachers, and 1 vice principal. Purposive sampling was used to select participants who were directly involved in implementing the moving class system. Data were collected through non-participant observation, semi-structured interviews, and documentation, then analyzed using Miles and Huberman's interactive model and thematic analysis to identify patterns of change in students' learning motivation. The results showed that implementing the moving class system had a positive effect on students' learning motivation. This improvement was indicated by increased enthusiasm, focus, discipline, and responsibility during learning activities. Variations in the learning environment through classroom transitions reduced boredom and increased students' active engagement. In addition, this system encouraged students to become more independent in managing their time and preparing for their learning needs. Nevertheless, several challenges were identified, including physical fatigue and confusion during the initial stage of implementation. This study concluded that the moving class system was an effective instructional innovation for increasing students' learning motivation.

Keywords: moving class, learning motivation, learning facilities

INTRODUCTION

Improving the quality of learning in vocational schools continues to face various challenges, particularly low student learning motivation and suboptimal management of learning facilities and infrastructure [1], [2]. In practice, conventional learning models tend to be static, with students remaining in the same classroom throughout the day, which often leads to boredom, reduces engagement, and limits contextual learning experiences [3], [4]. This issue becomes increasingly critical in the context of Vocational High Schools (*Sekolah Menengah Kejuruan*, SMK), which require practice-based learning and environments that support the development of vocational competencies [5], [6].

The phenomenon of low student learning motivation is also closely related to the lack of varied stimuli in the learning environment. From the perspective of motivation theory, a monotonous learning environment tends to inhibit the development of students' intrinsic motivation, which ultimately results in low participation and learning outcomes. In addition, limited access to facilities suited to each subject's characteristics makes the learning process less optimal and less contextualized. This indicates that

learning problems in vocational high schools are not only pedagogical but also managerial, thus requiring an integrated solution that combines instructional innovation with the management of educational facilities [7], [8], [9].

To address these problems, the moving class system has emerged as an innovative alternative for managing learning activities and educational facilities. This system allows students to move between classrooms according to subject, enabling each room to be designed thematically and functionally to meet instructional needs. This approach is expected to create a more dynamic learning environment, increase student engagement, and support more contextual learning experiences. Nevertheless, the successful implementation of this system depends not only on instructional design but also on the effective management of facilities and infrastructure, including room zoning, scheduling, and facility maintenance [10], [11], [12].

Theoretically, the implementation of the moving class system can be explained through Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness in increasing students' intrinsic motivation. In addition,

behaviorist theory explains that changes in the learning environment can serve as stimuli that positively influence students' learning responses. Thus, variations in learning spaces and the experience of moving between classrooms have the potential to increase students' active engagement and develop more independent and responsible learning habits [13], [14], [15].

The implementation of the moving class system also presents several challenges, including physical fatigue due to frequent movement, potential tardiness, and confusion when moving between classrooms. These challenges indicate that without effective management support, instructional innovation may create new problems. Therefore, systematic management strategies are required, ranging from spatial planning and schedule arrangement to sustainable facility maintenance mechanisms [16], [17], [18].

In the context of educational management, the management of facilities and infrastructure is a key factor that determines the successful implementation of instructional innovations. In the moving class system, this management becomes more complex because it involves coordination across spaces, schedules, and educational stakeholders. Therefore, integrating pedagogical and managerial aspects is essential to ensure the successful implementation of the system [19], [20], [21].

Although several previous studies have examined the effectiveness of the moving class system in increasing learning motivation, studies that simultaneously integrate student motivation and facilities management, particularly in vocational education, remain limited. Therefore, the novelty of this study lies in its comprehensive approach, which not only analyzes the effect of the moving class system on students' learning motivation but also explores strategies for facilities and infrastructure management to support the sustainability of its implementation. Thus, this study contributes to addressing the gap in the literature regarding the integration of pedagogical innovation and educational management [22], [23].

This study also provides a contextual perspective specific to the vocational high school environment, which is characterized by practice-based learning and facility requirements that differ from those of general schools. By focusing on field implementation, this study is expected to provide empirical evidence on the effectiveness of the moving class system in improving the quality of vocational learning. This is important because the world of work increasingly requires vocational high school graduates to possess adaptive competencies, independence, and readiness to respond to industrial dynamics.

