



Improving the Quality of Islamic Religious Education Learning through Class Management in Elementary Schools

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Abstract

This study aims to describe the planning for improving the quality of Islamic religious education learning through classroom management, the implementation of classroom management, and teachers' efforts in improving the quality of Islamic religious education learning. This study uses a qualitative approach with descriptive methods based on data collection techniques, including observation, interviews, and document analysis. The stages of data analysis include data reduction techniques, data presentation, data verification, and concluding. The results of this study showed that the classroom management planning carried out by the teacher is to prepare all the basic skills needed by the teacher in teaching. Furthermore, the implementation of classroom management is carried out through the management of face-to-face activities and the organization of subject matter embodied in the lesson plans. The teachers' efforts in maximizing classroom management include a disciplinary approach, a reward and punishment approach, a teaching approach, an attitude approach, and a group process approach. These aforementioned approaches lead to the strategy to build good interactions with students. The planning and implementation of classroom management that has been carried out by teachers is hoped to improve the quality of learning Islamic religious education in elementary schools.

Keywords: *improving the quality of learning, classroom management, Islamic religious education.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan perencanaan peningkatan mutu pembelajaran pendidikan agama Islam melalui manajemen kelas, implementasi manajemen kelas, dan upaya guru dalam meningkatkan mutu pembelajaran Pendidikan Agama Islam. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif yang berpijak pada teknik pengumpulan data yaitu observasi, wawancara, dan studi dokumentasi serta tahapan analisis data dengan menerapkan teknik reduksi data, penyajian data dan verifikasi data, serta penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa perencanaan manajemen kelas yang dilakukan oleh guru adalah dengan mempersiapkan seluruh keterampilan dasar yang dibutuhkan oleh guru dalam mengajar. Selanjutnya, implementasi manajemen kelas dilaksanakan melalui pengelolaan kegiatan tatap muka dan pengorganisasian materi pelajaran yang diwujudkan dalam Rencana Pelaksanaan Pembelajaran (RPP). Adapun upaya guru dalam memaksimalkan manajemen kelas diantaranya adalah melalui pendekatan kedisiplinan, pendekatan reward and punishment, pendekatan pengajaran, pendekatan sikap, dan pendekatan proses kelompok. Pendekatan-pendekatan tersebut bermuara pada bagaimana guru mampu membangun interaksi yang baik dengan siswa. Sehingga diharapkan perencanaan dan implementasi manajemen kelas yang telah dilakukan oleh guru mampu meningkatkan kualitas pembelajaran pendidikan agama Islam di sekolah dasar.

Kata kunci: *peningkatan mutu pembelajaran, manajemen kelas, pendidikan agama Islam.*

INTRODUCTION

Improving the quality of graduates has become the main goal of every education unit. Besides following the graduation standards which are increasing every year, it is also important to improve the quality of the learning process in the education unit itself. The teacher as an educator is a determinant factor for the success of any educational endeavor (Hidayah, 2020; Yusri, Neviyarni, & Nirwana, 2021). That is the reason why every discussion regarding curriculum renewal and procurement of learning tools to the criteria of human resources produced by educational efforts always involves teachers at the forefront. This shows how important the role of teachers in education (Syah, 2005; Nurhayati, et al., 2019; Zainuddin, 2019; Hidayah, 2020). Teachers are required to have four competencies, namely personal competence, pedagogical competence, professional competence, and social competence (Susanati & Retnasari, 2021).

The success of students in learning is significantly determined by the learning strategies carried out by the teacher (Sappetau, Nadeak, & Sinaga, 2021). Teachers are required to understand the basic components of carrying out learning activities in the classroom (Warman et al., 2021; Hasan & Siregar, 2022). Therefore, teachers are required to understand the philosophy of teaching and learning itself. The teacher is not only assigned to transfer knowledge to students, but the teacher is also required to be able to carry out class

management to create a good overall student condition (Hidayah, 2020; Azizatunnisa, Supardi, & Juhji, 2022).

