

ABSTRACT

Amal Afandy, 2026. “Exploring Classroom Dynamics: Perceptions of the Students of English Teachers Influence With Disabilities on Motivation And Learning Environment at SMP Negeri Ujung Jampea No 9 Kepulauan Selayar”. English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and Ismail Sangkala.

This study aims to explore students' perceptions of English teachers with disabilities and their influence on learning motivation and classroom environment. A mixed-methods design was employed, with a qualitative phase using semi-structured interviews to capture students' experiences and interpretations of classroom interactions, and a quantitative phase using questionnaires to measure how perceptions affect motivation and classroom atmosphere. Thematic analysis of qualitative data revealed that students perceived teachers with disabilities as professional, dedicated, and capable of effective instruction. Quantitative results supported these findings, indicating a positive correlation between students' perceptions and both learning motivation and an inclusive, collaborative classroom environment. The study demonstrates that the presence of teachers with disabilities does not diminish perceived teaching competence; rather, it fosters respect, engagement, and inspiration among students. The findings suggest integrating exposure to diverse educators, including those with disabilities, in teacher education programs and implementing inclusive teaching strategies to enhance student motivation and classroom interaction.

Keywords: Student, perceptions, Teachers, Disabilities, Learning, Motivation, classroom, Environment.