Based on the preceding discussion, this study aims to analyze the effect of implementing the moving class system on students' learning motivation at SMK Islam 2 Wlingi. The findings of this study are expected to provide a basis for developing a more effective and sustainable learning model, particularly in the context of vocational education.

RESEARCH METHODS

This study used a qualitative approach with a descriptive design to gain an in-depth understanding of the implementation of the moving class system, particularly regarding improvements in students' learning motivation and the management of school facilities and infrastructure. The study was conducted at SMK Islam 2 Wlingi in Blitar Regency, East Java, which had implemented the moving-class system across several vocational programs.

The research participants comprised 33 individuals: 30 Grade XI students in the Culinary Arts program, two subject teachers, and one vice principal for facilities and infrastructure. Purposive sampling was used based on the following criteria: (1) students who had participated in the moving class system for at least one semester, (2) teachers who were directly involved in implementing instruction through the system, and (3) school administrators responsible for facilities management. These participants were selected to obtain relevant and representative data aligned with the research focus.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from participants through observations and interviews, while secondary data were obtained from supporting documents, including class schedules, classroom layouts, and school facility maintenance records. This combination of data sources was used to strengthen the validity of the findings through triangulation.

Data were collected through non-participant observation and semi-structured interviews. Observation was used to directly examine learning dynamics, student movement between classrooms, and indicators of learning motivation, such as participation, enthusiasm, and discipline. Interviews were conducted to explore the perceptions, experiences, and challenges faced by students, teachers, and school administrators in implementing the moving class system.

Data were analyzed using Miles and Huberman's interactive model, which consists of three stages: data reduction, data display, and conclusion drawing. To address the research objective of improving students' learning motivation, the analysis identified changes in learning behaviors before and after the implementation of the moving class system, as indicated by increased participation, focus, responsibility, and discipline. The observation and interview data were coded and categorized into major themes using thematic analysis to identify qualitative patterns of improvement in learning motivation.

In addition, to address the second research objective concerning facilities and infrastructure management strategies, the analysis focused on identifying facility management practices, including room zoning, scheduling, coordination, and facility maintenance. The findings from various data sources were then triangulated to ensure the consistency and validity of the results. Through this approach, the study not only described the implementation of the moving

class system but also provided a comprehensive understanding of the factors contributing to increased

student learning motivation and effective school facilities management.

RESULTS AND DISCUSSION

Table 1. Thematic Analysis of the Effect of Implementing the Moving Class System on Students' Learning Motivation

Main Theme	Subthemes / Codes	Representative Excerpts	Interpretation
Increased enthusiasm and engagement	- Enjoyment of classroom variation - Reduced boredom - Subject-based settings increase focus	"I feel more motivated when I move to another class. Every room has a new atmosphere." (<i>Student 3</i>) "Changing classrooms keeps me alert and prevents me from feeling sleepy as I did before." (<i>Student 8</i>) "In the Culinary Arts room, I'm more serious because it feels like a real kitchen." (<i>Student 11</i>)	The moving class system provides environmental variation that reduces monotony and increases students' intrinsic motivation.
Improvement of learning discipline and responsibility	- Managing schedules and time - Preparing materials independently - Increased awareness of learning readiness	"Now I always check my schedule so I won't forget the class." (<i>Student 6</i>) "I've learned to prepare my equipment earlier; it makes me more responsible." (<i>Student 14</i>) "If I arrive late, I miss part of the explanation, so I try to be on time." (<i>Student 20</i>)	The system encourages better self-management and learning responsibility, thereby strengthening students' autonomy and discipline.
Adaptation challenges and fatigue	- Physical fatigue - Forgetting materials - Confusion during transitions	"Sometimes I feel tired after moving several times in a day." (<i>Student 9</i>) "At first, it was confused about finding the next classroom." (<i>Student 16</i>) "Sometimes I forget my workbook when I move too fast." (<i>Student 23</i>) "When it rains, moving between classes is uncomfortable." (<i>Student 27</i>)	Although the system generally increases motivation, students require time to adapt. Physical fatigue and confusion may arise when classroom transitions and logistics are not properly managed.