The arrangement of methods, strategies, and completeness in teaching is part of the learning management activities that must be carried out by teachers. In addition, classroom management is also related to the development of students in the classroom (Liu, 2019; Mao, 2019) because classroom management cannot be separated from the human aspect of the learning process (Yusri, Neviyarni, & Nirwana, 2021). To realize classroom management in schools, a favorable and qualified physical environment and how to manage students well will increase the intensity of student learning and have a positive influence on the achievement of teaching objectives (Rifa'i & Mawaddah, 2020; Yusri, Neviyarni, & Nirwana, 2021).

Classroom management is an aspect of education that has become the main concern of professional teachers because teachers play a key role in creating effective classroom management (Toprakci, 2012; Yurtçu & Doğan, 2022). Class management is the ability of teachers in utilizing the potential of the classroom to conduct creative and targeted activities so that the time and funds available can be utilized efficiently to conduct classroom activities related to curriculum and student development (Manny-Ikan et al., 2011; Naibaho, 2019). Meanwhile, according to Sieberer-Nagler (2016), classroom management is a complex set of behaviors the teacher uses to establish and maintain classroom conditions that will enable students to achieve their instructional objectives efficiently. Classroom management can also be interpreted as an effort to maintain class order (Rizal & Risnawati, 2020).

Teachers are the most influential component in the creation of quality educational processes and outcomes (Purnamasari et al., 2020; Susanti & Retnasari, 2021). Any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers (Jaelani et al., 2019; Marcella, Tampubolon, & Limbong, 2021). Improving the quality of education must start with the teacher and lead to the teacher as well (Mulyasa, 2009). The concept of Islamic education positions the teacher so honorably. The teacher is positioned as a pious person (knowledgeable), leaving bad things (*wara*), pious (good, proper), and as exemplary (*uswah*) so that teachers are also required to do good deeds as the actualization of their knowledge (Naim, 2013).

Creating a comfortable class is the concern of classroom management. This is because classroom management is a series of teacher behaviors to create and maintain classroom conditions that allow students to learn well (Purnomo et al., 2020; Rizal & Risnawati, 2020). Teachers must be skillful in using various approaches in classroom management, although not

all of the approaches they master are used simultaneously (Rizal & Risnawati, 2020). In the classroom, all aspects of the learning process should be considered: teachers with all their abilities, students with all their backgrounds and potentials, curriculum with all its components, methods with all its approaches, media with all its tools, materials with all their learning resources. All of the should meet and interact in the classroom (Tilaar, 2010). Therefore, teachers must be able to manage all components of learning and be able to establish good interpersonal relationships with students to create an effective and efficient learning atmosphere (Jannah, Surawan, & Yusuf, 2022).

Previous studies related to classroom management have been carried out by several researchers. For instance, Mostofi and Mohseni (2018) investigated the effect of classroom management on teacher professional development. This research involving teachers in Iran shows that the authoritative, democratic, and laissez-faire type of classroom management affects the professional development of teachers. Li et al. (2019) examined the problems that arise in classroom management. The results showed that 39.2% of students were not interested in the major they were studying and were confused by their professional knowledge, 31.5% of students had weak collective consciousness, and 90.0% of principals worked part-time and they invested less energy in classroom management. Nuryasintia and Wibowo (2019) examine active learning through learning media and classroom management. The results of the research indicate that the learning media and classroom management carried out by the teacher affect students' learning activities. Ziang (2020) researched classroom management innovation based on talent training. This research involving high school students in China shows that in managing the classroom, teachers must pay attention to their talents and students' interests. Farahiba and Kusuma (2022) examined the optimization of classroom management through a literacy-based fun learning model. This research involving 25 high school teachers shows that the literacy-based fun learning model can be an alternative to optimize classroom management.

Different from previous studies, this study focuses on the implementation of classroom management to improve the quality of Islamic learning in elementary schools. This study aims to describe the planning for improving the quality of learning through classroom management, explain the implementation of classroom management, and explain the efforts of teachers in improving the quality of learning in Islamic Religious Education.

