Implementation of Classroom Management in Improving the Effectiveness of Islamic Religious Education Learning at Tiwikrama Computer Vocational School, Mamuju Regency

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Abstract

The role of religion in individual life functions as a value system that contains certain norms. For Muslims, the religious education that is mandatory for them to follow is Islamic religious education. As for realizing this universal view, this study aims to explain the process of implementing Classroom Management in Improving the Effectiveness of Learning Religious Education Islam at the Tiwikrama Computer Vocational School, Mamuju Regency. The type of research used is qualitative research. Based on the results of this study, it shows that: The planning and organization carried out by the teacher in improving the learning quality of Islamic Religious Education subjects at Tiwikrama Computer Vocational School, Mamuju Regency can be seen from the lesson plan made by the teacher where the teacher makes Indicators of learning achievement, learning objectives, learning methods, learning media, learning resources and assessment. Class management carried out by the teacher in improving the quality of learning for the Islamic Religious Education subject at Tiwikrama Computer Vocational School, Mamuju Regency by always paying attention to the elements of effectiveness in learning, which includes: Learning Materials, Learning Atmosphere, Media and Learning Resources, Besides understanding the elements in the effectiveness of the learning, the teacher must also know what steps should be taken by the teacher in learning, so that it can run effectively as expected. Class evaluation or learning evaluation is carried out by teachers in improving the quality of learning in Islamic Religious Education subjects at the Tiwikrama Computer Vocational School, Mamuju Regency where learning evaluation activities are carried out through several stages of activity, including: planning, implementation, monitoring, data processing and use of evaluation results.

Keywords: Classroom Management, Learning Effectiveness, Islamic Religious Education

INTRODUCTION

Education is very important for all human beings who aim to educate and develop potential within. By growing and developing each individual can have creativity, broader knowledge, good personality and be a responsible person. As we know that if a nation's next generation is good then the future of the nation will be good too, and vice versa if the next generation or nation's successor is damaged then the future of the nation will be bleak. In UUSPN No. 2/1989 article 39 paragraph 2 explains that the contents of the curriculum for each type, path and level of education must include religious education, and in the explanation it states that: "Religious education is an effort to strengthen faith and piety to God Almighty in accordance with religion. adhered to by the students concerned by paying attention to demands to respect other religions in inter-religious harmony relations in society to realize national unity" (Muhaimin: 2004).

From the description above it can be explained that religious education is very important for everyone. Because with religious education will create human beings who have a strong spiritual foundation. Education is a top priority for every individual who wants or wants to be a good person. In addition, Islam views education as a very important thing that every Muslim must have. On the basis of religion, humans can have limitations in acting and acting, and can

also distinguish between what is good and what is bad, which must be done every day. The role of religion in individual life functions as a value system that contains certain norms. Religion has an effect as a motivation in encouraging individuals to carry out an activity, because actions carried out with a background of religious beliefs are considered to have elements of holiness, as well as obedience. This is very in line with the word of Allah SWT. (QS. AL-MUJADILAH/58:11).

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍّ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

"O you who believe! If it is said to you, "Give spaciousness in the assemblies," then expand, surely Allah will make room for you. And if it is said, "Stand up," then stand up, Allah will raise (grades) those who believe among you and those who are given knowledge by degrees. And Allah is All-Seer of what you do."

According to Qurais Sihab in his Tafsir Al Misbah it states that the word (تفسحوا) (tafassahu) and (افسحوا) (ifsahu) is taken from the word Fasaha, which is spacious, while the word (اوئشزوا) (unsyuzu) is taken from the word (ز ش ن) (nusyuzu, which is a high place). The order was originally means moving to a higher place. What is meant here is moving to another place to give opportunities to those who are more reasonable to sit down, or get up to do a positive activity. There are also those who understand it that demands moral conduct in the assembly. For Muslims the religious education that is mandatory is Islamic religious education.In this case Islamic religious education has curricular goals which are the elaboration of the national education goals set forth in the Law on the National Education System No. 20 of 2003, namely: "National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen" (Majid and Andayani: 2005).

In connection with the explanation above, the notion of Islamic Religious Education is an education system that covers all aspects of life needed by God's servants. Islamic education in particular, which is sourced from these values, also develops scientific abilities. In line with the underlying Islamic values, it is an endeavor process that is pedagogically beneficial (Aarifin: 1991). In the learning process of Islamic religious education, class management is an administrative aspect to support the implementation of a good teaching process (Arikunto: 1990) which is expected to be able to form personal piety and at the same time social piety so that religious education is expected not to foster a spirit of fanaticism, fostering intolerance among students and society, and weaken the harmony of religious life. Islamic religious education is expected to be able to create ukhuwah Islamiyah, in the broad sense of ukhuwah fi al-'ubudiyah, ukhuwah fi al-insaniyah, ukhuwah fi al-wathaniyah wa al-nasab, and ukhuwah fi din al-Islam.

From the learning of Islamic religious education in schools, it is hoped that each individual child will be able to respect others, distinguish which actions are good and which are bad, and so on. From there the behavior of children can change for the better. In the teachings of Islam there is a universal view, namely that humans were created by Allah as the best and highest or noblest creatures and were created in a pure nature (nature) so that every human being has true potential. On the other hand, humans were also created by Allah SWT. as an innocent creature, so that every human being has the potential to be wrong. Every human being must have done something wrong and right, and therefore it will have an impact on the attitude and behavior of a person who wants to respect other people or vice versa.