The results showed that after the implementation of the moving class system, students' learning motivation improved markedly, as indicated by more active, disciplined, and responsible learning behaviors. This improvement was analyzed by comparing conditions before and after implementation, using observation and interview data. Before implementation, students tended to be passive, easily bored, and less focused during learning activities. After the system was implemented, however, students showed greater enthusiasm, as reflected in their readiness to attend lessons, active participation in asking questions, and involvement in classroom activities. Other indicators of improvement included punctuality in moving between classrooms and readiness to bring the required learning materials [24], [25]. Thus, the qualitative findings indicate that the moving class system positively affected students' learning motivation.

The main finding of this study was that variations in the learning environment created by the moving class system produced a more dynamic and less monotonous learning atmosphere. Different learning environments for each subject provided new stimuli that encouraged students to focus more and become more interested in

the material presented [26], [27], [28]. In addition, subject-based classroom arrangements enabled students to engage in more contextual learning, particularly in vocational programs such as Culinary Arts. This increased students' intrinsic motivation because they felt more directly involved in the learning process. In other words, changes in the physical classroom environment contributed to changes in students' psychological responses to learning. Therefore, the moving class system functioned not only as a managerial innovation but also as an effective pedagogical strategy.

The factors contributing to increased student learning motivation in this study included variation in learning spaces, greater individual responsibility, and a structured scheduling system. Variation in learning spaces provided new experiences that reduced boredom, making students more enthusiastic about participating in learning activities [28], [29]. In addition, the moving class system required students to manage their time and learning materials independently, which indirectly improved their discipline and responsibility. Another contributing factor was teacher coordination in preparing learning spaces that met the requirements of

each subject. Adequate facilities also strengthened more authentic and practical learning experiences. The combination of these factors created a learning environment conducive to increasing student motivation [30], [31].

Although it had positive effects, this study also identified several limitations in the implementation of the moving class system [32], [33], [34]. One of the main challenges was the physical fatigue students experienced from the high frequency of classroom transitions in a single day. In addition, during the initial stage of implementation, some students experienced difficulty locating classrooms and managing transition time. The distance between classrooms and the weather conditions also affected students' comfort. From a management perspective, more intensive coordination was required to prevent overlapping classroom use. These findings indicate that the success of the moving class system largely depends on the readiness of school infrastructure and management [35], [36].

Compared with previous studies, the findings of this study were consistent with evidence that the moving class system can increase students' learning motivation through variations in the learning environment [37], [38]. In addition, this study showed that the system increased students' active participation in learning. However, this study provided an additional contribution by highlighting the management of facilities and infrastructure as a key factor in successful implementation. Unlike previous studies that focused primarily on pedagogical aspects, this study integrated managerial and pedagogical dimensions [39], [40], [41]. Thus, this study broadened the understanding of the effectiveness of the moving class system in vocational education.

Conceptually, the findings of this study can be explained through intrinsic motivation theory, which emphasizes the importance of a learning environment that supports student engagement. The moving class system allows students to experience varied stimuli that strengthen their interest in and attention to learning [42], [43]. In addition, the requirement to move between classrooms independently encourages students to develop self-management skills, which are an important component of learning motivation. The causal relationship identified in this study indicates that changes in the learning environment (cause) lead to increased motivation and positive learning behaviors (effect) [44], [45]. Thus, the moving class system can be regarded as an effective strategy for improving the quality of learning through a holistic approach. Its main advantages lie in its ability to create a varied learning environment and promote student independence. However, limitations such as physical fatigue and adaptation challenges need to be anticipated through careful planning and continuous evaluation. This study indicates that instructional innovation must be supported by managerial readiness to ensure optimal implementation [46], [47], [48]. Therefore, integrating pedagogical and educational management aspects is

essential for the successful implementation of the moving class system.

CONCLUSION

Based on the results and discussion, the implementation of the moving class system at SMK Islam 2 Wlingi had a positive effect on students' learning motivation, as indicated by increased enthusiasm, focus, discipline, and responsibility during the learning process. This improvement resulted from a more dynamic learning environment and from the requirement that students independently manage classroom transitions and learning readiness. However, the effectiveness of this system was also influenced by supporting factors, including structured facilities and infrastructure management, effective schedule coordination, and adequate school infrastructure. Despite challenges such as physical fatigue and initial adaptation, the system demonstrated potential as an effective instructional innovation in vocational education. Therefore, the successful implementation of the moving class system depends on integrating pedagogical strategies with effective facilities management to create more active, contextual, and sustainable learning.

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