METHODS

This research is qualitative research using a descriptive approach. This study involved principals, teachers, and students at an elementary school in Cirebon Regency, West Java. Data collection techniques used in this study include observation, interviews, and documentation studies. The observation technique was used to observe the learning process of Islamic religious education conducted by the teacher in the classroom. The interview technique was used to obtain direct and in-depth data from the madrasa principal, teachers, and staff regarding improving the quality of Islamic Religious Education (PAI) learning through classroom management.

Furthermore, the data from the interviews were checked for validity of the data through data triangulation techniques and data audit techniques. The data triangulation technique is a data checking technique in which data obtained from one source will be compared with data obtained from other sources with various techniques and at different times. Meanwhile, the data audit technique is a technique of collecting and evaluating evidence about information to determine and report the level or degree of conformity between the information and established criteria (Arens, et.al, 2012).

The data analysis techniques used in this study include data reduction, data presentation, and conclusion. Data reduction is a form of analysis that sharpens, selects, focuses, discards, and organizes data in one way, where conclusions can be drawn and verified (Sugiyono, 2017). The data obtained regarding improving the quality of Islamic religious education learning through classroom management was selected according to the context so that it could be continued at the data presentation stage. In presenting this data, the researcher presents the data that has been selected/reduced in the form of narratives and descriptive descriptions. The next stage is data verification/drawing conclusions. In this stage, the researcher concludes the results of data analysis obtained through interviews from various sources, both principals, teachers, and school staff/employees.

RESULTS AND DISCUSSION

Planning for Quality Improvement of Learning Through Class Management

Planning for improving the quality of learning through class management can create a pleasant classroom atmosphere so that students gain knowledge and skills. In designing the learning process, teachers must pay attention to the learning activities of students, and this should become the starting point in designing class management. The duties and responsibilities of educators are very broad, but the task of teaching in front of the class is one of the most important tasks.

Based on the results of interviews with the principal, the interviewee stated that the task of classroom management is a task that is not easy for a teacher to do because it must be able to create a pleasant learning atmosphere so that the skills of a teacher are an absolute must. To be able to implement class management optimally, a teacher should have the following skills:

1. Skills in making a personal approach. One of the principles of teaching small groups and individuals is the establishment of a close and healthy relationship between educators and students and among fellow students. This can be realized if educators have personal communication skills.
2. Organizing skills. During group or individual learning activities, educators act as organizers who organize and monitor activities from beginning to end.
3. Skills to guide and facilitate learning. These skills allow educators to help students progress without experiencing problems.
4. Skills in planning and implementing teaching and learning activities. In this case, educators must be able to plan appropriate teaching and learning activities for each student and group and be able to carry them out (Interview with the Principal, September 2020). By having classroom management skills, it is easier for an educator to organize learning management, so that it will produce quality students.

Considering all these developments, the educational curriculum is oriented towards fostering and developing character values in students. As has been done so far, teachers must give special emphasis to the mastery of science and technology. In other words, every material given to students must meet two main challenges, namely mastery of science and technology (IPTEK) and cultivation of understanding and practice of religious teachings or IMTAQ (interview with teacher O.K, October 2020). Furthermore, teacher O.K stated that it was time for educators, especially in this school, to be more serious in handling reform and development of the education system in classroom management. So far, the educational reform as efforts to increase human resources based on faith is not comprehensive or sporadic.

The Implementation of Classroom Management

The school principal in this study stated that the implementation of classroom management in schools is as follows:

1. Management of Face-to-face Activities

The success of learning begins with some informative activities from teacher to student or from student to teacher. These informative activities should be carried out in an organized manner at the beginning of the first meeting or with face-to-face terms so that students know exactly what abilities the students should have after attending the subject in

a certain period. So that the activities that need to be organized in the learning process at this school are first, detecting the characteristics of students; second, the delivery of the outline of the subject program which includes the content framework of lesson plans, textbooks, and others; third, the delivery of general learning objectives; fourth, the delivery of learning strategies to deepen the subject matter; and fifth, the delivery of the assessment system. Delivery of assessment techniques is about rights and obligations in carrying out tasks related to assessment (Interview with the principal, September 2020).