As for realizing this universal view, classroom management is a complex behavioral problem, and teachers use it to create and maintain classroom conditions in such a way that students can achieve teaching goals efficiently and allow them to learn comfortably and the learning process can run well. and able to improve student learning achievement. In this case Syaiful Bahri stated that: "The failure of a teacher to achieve teaching goals is in line with the teacher's inability to manage the class. The failure indicator is low student learning achievement, not according to the specified standard or size limit. Therefore, classroom management is a teacher competency that is very important to be mastered by teachers within the framework of the success of the teaching and learning process.

In addition to this success framework, classroom management is one of the efforts and actions taken by the teacher to create an optimal learning atmosphere and learning that is conducive to achieving learning objectives. An optimal learning condition can be achieved if the teacher is able to manage students and teaching facilities and control them in pleasant atmosphere to achieve teaching goals. Also good interpersonal relationships between teachers and students and students with students, is a condition for successful classroom management, even though in practice the teacher will experience obstacles. Agreed with Moch.Uzer Usman who expressed his opinion: "It is not the teacher's professional fault if they cannot handle every problem of every student in the class. However, teachers can use a set of strategies for corrective action". In addition, the attitudes of teachers and students who are actively involved and have high motivation and are able to interact well also play an important role in creating an optimal learning atmosphere. So is Moch. Uzer Usman expressed his opinion: "Good interpersonal relationships between teachers and students, and students and students are a prerequisite for successful classroom management. Effective classroom management is an absolute prerequisite for an effective learning process. Interpersonal relationships between teachers and students, students and students can help students and teachers in successful classroom management. Without a good relationship between teachers and students and students and students, it is possible that the class cannot be managed properly. For example, in the classroom between students and students do not help each other, a teacher does not think about the difficulties of his students, will not create a pleasant learning atmosphere.

The research location is one of several educational institutions that support the success of national education goals. With the innovations developed by the madrasa, of course, it also requires the active role of the teacher. With various factors that support and hinder its development. Especially in learning activities that occur in the classroom, because the class has a very important role in student learning success, it requires a high intensity of attention from teachers and institutions. In addition, researchers conducted research at the madrasa because when learning began there were still many students playing alone during learning. That is the reason for the research. And maybe if a teacher really uses or applies classroom management or class management by following the procedure the class can be conditioned. This is what the author thinks and at the same time becomes the background for writing the article entitled Implementation of Classroom Management in Improving the Effectiveness of Islamic Religious Education Learning at Tiwikrama Computer Vocational School, Mamuju Regency, With dedication in education that has been shown by one of the formal educational institutions in Mamuju district, which is shown by the continued development of educational institutions both in terms of infrastructure and teaching staff, is one of the reasons that underlies researchers to conduct research at these institutions.

RESEARCH METHODS

Research is divided into quantitative research and qualitative research. This research is a qualitative research where qualitative research is research that is descriptive in nature and

tends to use analysis. As for the research approach, it uses normative theological, pedagogical, and psychological approaches. Furthermore, when viewed from the point of view of the way or method of data collection, the method of data collection can be done by observation, interviews, questionnaires, documentation and a combination of the four. With the process and meaning (subject perspective) this field research is expected to be able to provide a systematic, complete and actual description of situations and events, regarding the factors and characteristics that influence each other and explain the relationship of the problems being researched.

RESEARCH RESULTS AND DISCUSSION

In an effort to improve the learning quality of Islamic Religious Education at the Tiwikrama Computer Vocational School, Mamuju Regency. Planning will synergize with the implementation of learning. If a teacher wants the implementation of his learning to be successful marked by the achievement of learning objectives, then he must really prepare it carefully. This preparation is often referred to as planning. The plan is usually designed in writing and outlined in the form of a syllabus and lesson plan (RPP). This was also carried out by one of the PAI teachers who taught Islamic religious education subjects at the Tiwikrama Computer Vocational School, Mamuju Regency. Based on the interviews conducted, he gave the following statement: "Before the implementation of learning, the thing that must be done is to make a plan. This planning is usually outlined in the form of an RPP. However, before making a lesson plan, I prepare the syllabus first because the syllabus is used as a reference in making the lesson plan.

The same thing was also conveyed by other PAI teachers who revealed that: The lesson plan is what I have to prepare before carrying out learning activities in class because it really helps the teacher in controlling learning activities. Overall the process includes three things, planning, implementation and evaluation which are interrelated with one another, and this is a process in implementation that cannot be separated. others as follows.

