

Classroom Management in Learning Islamic Education in Class 7 SMPN 1 Cikarang Utara

Rafika Zahra Mulyana¹ Lilis Karyawati² Nia Karnia³

Islamic Religious Education Study Program, Faculty of Islamic Religion, Universitas
Singaperbangsa Karawang, Karawang Regency, West Java Province, Indonesia^{1,2,3}

Email: 1910631110140@student.unsika.ac.id¹ lilis.karyawati@fai.unsika.ac.id²
nia.karnia@fai.unsika.ac.id³

Abstract

Classroom management is a picture carried out by the person in charge of teaching and learning activities who share with the aim of achieving idealistic conditions so that good and correct teaching and learning activities are carried out. This research method uses qualitative methods with in-depth interview methods. The results of the study showed that the combined classroom management approach, namely the teaching approach and the socio-emotional approach, has been effective in classroom management in PAI class 7 SMPN 1 Cikarang Utara. Judging from the arrangement of the classroom, anticipating class conditions, setting rules in the classroom, the teacher ensures that students remain focused, serious but relaxed, enthusiastic in learning activities. And the obstacles faced are the activeness of students when in class, the diverse understanding of students in receiving the material presented and students in collecting assignments given by the teacher. Then the solution to these obstacles is that the teacher must know each student's understanding ability in receiving material, always evaluate student learning outcomes, give assignments by adjusting students' understanding abilities, the teacher must be more interactive in class so that students can also be active in class, but those obstacles it must be enjoyed and we accept it with an open heart and we as teachers must know how to overcome these problems.

Keywords: Classroom Management, Islamic Religious Education Learning



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

Effective classroom management really determines the quality of teaching and learning activities. If the quality of teaching and learning is effective, students will also gain a good level of knowledge and insight. Arikunto (1986) says classroom management is an effort made by those in charge of teaching and learning activities with the intention of achieving optimal conditions so that teaching and learning activities can be carried out as expected (Warsono, n.d.). Classroom management is the teacher's skill for creating and maintaining optimal learning conditions and returning them if there is a disturbance in the teaching and learning process (P. Sherly I et al., n.d.).

In this study, the researcher took the sub-discussion theme of the form of a good classroom management and classroom management approach. The researcher took 3 titles from the sub-theme as a reference, namely: (1) Sri Mairani in her thesis entitled Classroom management strategy in increasing student learning activeness in class III SDN 018/IX Rengas Bandung, Jambi Outer City District, Muaro Jambi Regency said that students educated to comply with school rules and discipline, although students often disobey them. The use of physical classroom conditions in class management at SDN 018/IX Rengas Bandung, Jambi Outer City District, Muaro Jambi Regency is that the arrangement of classrooms and seating arrangements has been maximized as desired. (2) Sarah Septiani in her thesis entitled Classroom Management in PAI Learning at SMAS Tamansiswa Teluk Betung said that class management in PAI learning

had been well achieved but had to be further developed. Namely in the arrangement of facilities (Physical) which consists of seating arrangements, controlling air ventilation, arranging study rooms, arranging storage of goods, and setting light. Even so, the arrangement of class management in PAI learning at Tamansiswa Teluk Betung High School must be developed further, especially in controlling students (Non-Physical) there are 2 factors that have not worked as desired, namely discipline and behavior. (3) Septia Marwani in her thesis entitled Classroom management based on gender grouping at SMAN 11 Banda Aceh stated that it had been implemented as expected, seen from: (1) an effective, open and efficient learning process. (2) Increased respect for the opposite sex. (3) Reducing gender bullying. (4) Increased public interest in the school. (5) Increasing the commendable morals of students. Then, the form of a class management approach based on gender grouping is an eclectic or pluralistic approach that combines two approaches, namely the individual approach and the familial approach.

In order to create quality and attractive classrooms, the thing that needs to be considered is the form of a good classroom management approach and classroom management. Appropriate interaction between teachers and students, increasing cooperation between students who laugh at the form of interaction, can be maximized because of the form of approach that the teacher takes in classroom management. Likewise with classroom management, the teacher must control the class if there are disturbances that interfere with the comfort of students in participating in the learning process. For this reason, the researcher is interested in researching the form of a class management approach and classroom management that is quality and attractive for grade 7 students at SMPN 1 Cikarang Utara. The purpose of this study was to find out about the form of classroom management approach and classroom management applied by PAI teachers in grade 7 SMPN 1 Cikarang Utara.