The form of assessment carried out by teachers at the school is in the form of written and oral assessments, both in cognitive, affective, and psychomotor aspects. The form of assessment intended in the lesson plans prepared by the teacher is the assessment of the process and the assessment of learning outcomes. Process assessments such as assessing student performance during the learning process, while assessment of learning outcomes is in the form of tests/assignments given by students (Interview with teacher R, October 2020).

Reference books and learning resources are an important part of the effort to broaden knowledge, both for teachers and students. The results showed that when holding the first meeting, no one mentioned the reference book that would be used as additional material or a comparison to the textbook used. Information about written reference books is included in teaching materials which are often mentioned as limited to textbooks from the school (interview with teacher C, October 2020).

2. The Activity of Organizing the Delivery of Learning Materials

Organizing the delivery of the learning materials is a routine activity carried out by all teachers in carrying out the learning stages. Teacher R stated that these organizing activities include (1) organizing activities at the preliminary stage of learning, (2) organizing activities at the core of learning, (3) organizing learning closing activities, (4) teacher attitudes during the learning process, (5) using learning methods. and the use of media, and (6) classroom atmosphere during the learning process (interview with teacher R, October 2020).

1) Introductory Activities

Organizing the initial activity of entering the classroom can be organized into several activities, in this study, the activities in question are (1) greetings, (2) arousing students' attention, (3) delivering special learning objectives, and (4) apperception.

(1) Greetings

One of the principles of communication in Islamic society is to initiate greetings. This communication applies to all types of social activities. In carrying out activities in schools, Islamic religious teachers are obliged to promote greetings. The results of the student questionnaire showed that most of the students said greetings at the beginning of each lesson and the end of the lesson. Based on the results of interviews with teacher R, this greeting is spoken after the students pay their respects to the teacher.

(2) Generating students' attention

The activity that is rather difficult for the teacher to do is how to accommodate students who have different interests to arouse students' attention in participating in the learning process in class.

(3) Submission of special learning objectives

One way to attract students' attention to the lesson is to convey the specific learning objectives early. Thus, students will understand the purpose of the lesson they are following.

(4) Apperception.

The results of the document study of all lesson plans show that teachers have included apperception activities in the lesson plans. The form of apperception carried out by the teacher is to link the material to be studied with the previous material (interview with teacher R, October 2020).

2) Core Activities

In this core learning activity, the teacher carries out the learning process under the steps of the learning method used.

3) Closing Activities

The closing activities of learning include providing feedback, giving assignments/tests, and making a summary of the material that has been studied (resume).

a. Providing feedback on student performance

Not all the subjects presented show the activities of providing feedback to students. The observations show the feedback on the subject of PAI. In subjects that contain psychomotor aspects, for example, the subject of prayer, especially second-grade students, some of the students are asked to go up to the front of the class to practice how each movement and prayer reading is practiced. When

students do well at that time the informant conveys his assessment to all students. On the other hand, if the student has not shown good performance, at that time the informant will provide an assessment while teaching how to carry out the movement and reading parts that are not appropriate. Another example is the third grade is how informants provide feedback on the subject of the study of the Qur'an to students. In general, informants who teach the Qur'an start by asking students at random to take turns reading verses from the Qur'an (Interview with Teacher K, October 2020).

b. Giving formative tests

The purpose of giving formative tests to students is not to give good or bad grades to students but rather refers to the assessment of the learning process. This means whether the specific learning objectives are achieved or not. The results of the interview show that giving formative tests in the form of worksheets is often carried out by the teacher concerned

c. Giving Follow-up

Giving follow-up is a consequence of the results of the assessment of the exercises given to students. If the results of student work do not reach the target of learning completeness, then remedial must be given. While the results of student workers who achieve the target of learning completeness should be given enrichment material.

d. Re-motivation

The activities of re-motivating students that are carried out are almost invisible in the observations.