Learning Planning for Islamic Religious Education at Tiwikrama Computer Vocational School, Mamuju Regency
1. Indicator

The formulation of indicators is very necessary to determine the success of achieving basic competencies. In preparing the lesson plan, one of the PAI teachers does not contain the indicators separately but combines them in the assessment column. This was reinforced by his statement, namely: "The indicators are already in the syllabus, so in making lesson plans I didn't make separate indicators up front such as learning objectives, but I combined them in the assessment column. The informant's statement is in accordance with the documentation data that the indicators are placed in the assessment column. Apart from loading the indicators in the lesson plan, the researcher asked again about the procedure for formulating indicators. The following is a statement from one of the informants who revealed that; "The function of having this indicator is as a reference in conducting assessments. To formulate indicators, I usually adjust them to the SK/KD. In addition, I also adjust them to the character and abilities of students. Therefore, indicators usually use measurable operational verbs. For example, explaining the meaning of ablution and so on.

The same thing was also conveyed by other PAI teachers who revealed that: The reference in making learning assessments is the indicators that have been made in the lesson plan. The data from interviews with the informants above and the documentation is reinforced by additional data from an informant who also has an important role, namely the school principal. With regard to the formulation of indicators, RJ stated that: "The lesson plans made by the teachers here are on average almost the same in format and form. Indicators are rarely made

in a separate section such as learning objectives. This is because the indicators are already in the syllabus. The purpose of formulating indicators is as a basis for developing assessment tools. So the indicators in the RPP are usually combined in the assessment column. For me, the important thing is that there are enough indicators, it's up to which section to place. However, the indicator must still refer to SK and KD.

Based on these data it can be concluded that informants formulate indicators in accordance with the procedure for formulating indicators of competence attainment. This researcher relies on the theory put forward by Wina Sanjaya, namely: "Guidelines in formulating indicators are first, indicators are formulated in the form of behavior change whose success can be measured. Second, measurable behavior is oriented to learning outcomes, not to the learning process. Third, each indicator should contain only one form of behavior".

2. Learning Objectives

Learning objectives are needed to project what students must achieve after the end of a learning process. In the interview, one of the informants revealed: "I put the learning objectives at the front like this (while pointing to the lesson plan). For the formulation, I usually look at the theory. I combined the sub-chapters into one. Learning objectives are very important because with learning objectives we can know what we will achieve after the learning process takes place. Usually in learning objectives there are additional learning subjects such as students or students. The data is in accordance with data from the documentation, that Islamic religious education teachers formulate and contain learning objectives in lesson plans and put them in separate sections. Regarding learning objectives, another informant gave the following statement: "Learning objectives are abilities that must be possessed by students after teaching and learning activities are completed. So the learning objectives must be in the lesson plan because that is what is used as a reference. In my opinion, all teacher's lesson plans contain objectives. learning and put it in a separate section like this (while showing one of the lesson plans). Based on the results of the interviews above, it can be concluded that Islamic religious education teachers have formulated learning objectives and included them in the lesson plan in a separate section.

3. Learning Methods

The method is the way used to implement the plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Therefore, the teacher must be able to choose the right method and according to the learning strategy used. Regarding learning methods, one of the Islamic religious education teachers stated that: "To determine the learning method, I usually adjust it to the material. As in this RPP, the material is about the history of the Prophet Muhammad SAW. So the method I use is lectures, question and answer, assignments, and CTL. This CTL function is to link the material being taught with facts that occur in everyday life. Thus students will more easily understand the material being taught.

This statement is in accordance with the documentation data in the form of lesson plans compiled by Islamic religious education teachers. In the lesson plan, the Islamic religious education teacher uses the lecture, question and answer, assignment and CTL methods. In connection with the statements of teachers of Islamic religious education and data from documentation about learning methods, other informants revealed that: "The method is the method used by the teacher to convey subject matter so that what has been planned can be achieved properly. Therefore, a teacher must be able to choose a good learning method and in accordance with the material to be taught. In my opinion, the Islamic religious education teacher is right in determining the learning method as in this lesson plan. The material to be taught is about history, in conveying material about history the dominant method is lectures,

but we also have to remember that one method will not be effective in learning activities. For this reason, it must be supplemented with other methods such as question and answer, assignments, and what is no less important is CTL (Contextual Teaching and Learning), which links the subject matter to real-life contexts so that students will more easily understand and practice it in everyday life.

Based on these data, it can be concluded that Islamic religious education teachers are appropriate in determining learning methods. This method is in accordance with the material to be conveyed, namely the history of the Prophet Muhammad SAW. Historical material is the same as material facts that really happened. In accordance with the characteristics of the expository strategy and approach that according to Abdul Majid, speaking orally is the main tool in carrying out expository strategies. Therefore, people often identify it with lectures. Usually the subject matter delivered is ready-made subject matter, such as data or facts, certain concepts that must be memorized so that it does not require students to think again.

4. Learning Media

Learning media is anything that can be used to convey messages (learning materials), so that it can stimulate attention, interest, thoughts and feelings of students in learning activities to achieve certain learning goals. Therefore, the role of the media is very important in learning, especially by using an expository approach. . In this regard, one of the Islamic religious education teachers stated that: "For learning media this is a limitation of the facilities available at this school, for that I rarely use media in all of my learning. Actually this school has an LCD but that's only one and the LCD is in the principal's room so I don't dare to borrow it because there was no statement from the principal to provide or lend the LCD. Therefore, if I want to play a video related to current learning material, I only use laptop and even then only recently because I just dared to use a laptop.