RESEARCH METHODS

Sugiyono (Sugiyono, 2013) argues that qualitative research methods use researchers as the main tool, varied by data collection techniques, data analysis is inductive, and the results of qualitative research emphasize meaning more than general research. Qualitative research aims to maintain the form and content of human behavior and analyze its qualities, instead of turning them into quantitative entities (P. Ditha, 2018). Data collection techniques are ways of researchers to find or obtain data. The data collection techniques carried out by this researcher are:

1. Interview. Interviews in the data collection method are interviews conducted directly to the informant concerned to obtain data.
2. Observation. Observation is a technique in which a researcher sees, pays attention to and examines informants directly. Observations are made so that researchers get a more real image.
3. Data Studies. Data study is a method of collecting data from important documents such as photos, notes and journals.

In this study, researchers used the method of quoting data through interviews and observations. In interviews, researchers used the in-depth interview method or thorough interviews with informants. This in-depth interview was carried out by conducting face-to-face or face-to-face interviews with the informants to obtain the required information and data.

Data analysis is the process of compiling data systematically from the results that have been obtained (Sugiyono, 2013). After the results of data collection have been completed, it can be done:

1. Data reduction. Data reduction is a summary by setting the main subject of the results that have been obtained so that researchers can easily analyze data. Thus the reduced data will provide a clearer explanation and picture.
2. Presentation of data. Presentation of data in qualitative data research can be in the form of brief descriptions, categories, charts, and so on.
3. Conclusion. The final stage in data analysis is the conclusion. The researcher concludes that the data that has been analyzed becomes valid data so that it becomes a credible conclusion.

RESEARCH RESULTS AND DISCUSSION

Based on the results of interviews with PAI teachers in grade 7 SMPN 1 Cikarang Utara, he said that the use of a learning approach depends on the material that will be conveyed to students in class, but in general the approach to learning is divided into two, namely teacher centered and student approaches. centered because the teacher is the center in delivering material and becomes a target for students to achieve the material and so that there is interaction in the process of teaching and learning activities in class, and when the learning process is finished in class students can apply the material in their daily lives. He explained the learning approach that is usually carried out in the classroom in the teaching and learning process, one of which is the CTL approach where this approach is used when the teacher explains the material using this approach students can take examples in everyday life at home and also at school, the problem solving approach (problem based learning) in which this learning approach students can formulate problems and can identify how to solve problems. The next learning approach is used in the classroom, namely the scientific approach where the scientific approach to the learning process is arranged so that students are agile in building plans and strategies with scientific stages, namely: understanding, defining, formulating dissertations, uniting data, reviewing data, drawing assumptions, deliver, and use learning approaches.

In the form of a self-management approach, Mrs. Ina as a grade 7 PAI teacher at SMPN 1 Cikarang Utara uses a combined approach to create and maintain an effective atmosphere. He usually uses a teaching approach, he is very dominant in class, he also implements teaching well. Mrs. Ina also combines the socio-emotional atmosphere approach which includes the relationship between the teacher and fellow students. She said that enthusiasm for mutual respect and affection between fellow students and the teacher as a study group is important in creating social relations for a good learning process. In accordance with the results of interviews conducted with Mrs. Ina, that effective classroom management arrangements are by:

1. Classroom arrangement: usually in the learning process there is a group study system, but during the current pandemic, because there must be social distancing, group learning is not used, even if it is used in class, the distribution of each group is only two people with seats that are a bit far apart (a new plan will be used for the use of the group study system by looking at further conditions).
2. Anticipating class conditions: that is, before carrying out learning activities in class the teacher must condition the class well, usually the teacher greets, with the teacher greeting before the process of learning activities in class, students can focus on the teacher and there is no noise in the class and also do a prayer before the learning process in class.
3. Set rules in class: for example in the learning process when there are students who commit violations, the teacher strictly delivers results according to the agreed rules.
4. We must ensure that students stay focused in the process of learning activities, one of which is by giving questions to the most important students to students who seem disinterested and teaching students to be able to interact actively in class.