Teachers' Efforts in Improving the Quality of Islamic Religious Education Learning through Classroom Management

In carrying out the learning process, teachers must have class management skills (Hasan & Siregar, 2022). Teachers must realize that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously competence (Susanati & Retnasari, 2021). The pedagogical aspect refers to the fact that learning takes place in an educational environment. Therefore, educators must accompany students towards learning success or mastery of a certain number of competencies. The psychological aspect refers to the fact that students generally have different levels of development, which require different materials. In addition, the psychological aspect also refers to the learning process itself, such as learning motor skills, learning concepts, and learning attitudes. These

differences, of course also require different learning. While the didactic aspect refers to the arrangement of student learning by educators. In this regard, educators must determine exactly which type of learning plays the most role in a particular learning process, keeping in mind the basic competencies that must be achieved.

In classroom management, Teachers first need to understand the condition of the class. By understanding the condition of the class, the approach used for class management is very dependent on the ability of the knowledge and attitudes of teachers to the learning process by paying attention to the conditions of the class they are facing. In the classroom, teachers pass knowledge to students, and students learn what teachers instructed (Cheng, 2020). The results of the interview with teacher C stated that there were several types of class conditions, namely first, a class that was always noisy, where the teacher had to struggle all the time to master a class like this. Punishments and threats are always perpetuated, and punishment seems to be more effective. Second, the type of class that includes rowdy, but the atmosphere is more positive. Conditions such as teachers try to make school a fun place for their students, by introducing fun games and activities, reading stories, and so on. But classes like this also still cause problems, such as many students not paying attention in class and school assignments not being completed properly. Third, the type of class that is calm and disciplined, either because the teacher has created many rules or asks that the rules be obeyed. Students who violate are immediately recorded and followed by a firm warning, and if necessary followed by punishment (Interview with teacher C, October 2020). This condition is found in almost all schools, not to mention that some teachers have not changed their teaching methods from year to year. With conditions like this, educators need to understand and have special tips in managing classes.

The formation of a fun class between educators and students, and high cooperation between students, can be seen in the form of interaction. The birth of optimal interaction, of course, depends on the approach that educators take in classroom management. That is why the principal said that whatever field we are studying, immerse ourselves in it, meaning engage as many of our senses and imagination as possible by being involved in a job. Then it will give birth to optimal results.

The results of the observations made by the researchers show that the approach taken by the teacher to carry out optimal classroom management is;

1. Discipline Approach, class management is defined as a process to control the behavior of students. The role of the educator here is to create and maintain a disciplined situation in the classroom. Discipline is a force that requires students to obey it

2. The reward and punishment approach means that in conducting classroom management, the teacher provides rewards for students who are obedient and disciplined, and provides punishment for students who violate the rules and regulations.
3. Teaching Approach, this approach is based on an assumption that planning and implementation will prevent the emergence of student behavior problems. This approach recommends the behavior of educators in teaching to prevent and stop the behavior of students who are not good.
4. The attitude Approach, namely classroom management is defined as a process to change the attitude of students. The role of educators is to develop a good student attitude and prevent a bad attitude. This approach to attitude change starts from a psychological point of view.
5. Group Process Approach, class management is defined as a process to create a class as a social system. Where the group process is the most important. The teacher's role is to make the development and implementation of the group process effective (Interview with Teacher C, October 2020)

Meanwhile, Teacher O.K suggested several approaches to activate the classroom, including understanding various types of classes, studying together in groups, conducting social analysis, making blackboards effective in class, making students' seating position effective, developing material mapping, utilizing the school library, developing skills.

In addition to efforts to create optimal classroom management, Guru O.K said that an educator should have basic knowledge of basic teaching skills for teachers, among others.

1. By questioning skills, these skills educators can create a more meaningful learning atmosphere.
2. Skills to provide reinforcement, reinforcement is any form of response that is part of the behavior modification of educators on the behavior of students, which aims to provide information or feedback for students.
3. Stimulus variation skills, to keep the learning climate interesting, not boring, so students can be enthusiastic.
4. Skills for opening and closing lessons are efforts made to create preconditions for students so that their mental and attention are focused on the learning experience presented so that it will be easy to achieve the expected competencies.
5. Class management skills, aiming for educators to create and maintain optimal learning conditions.