The Islamic religious education teacher's statement above is in accordance with the documentation data. It is proven that in the Islamic religious education teacher's lesson plans include the learning media used. In this regard, another Islamic religious education teacher stated that: "Learning media is a tool or something that is used to assist in conveying subject matter. Even though we already know the media we will use, we should include that media in the RPP because it is one of the components of the RPP. The more components, the better the planning stage. Based on these data, it can be concluded that Islamic religious education teachers are mature in making plans especially with regard to learning media. This is in accordance with the documentation data that the learning media used by Islamic religious education teachers have been included in the lesson plans. and the learning media are commonly used by Islamic religious education teachers, and have been included in the lesson plan because the media is one of the main components in a lesson plan.

5. Learning Resources

Learning resources are something that is around the environment of learning activities that can be used to help student learning outcomes. In this regard, Islamic religious education teachers use learning resources as stated: "I teach usually using two to 4 books, previously I have selected the appropriate material and the language is easy for students to understand. That's why I felt proud when I studied PAI material and other studies. So before teaching, first in the evening I study the material that I will present so that the next day it is easy for students to understand. So, apart from using books, I also use VCDs because VCDs can usually stimulate students' understanding and mastery of the subject matter." This statement is in accordance with the documentation data that apart from textbooks and worksheets, AH also uses VCDs as learning resources. This data is in accordance with RJ's statement, namely: "For learning

resources at this school, we use more than one book. For textbooks, we provide 3 books for each subject from a different publisher. The goal is to make it easier for teachers to convey learning material in a complete and easy to understand way for students. In addition to the textbooks, we also provide LKS books for student practice both at school and at home. In addition to textbooks and worksheets, we also provide VCDs which contain subject matter that we get from trainings or directly from Dikjar. Based on these data, it can be concluded that Islamic religious education teachers are good at determining the learning resources to be used. Because before teaching the Islamic religious education teacher first examines the books that will be used when teaching by considering the completeness of the material and also the simplicity of the language so that it will be easy to convey learning material.

6. Evaluation

Assessment is an important tool to find out how students are achieving in mastering predetermined goals. The following is a statement from the teacher of Islamic religious education related to assessment. "In determining the assessment, I usually use a written test in the form of a description test at the end of each chapter or what we call it by giving daily tests, in which the form of the description test is adjusted according to the assessment indicators. From this form of test, I can find out how much the child has mastered. -children in the class on the material that has been delivered. Meanwhile, to find out the level of understanding of students at each meeting, I usually only do an oral test or just give feedback.

When compared with the documentation data, the Islamic religious education teacher's statement above has similarities, namely in the Islamic religious education teacher's lesson plans using a written test assessment technique and the form of the instrument is an essay test at each meeting. With regard to the assessment of the teacher of Islamic religious education, he commented as follows: "To formulate an evaluation or assessment tool, I consider it good and according to the principal, the same is true where there are assessment techniques and forms of instruments that have been adapted to indicators of achievement of competence. Actually, we may use more than one assessment technique, for example using oral techniques and also writing, it will be even better. But if not, using one technique is also fine.

Based on these data, it can be concluded that Islamic religious education teachers are good at formulating assessments. and its implementation is considered optimal. Because Islamic religious education teachers have conducted question and answer as a form of assessment at each meeting. This is in accordance with the assessment technique contained in the RPP which states that at each meeting the Islamic religious education teachers carry out an assessment using written techniques in the form of a description test instrument. Based on all the data that has been described, it can be concluded that the planning prepared by the Islamic religious education teacher is good. Because there are components that are appropriate, including regarding learning objectives that are in accordance with achievement indicators, implementation of assessments that are in accordance with planning, and moreover the main components that have been included in the lesson plan, namely learning media. Meanwhile, according to Wina Sanjaya stated that in the RPP there are at least 5 main components namely, components of learning objectives, subject matter, methods, media and learning resources as well as evaluation components.

Implementation of Classroom Management in Improving the Learning Quality of Islamic Religious Education Subjects at Tiwikrama Computer Vocational School

A learning can be said to be effective, if there is good interaction between the teacher and students and aims to achieve a certain learning goal by facilitating students' knowledge and skills through activities/activities that can help and facilitate students in learning. So, to create

a harmonious and communicative atmosphere, the teacher's job is to improve learning achievement and always provide guidance and direction to students. So, Classroom Management can be said to be effective, when paying attention to the elements of effectiveness in learning, including:

1. Study Material

According to the explanation of one of the informants, in this case the teacher of Islamic religious education revealed that: "Learning materials can be in the form of knowledge, attitudes, behavior, values, etc. From these teaching and learning activities, it is expected that the teacher as a learner believes that the knowledge that is transferred or channeled to students as the learner can be understood and absorbed through their thinking power properly in accordance with the functions and objectives of the educational domain that must be mastered by each student. namely the cognitive, affective and psychomotor domains and we as Islamic religious education teachers always strive for this.

This is in line with what was conveyed by other Islamic religious education teachers who revealed that: Related to learning materials it could be in the form of knowledge, attitudes, behavior, values, just like other Islamic religious education teachers. Through the cognitive domain, students can have knowledge, understanding, can apply, analyze, and evaluate. In the affective domain, students can accept, participate, organize, determine attitudes and form lifestyles. Whereas in the psychomotor domain, students can make perceptions, prepare themselves, make movements or create new movements/works according to their level of growth and development.