5. Be serious but relaxed in the learning process: occasionally the teacher invites students to be serious in following and paying attention to the subject matter, but there is nothing wrong with learning activities the teacher invites students to laugh.
6. Be enthusiastic in every learning process in class: so we as teachers must be able to control emotions when in class, from the beginning to the end of the process of learning activities the teacher must be enthusiastic and appear in a good mood, so students can be comfortable listening to every process learning.
7. The teacher's position when delivering material in class: as a teacher, don't just sit from the beginning to the end of the lesson because it will make students bored, the teacher doesn't turn his back to students too often when writing on the blackboard, the teacher must stand up when giving material in class. class goals in order to be able to control the students as a whole.

The obstacles experienced by Mrs. Ina are that every time the learning process occurs in class there must be several obstacles, one of which is the activeness of students when in class, the understanding of various students in receiving the material conveyed and students in collecting assignments given by the teacher. The researcher also saw that when entering the class, the lack of availability of class tools such as cleaning tools lying at the back of the class, and the air conditioner turned off while the temperature in the class was hot but that did not interfere with teaching and learning activities.

As for the solution to these obstacles, Mrs. Ina said the teacher must know each student's understanding ability in receiving material, always evaluate student learning outcomes, give assignments by adjusting students' understanding abilities, teachers must be more interactive in class so that students can also be active in class, will but these obstacles must be enjoyed and we accept them with an open heart and we as teachers must know how to overcome these problems.

Discussion

According to Made Pidarta quoted by Syaiful Bahri Djamarah said, "classroom management is the process of selecting and using the right tools for class problems and situations. This means that the teacher is in charge of creating, repairing, and maintaining class systems/organizations. So that students can utilize their abilities, talents, and energy in individual tasks. According to Sudirman, who was joined by Syaiful Bahri Djamarah, explained, "classroom management is an effort to utilize class potential. Because of that the class has a certain role and function in supporting the success of the educational interaction process. So in order to provide encouragement and stimulation to students to learn, the class must be managed as well as possible by the teacher. Classroom management is an activity carried out to create and maintain conducive learning conditions so that learning activities can be carried out effectively and achieve the goals achieved. Classroom management is a picture carried out by the person in charge of teaching and learning activities who share with the aim of achieving idealistic conditions so that good and correct teaching and learning activities are carried out. Classroom management includes: Management that concerns the students themselves and Physical management such as rooms, goods, and learning tools. Opening windows so that fresh air can enter the room and brighten the room, turning on the lights, setting the table are physical management activities. The purpose of classroom management is so that every child in the class can work and study in an orderly manner so that teaching objectives can be achieved effectively and efficiently.

In classroom management, there are two topics that play a role, namely students and teachers. The teacher's role is very large in classroom management, because the teacher is responsible for teaching and learning activities in class. The teacher is the main source of teaching and learning activities. Teachers must be full of ideas and ideas in order to manage the class. Because the teacher knows for sure the atmosphere and state of the class, especially the state of the students and their conditions. Students are anyone who is registered as a student object at an educational institution, both at elementary and secondary level educational institutions and at higher level educational institutions, namely universities and academics. Students are objects that receive lessons from the teacher. The form of approach taken by a teacher in classroom management will be greatly influenced by the teacher's description of behavior. Personality, character, student behavior, and class atmosphere when a student deviates. In the background of classroom management, teaching preparation has functions, namely:

1. The teaching design can be used as a tool for obtaining and solving learning problems in the classroom.
2. The teaching design can lead to teaching and learning activities that run in the classroom.
3. The teaching design can be based on the core of the use of various learning media in the classroom.
4. Teaching plans can be based on levels to measure and predict the results of teaching and learning activities for teaching to be achieved.