The skills above are absolute things that must be possessed, to become professional educators, so that they can produce quality students. Efforts to improve the quality of education require data that is authentic, reliable and has validity. Therefore, each activity is specifically documented by the School Administration section by using a computer-based data collection system to facilitate analysis, and documentation, regarding the information on student progress data. This data is needed to be used as information material to the public, especially to parents of students, and even becomes material to know and control the success or achievements of the principal together with his teachers as education managers. Likewise, the learning progress of students must be reported periodically to parents as input to participate in the educational process and guide their children to study at home continuously.

The results showed that the classroom management planning carried out by the teacher was to prepare all the basic skills needed by the teacher in teaching, such as communication skills, student organizing skills, student guidance skills, and teaching and learning activities planning skills. This is because planning is the process of determining what things will be taught and how to teach them (Fareh, 2018), such as considering the learning atmosphere, student characteristics, the use of language to be taught, as well as tasks and procedures that will be carried out by the teacher in the classroom (Scrivener, 2013; Fareh, 2018). Planning can also guide teachers toward achieving the desired teaching goals. Through planning, teachers can find out whether their students have achieved the desired learning outcomes or not (Fareh, 2018). Therefore, teachers must understand the basic components of carrying out learning activities in the classroom (Warman et al., 2021; Hasan & Siregar, 2022).

Furthermore, the implementation of classroom management is carried out through the management of face-to-face activities and the organization of subject matter embodied in the lesson plans. The management of face-to-face activities includes the teacher detecting the characteristics of students. The characteristics of students are very important for teachers to know as a reference in formulating teaching strategies (Septianti & Afiani, 2020). So student characteristics will affect learning management (Reigeluth, 1983) and student learning outcomes (Septianti & Afiani, 2020). In addition, the delivery of learning objectives at the beginning of the learning process also needs to be done, so that learning objectives can be achieved properly (Hidayah, 2020). Then the organization of the subject matter is implemented in three stages of activity, namely preliminary activities, core activities, and closing activities as stated in the lesson plans made by the teacher. In preparing lesson plans, teachers need to pay attention to the following things, namely lesson plans are prepared for each basic competency that can be implemented in one or more meetings, and learning

objectives must describe the learning process and results to be achieved by students following basic competencies, and Learning steps are made every meeting if in one lesson plan there are 3 meetings, then in the lesson plan, there are 3 learning steps (Nampar, 2020).

The teachers' efforts in maximizing classroom management include a disciplinary approach, a reward and punishment approach, a teaching approach, a behavior change approach, and a group process approach. These approaches lead to how teachers can build good interactions with students. Because good interaction with students will be able to affect the effectiveness of the learning process (Jannah, Surawan, & Yusuf, 2022). The results of this study are in line with research by Arfani and Sugiyono (2014) which states that good interaction between teachers and students affects the effectiveness of classroom management. In addition, classroom management that emphasizes student management will be more helpful in students' personal development, both in cognitive, affective, and psychomotor aspects (Liu, 2019; Mao, 2019; Yusri, Neviyarni, & Nirwana, 2021).

CONCLUSIONS

Based on the description of the research results, it can be concluded that the teacher in this study can manage the classroom well. This can be seen from the classroom management planning carried out by the teacher by preparing all the basic skills needed by the teacher in teaching. In implementing classroom management, the teacher uses the management of face-to-face activities and the organization of subject matter embodied in the lesson plan. The teacher has also maximized classroom management through a disciplinary approach, a reward and punishment approach, a teaching approach, an attitude approach, and a group process approach which leads to the teacher's ability to build good interactions with students. So, it is hoped that the planning and implementation of classroom management that has been carried out by the teacher can improve the quality of Islamic religious education learning in elementary schools.

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