2. Learning Atmosphere

Regarding the learning atmosphere at the Tiwikrama Computer Vocational School, Mamuju Regency, one of the informants revealed that: "Things that greatly affect students in learning, include the existing facilities at the Tiwikrama Computer Vocational School, Mamuju Regency, such as school buildings, classroom arrangement, learning tools , etc. and in my opinion this has been fulfilled by our school even though it still needs to be further improved. The results of the author's interview with the informant above are in line with what was conveyed by other informants who revealed that: The learning atmosphere in the classroom is very much determined by the facilities and infrastructure that the school has and the ability of the teacher to manage the class and thank God until today we have tried to create good learning atmosphere and have an impact on the quality or quality produced as well.

Besides these physical things, the teacher must also pay attention to non-physical things, such as association and interaction between students, students and teachers. Because, it is undeniable that the character and personality of students differ from one another, the teacher as the main actor must make every effort to create an interesting and enjoyable learning atmosphere for students. So, related to the learning atmosphere both physically and non-physically, the authors make observations (observations) in class, with the following details:

a. Arrangement of the room. In general, it is good, meaning that it has fulfilled the requirements for a clean and healthy life. Arrangement/arrangement of learning facilities and tools, such as placing cupboards, white-boards, teacher and student tables, class rules are quite well organized.

b. Arrangement/shift of student seats. So that the atmosphere is not boring, it is endeavored that every two weeks to once a month there is a change of student seats, even if necessary it is also allowed to change partners (same sex). This is intended to establish a friendly and harmonious atmosphere among friends to know and respect one another and to avoid social discrimination.

c. Doing various activities in Learning. To train mental readiness and test students' courage to appear in front of the class, it is not always the teacher who delivers the lesson, sometimes students who are considered capable and have mastered the material will be appointed to study/practice teaching like Mr/Mrs Teacher in front of their friends. Likewise, the selection of the method to be used must be adjusted to the subject matter to be discussed.

3. Media and Learning Resources

Before teaching, the teacher first makes a plan to facilitate learning with regard to what media and learning resources are used. The following is a narrative from an Islamic religious education teacher who revealed that: "Media and learning resources are not only monotonous in the classroom, even so the learning atmosphere in the room (in door) such as language laboratories, libraries, students can use various kinds of media that can help the course of learning. But sometimes learning can be done outside the classroom (out door) such as school fields/yards, school gardens, etc. This is done so that students do not feel bored and bored in learning. So, to improve PAI learning, especially teachers are not the only available learning resource, but with the availability of existing facilities/facilities at the Tiwikrama Computer Vocational School, Mamuju Regency, it is hoped that they can be put to good use, so that student learning outcomes are increasing.

Besides understanding the elements in the effectiveness of learning, the teacher must also know what steps should be taken by the teacher in learning, so that it can run effectively as expected. So that students can learn effectively, the things that need to be considered are as follows:

1. Need for Guidance

Students will be happy if they are always guided or given instructions from people who can be trusted, both from parents and teachers. Because students learn not only in the family environment, but also in the school environment, where the teacher is in charge of guiding, directing, and supervising student learning. Based on the narrative of one of the following informants: "By providing the opportunity to ask questions for students who do not understand/understand certain subject matter. As an example that has been experienced by PAI teachers, if they find students who are not yet fluent and cannot even read and write the Al-Qur'an, they will be given special time to provide guidance and teach them to be able to read and write the letters of the Al-Qur'an. This tutoring is of course carried out outside of class hours or on certain days, so as not to interfere with learning in the classroom. So, by providing study guidance, it is hoped that student learning outcomes will be much better as desired by the PAI teachers above.

2. Learning Methods

In connection with the learning method, we need an appropriate way so that the student learning process can achieve maximum results. To find out the level of effectiveness of the student's learning method, the authors conducted interviews with several students and they argued that: "There are several ways/instructions that need to be learned so that they are applied to each student, if you want good learning outcomes and of course through the methods/methods used in learning. itself. So, among the effective ways/methods of learning are through the following steps:

a. Make a schedule and implement it. To organize and arrange activities so that they can be carried out properly, it would be nice if each student made a schedule according to what activities he would do every day along with the time for implementation, so that the time available could be used as effectively as possible. For example, enough time to sleep/rest for

eight hours a day, then the rest is used for studying, exercising, eating and drinking, and other activities. Because, by making a schedule that has been determined by himself, it will educate students to live independently, be disciplined and be on time.

b. Read and take notes. One good way of learning is by using the SQR4 method (Survey, Question, Read, Recite, Write, Review). If you want to read, first choose in terms of the type of reading itself, whether it is appropriate and contains educational elements in it, then ask questions about things that are not yet known/understood, read, write, memorize and repeat the lessons that have been taught by the teacher . Likewise, taking notes greatly influences students' learning, therefore every time you write/note an explanation delivered by Mr/Mrs teacher it must be written neatly along with the day/date, name of the teacher and the subject being taught. This is done to facilitate students in reading and increase student enthusiasm for learning.

c. Repeat study material. As explained earlier, by repeating the lesson material that has been studied will increase students' memory to be sharper and stronger and not easily forget. This aims to provide opportunities for students to further explore/master certain subjects that have not been understood/understood.