This socio-emotional approach upholds the hypothesis that:

1. Good teaching activities require good socio-emotional conditions or good interpersonal relationships between those who participate in these teaching activities.
2. The teacher plays the main role in creating a good socio-emotional atmosphere. There are many guidelines that can be studied to assist teachers as classroom managers in creating socio-emotional conditions that support teaching efficiency. However, several things are suspected to be needed in using this approach, namely:
 - a. The teacher's ways and habits to appear honest, voluntary and open, passionate, enthusiastic and active.
 - b. The teacher's sensitivity regarding agreeing and understanding who his students are with great affection.
 - c. The fluency possessed by the teacher in interacting well, making decisions swiftly and concretely developing problem-solving strategies, developing a sense of social trust, and developing democratic and open learning situations.

According to Rohani (D. Sandra R, 2012), the factors that become obstacles in classroom management are:

1. Teacher factor. The inhibiting factors that come from the teacher are:
 - a. Teacher leadership type: Authoritarian and dominating teacher leadership types will create passive behavior for students.
 - b. Serious learning activities: Teaching and learning formats that do not vary can cause students to be disappointed, empty and bored, this results in disobedience to discipline.
 - c. Teacher character: Teachers being arbitrary, irrational, and inflexible will create classroom management problems.
 - d. Teacher knowledge: Teachers have limited knowledge of management issues and management approaches, both theoretical and practical experience.

- e. Teacher's understanding of students: Limited possibilities for teachers to understand student behavior and their background which can be caused by the lack of teacher efforts to understand students.
2. Student Factors. The lack of understanding of students completing and collecting assignments as members of a class or school.
3. Family Factors. The behavior of students in the classroom is a picture of their family situation. The authoritarian attitude of parents will be illustrated by the passive or rude behavior of students. In the classroom sometimes found there are students who bully and make noise, they usually come from broken home families.
4. Facility Factor. The facility factor is an obstacle in classroom management, including: The number of students is large so it is difficult to arrange; Classrooms are small compared to the number of students; and the lack of availability of school or class equipment/inappropriate.



CONCLUSION

In class 7 PAI class management at SMPN 1 Cikarang Utara, the teacher applies a combined approach, namely a teaching and socio-emotional approach where the teacher is very dominant in the class, but the teacher implements teaching well which creates social relations between teachers and fellow students to learning process. The teacher must be able to control the class if there are disturbances that can disturb the peace of students in participating in learning. Barriers to classroom management experienced by teachers, teachers can evaluate and implement these obstacles properly.

BIBLIOGRAPHY

- Anjelita Dhita, Putri Giselda, Amalia Lina, Siti Nurul, Apriliani Melawati, Yulia dkk. 2021. Pendekatan Dalam Pengelolaan kelas. Universitas Djuanda: Bogor
- Hadari Nawawi, Pengelolaan Kelas dan Organisasi Sekolah, Yogyakarta: Pustaka Pelajar, 1995.
- Hendra, Umar. 2020. Konsep Dasar Pengelolaan Kelas dalam Proses Pembelajaran di Sekolah. Jurnal Ilmiah "Kreatif" Vol. 18 No. 1
- Mariani Sri. 2020. Strategi pengelolaan kelas dalam meningkatkan keaktifan belajar siswa di kelas di III SDN 018/IX Rengas Bandung Kecamatan Jambi Luar Kota Kabupaten Muaro

- Jambi. Skripsi. Tidak diterbitkan. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi: Jambi.
- Marwani Septia. 2018. Pengelolalaan kelas berbasis pengelompokkan jenis kelamin di SMAN 11 Banda Aceh. Skripsi. Tidak diterbitkan. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Ar-Raniry: Darussalam Banda Aceh.
- Novan Ardy Wiyani, Manajemen Kelas: Teori Dan Aplikasi, Yogyakarta: Ar-ruz Media, 2019.
- Septiani Sarah. 2018. Pengelolaan Kelas dalam Pembelajaran PAI di SMAS Tamansiswa Teluk Betung. Skripsi. Tidak diterbitkan. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Raden Intan Lampung: Lampung.
- Sugiyono, Metode Penelitian Kuantitatif, Kualitatif ,Bandung: Alfabeta, 2010.
- Syaiful Bahri Djamarah, Guru dan Anak Didik Dalam Interaksi Edukatif. Jakarta: Rineka Cipta, 2010.