d. Concentration. Students can concentrate/concentrate their minds on the lesson well, depending on the way the teacher manages the class both physically and non-physically. So, when students feel comfortable, calm and happy to be in class, they will automatically forget about other things and start concentrating on the lesson.

e. Carry out a task. To find out and assess the limits of students' abilities in learning, the teacher always tries to provide a number of homework, practice questions, daily tests after each chapter/discussion is completed in order to increase student enthusiasm for learning, so that at the end of learning later it will be tested through general tests / year-end exams, will obtain satisfactory results / grades in accordance with predetermined standards. So, it can be concluded that in order to get and achieve learning goals, one of them is by increasing practice and continuing to try to find new experiences. The school principal added that: "In addition to paying attention to students so that they can always learn effectively and efficiently, as a professional teacher who is very responsible for the results of all student learning, he must also be able to teach effectively too. Because, this greatly affects the physical and psychological conditions of students, where if the teacher teaches effectively, students can learn effectively too.

Evaluation of Islamic Education Learning at Tiwikrama Computer Vocational School in the Cognitive, Affective and Psychomotor Domains

Based on the results of data and observations at the Tiwikrama Computer Vocational School, Mamuju Regency, the learning evaluation carried out covered three domains and used an adapted technique. The following describes the assessment based on the domain and learning evaluation techniques used:

1. Cognitive Realm

Assessment of the cognitive domain called logic assessment at Tiwikrama Computer Vocational School, Mamuju Regency is carried out by teachers using assessment techniques in the form of written tests, oral tests, and assignments according to what they want to be assessed based on the type of learning outcomes. Knowledge assessment is an assessment to measure students' abilities which include factual, conceptual, procedural, and metacognitive knowledge as well as low to high level thinking skills. This assessment is related to the attainment of Basic Competency on KI-3 which is carried out by subject teachers. Knowledge assessment is carried out by various assessment techniques. The teacher chooses an assessment technique according

to the competency characteristics to be assessed. The assessment begins with the planning that is carried out when preparing the learning implementation plan (RPP) which refers to the syllabus.

The following is the result of an interview with the curriculum field related to planning prior to conducting a learning evaluation in the cognitive domain: "For evaluation planning, it actually already exists in the lesson plan that was made at the beginning before learning. At the planning stage this evaluation is formulated with careful consideration on the basis of material, situational conditions and available time. By looking at the RPP (Learning Implementation Plan), now from there you can already know how and what is needed in the evaluation process later. The cognitive aspect consists of six levels with different learning aspects, namely: knowledge, understanding, application, analysis, synthesis and evaluation. The following are the results of my observations related to the six levels of learning aspects, but the six levels are not complete. The cognitive evaluation technique used by teachers at the Tiwikrama Computer Vocational School, Mamuju Regency based on the form of students' answers is the written test, oral test and assignments that are most often used. A written test is a test in which questions and answers are presented in writing to measure or obtain information about students' abilities. Written test instruments can be in the form of multiple choice questions, filling in, short answers, true-false, matching and descriptions. While the oral test is the provision of questions/questions that require students to answer them orally, the oral test grows students to have the courage to argue. Furthermore, the assignment is giving assignments to students to measure and/or improve knowledge. Assignments can be in the form of homework and/or projects that are done individually or in groups according to the characteristics of the task".

Almost the same statement was expressed by the curriculum field as follows: "For the evaluation of cognitive aspects I used written tests, oral tests and assignments. Where for this written test I gave it to the children after finishing one material outside of UTS and UAS. As for the oral test, I rarely do it at most in one semester only once and for assignments I give them after I deliver the material and then I give my children the task of working on the LKS or anything related to the material. This is in line with the results of the researcher's interview with the school principal regarding cognitive evaluation techniques as follows: "For evaluation of the cognitive domain, yes, the techniques used are definitely written tests, oral tests and assignments or can be from group discussions it can also be included in cognitive assessment for students. individual and group. Researchers also strengthen the data and make observations. When observing the ongoing learning process, in this observation the researcher concluded that after the teacher delivered the material then carried out an evaluation. This is in accordance with the results of the observations as follows: "the teacher invites students to ask questions regarding material that is not understood, there are two students who ask about material that is not understood. After that the teacher evaluates by giving questions back to students about the material just given and the students raise their hands and answer and the teacher gives points to students who answer. Next, the teacher told the students to work on the questions in the LKS, and the students rushed to work on the questions given.

From the results of teacher interviews, it can be concluded that the evaluation of learning conducted by the Tiwikrama Computer Vocational School in Mamuju Regency is carried out per KI and KD. But not only with written evaluations but also using oral tests to find out how far students have received learning. With this evaluation it can be seen how student achievement has increased or not. Then the researcher asked one of the PAI teachers about the instrument in the form of what was used in the written test: "For the written test the instrument could be multiple choice and description, that is the one used most often. For example for daily tests, UTS and UAS. Sometimes there is also in the form of matching or true and false, as a variation.

Almost the same statement expressed by Mrs. Laeli Mubarok is as follows: "For the assessment of the knowledge aspect, the written test is usually in the form of descriptions and multiple choices for both daily tests, UTS and UAS. In the framework of the question preparation activity, there is a form of test questions prepared by the teacher himself who holds the field of study before carrying out evaluation activities. The teacher at the Tiwikrama Computer Vocational School, Mamuju Regency, does the planning by referring to the previously formulated lesson plans. The cognitive evaluation techniques used are written tests, oral tests, and assignments. Then the instrument used for the written test is in the form of multiple choice, description and true false. For oral tests, the teacher gives questions and then the students answer and assignments are given to students during group discussions or after the teacher delivers the material face to face. In determining the KKM, it is an agreement from allied subject teachers, then if students score less than the standard they have to do remedial. From the evaluation activities in the cognitive domain, the teacher can find out the level of students' understanding of the material and can improve the methods or strategies used by the teacher so that they can improve student achievement.

2. Affective Realm

Attitude assessment is an assessment of students' behavioral tendencies as a result of education, both inside and outside the classroom. Attitude assessment has different characteristics from knowledge and skills assessment, so the techniques used are also different. In this case, attitude assessment is aimed at knowing achievements and fostering student behavior and character according to the attitude points in KD on KI-1 and KI-2. The assessment begins with the planning that is carried out when preparing the learning implementation plan (RPP) which refers to the syllabus. The following is a statement from one informant about planning before conducting an evaluation in the affective domain: "For the affective domain, the initial planning is the same as that already in the RPP draft. Starting from formulating evaluation objectives, what techniques are used, what instruments are, how the assessment criteria already exist.

According to David R. Krathwohl, there are five taxonomies for affective areas, namely receiving, responding, valuing, organization and characterization. The following are the results of my observations related to the six levels of the learning aspects, but the six levels are not complete, it can be shown at the receiving level, shown by students listening to the material delivered by the teacher; responding is shown by students participating in class discussions; valuing is shown by appreciation or respect for subject teachers; organization is shown by being able to organize the relationship of one value with another value; characterization is shown by showing confidence when working independently and collaborating in group activities.

Then the researcher asked about the affective domain evaluation technique used to carry out the assessment: "Yes, the most frequently used is observation because it is the most effective in my opinion. For journals, only important events are recorded, both positive and negative, every day. For example, Person A does not bring LKS books during PAI class hours and not all students are recorded. Almost the same statement by another informant revealed that: "As for the observation it is always done by the teacher, at any time during teaching and learning activities I will definitely make an observation. Not only for attitude assessment, for knowledge and skills can also be observation".

From the description above, it states that for evaluating the affective domain of Tiwikrama Computer Vocational School teachers, Mamuju Regency uses observation techniques more often and also records in a journal about important events carried out by students, both positive and negative. In K 13 all aspects are assessed using a report card format that supports both

cognitive, affective and psychomotor aspects, in contrast to KTSP and KBK, whose report card format does not yet support evaluating these three domains. One PAI teacher revealed that: "In the attitude assessment there is a format and it is applied in the report card in the form of letters and is narrated". the K 13, but actually since the KBK and KTSP have involved three domains it's just that the report card format is not yet supported.

Attitude assessment is mainly carried out by subject teachers, guidance counseling teachers (BK), and homeroom teachers, through observations recorded in journals in the form of anecdotal records and incidental records. In carrying out the attitude assessment it is assumed that each student has good behavior, so that if no very good or bad behavior is found, the student's attitude is considered good, according to the expected indicators. Very good or unfavorable behavior found in class during the learning process is recorded in the subject teacher's journal. Meanwhile, student behavior that is not good and other information that is valid and relevant outside the classroom, apart from being recorded by the subject teacher, is also recorded by the guidance counselor and homeroom teacher.

One other PAI teacher stated that: "Now the values for the contents of the hood are made at the end of the semester. So the BK teacher, the homeroom teacher and other teachers who teach carry out joint assessments. So it's not permapel anymore, now the assessment of social and spiritual attitudes in the report card is made a general conclusion. For a spiritual assessment in the report card for one semester, for example his name is Bahtiar then in the column on the behavior note it is written that he did not attend the Duha prayer which was held at school. So what determines graduation is mainly from the homeroom teacher and the BK teacher and the teachers who teach. For example, during one semester this student is never late or this student always follows the existing rules, that's the best great. So the K13 assessment is undergoing revisions so the more here there are improvements that you need to know about".

So the attitude assessment is not only assessed by the subject teacher again, but also by the BK teacher and homeroom teacher and other teachers and is made at the end of the semester in the form of a general conclusion. Furthermore, the researcher asked about the difficulties of implementing evaluation in K 13, especially in the affective domain, along with his statement: "As for difficulties in introducing learning evaluation in K 13, I don't think there is any, because every teacher gives bills at the beginning. So students just follow and carry out the bill. The child's attitude is all assessed. What you need to know is what the competency that was assessed was, then what value of knowledge was included, as well as the value of skills. So actually there are no significant difficulties in introducing a new evaluation system to students, because the teacher has given bills at the beginning and the students just have to follow.

In connection with difficulties or obstacles in implementing learning evaluation in the 2013 curriculum at the Tiwikrama Computer Vocational School, Mamuju Regency, the school conducted outreach through workshops conducted at school and outside of school to provide knowledge to teachers so they could implement and apply the new curriculum in learning. The following is the result of the author's interview with one of the Islamic Religious Education teachers who became an informant: "Socialization of the 2013 Curriculum is carried out by participating in workshops held at the school itself or outside the school. From there we discussed the design of PROTA, PROMES, RPP syllabus and those related to K 13. What you should know is that K 13 always experiences improvements or revisions, so we as a school must also follow these improvements.

Self-assessments and assessments between friends are carried out as a support and the results are used for confirmation material in the context of fostering and forming students. The same thing was conveyed by another informant who revealed that: "To be honest, to apply peer-to-peer assessment, frankly it hasn't been implemented thoroughly, meaning that maybe only

a few teachers apply it. So just make a standard range from the upper and lower limits, the reality is like that. So between the high, middle, lower or lower ones you can't judge everything. Because we are still learning and applying it here, we are still in our second year.

The informant revealed regarding assessments with colleagues: "For peer assessments I give assessment sheets to the children, there are already assessment criteria so the children just have to tick them off". The following is a statement from one of the PAI teachers regarding the assessment of the Spiritual Attitude Core Competency which is also included in the self-assessment: "As for the Spiritual Attitude Core Competency, the assessment can be from the activities of performing Duha and Duhur prayers, with each student being given a prayer card. This statement was reinforced by the students as follows: "Oh yes, for the Duha and Duhur prayers, each of us was given a prayer card after we finished praying, we just had to put a tick and put it in its place. It's not obligatory to pray dhuha, so you only take turns in one week only once. Each student is given a guidebook, after finishing the prayer, all that remains is to give a tick. That can also be included in the assessment.

One informant's statement regarding the benefits of affective domain evaluation activities "The benefit of evaluating the affective domain for students is that children understand and follow the direction towards good manners and its application can be seen from their attitude both within the family, school and community." From the description above it states that, for attitude assessment it is no longer only carried out by permapel teachers but from the summary of the results of attitude assessment by subject teachers and BK teachers for one semester collected to the homeroom teacher, then the homeroom teacher combines and summarizes in the form of a description that will be filled into the report card of every student in the class. The benefit of carrying out evaluation activities in the affective domain is that students understand how they have to apply good attitudes in the family, school and community environment.

3. Psychomotor Domain

Skills assessment is an assessment to measure student competency achievement against basic competencies in KI-4. Skills assessment requires students to demonstrate a certain competence. This assessment is intended to find out whether the knowledge that has been mastered by students can be used to recognize and solve problems in real life. Skills assessment can be carried out using various techniques including practice/performance, project and portfolio assessments. The following is a statement from an informant regarding skills assessment techniques: "Skills assessment is taken from practicum can, project can. For the value of skills made in the form of numbers and narrative. The results of the interview above can be further strengthened based on the results of observations that I saw regarding the evaluation of the skill domain used by one of the PAI teachers at the Tiwikrama Computer Vocational School, Mamuju Regency: "At 2-3 o'clock I go to class. At that time the material being taught was about khusnudhon. The teacher explained about the material being taught at that time. Then the teacher instructs his students to form groups, each group containing 6 children randomly determined by the teacher for their group members. Then the teacher distributes tasks that must be done in groups according to the material. At that time discussing the material about khusnudhon. The teacher gives twenty minutes to carry out group discussions on assignments. Then each group was asked to present in front of the class in turn. The audience from the group that was given the opportunity to ask questions to the group that made the presentation. From these activities the teacher observes which students are active and which are less active to serve as an assessment. From this discussion activity is the way the teacher takes value from the psychomotor aspect, namely seeing students' skills in expressing opinions and asking skills.

From the description above it states that for evaluation of the skills domain in the 2013

Curriculum which usually uses project assessment techniques, however it cannot always be applied to all subjects related to behavior. Maple teachers at the Tiwikrama Computer Vocational School, Mamuju Regency, assess skills from portfolio assignments and from group discussions carried out during teaching and learning activities or also with students' skills in answering each question given by the teacher. From the description it states that if the value of the psychomotor aspects of students does not meet the KKM, then students must do remedial.

CONCLUSION

Based on the discussion that the author described previously, the researcher can conclude first, that the planning and organization carried out by the teacher in improving the quality of learning in Islamic Religious Education subjects can be seen from the indicators of learning achievement, learning objectives, learning methods, learning media, learning resources and assessment. second Class management carried out by the teacher in improving the quality of learning in the subject of Religious Education always pays attention to the elements of effectiveness in learning, which include: Learning Materials, Learning Atmosphere, Media and Learning Resources. Besides understanding the elements in the effectiveness of learning, the teacher must also know what steps should be taken by the teacher in learning, so that it can run effectively as expected. learning evaluation activities are carried out through several stages of activity, including: planning, implementation, monitoring, data processing and use of evaluation results.

As for the suggestions in this study, for teachers this research can be used as input for teachers in class management at their respective schools, secondly, students need to learn more about class management in the learning process of Islamic religious education. Third For Researchers So that other researchers can review this research using different research methodologies and research locations. In addition to being able to complete the deficiencies that exist in this research and further enrich the development of existing knowledge.

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