

## CLASSROOM MANAGEMENT OF LEARNING ACTIVITIES AT MADRASAH; EXPLORING THE MEANING OF THE TEACHER'S ROLE

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### **Abstract :**

*This study aims to analyze and understand the meaning of classroom management for Islamic Religious Education teachers at Madrasah Aliyah Ihyaul Ulum. Researchers use a qualitative approach to the type of case study. Data collection techniques are carried out through observation, interview, and documentation. Research results show that; Class management is understood as a form of the central role and duties of an Islamic religious teacher, which must be carried out thoughtfully and responsibly. Second, the implementation of class management in Islamic Religious Education learning is motivated by the teacher's desire to achieve his learning goals in Madrasahs. Third, implementing class management in learning Islamic Religious Education aims to improve the quality of learning. Fourth, creating a comfortable learning atmosphere for learning Islamic Religious Education.*

### **Abstrak:**

*Penelitian ini bertujuan untuk menganalisis dan memahami tentang makna manajemen kelas bagi guru Pendidikan Agama Islam di Madrasah Aliyah Ihyaul Ulum memiliki. Peneliti menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan datanya dilakukan melalui observasi, interview dan dokumentasi. Hasil penelitian menunjukkan bahwa; manajemen kelas dipahami sebagai bentuk dari peran dan tugas pokok dari guru agama Islam yang harus dilaksanakan dengan sungguh-sungguh dan penuh tanggung jawab. Kedua, Pelaksanaan manajemen kelas pada pembelajaran Pendidikan Agama Islam dilatar belakangi oleh keinginan guru untuk mencapai tujuan pembelajarannya di Madrasah. Ketiga, penerapan manajemen kelas pada pembelajaran Pendidikan Agama Islam ditujukan untuk meningkatkan kualitas pembelajarannya. Keempat, Penciptaan suasana belajar yang nyaman bagi pada pembelajaran Pendidikan Agama Islam*

## INTRODUCTION

As an academic staff, teachers majorly contribute to shaping human resource capabilities (Djajadi, 2020). Therefore, a teacher needs awareness of himself to continuously improve the abilities, skills, and knowledge needed to improve his performance abilities as a professional teacher or teacher (Sulfemi, 2020). Several factors, namely, must support this professional attitude: having good academic quality, being far-sighted and knowledgeable, and having views on the environment (Wavedin et al., 2021; Nuryani et al., 2022) ;).

Teacher performance is the result of the teacher's work reflected in how to plan, implement and assess the teaching and learning process, whose intensity is based on a work ethic, as well as professional discipline in the learning process (Elly & Soraya, 2020). The success of students in the class can be seen from the responsibility assigned to the teacher, how to prepare the administrative completeness of the teacher before delivering it to students in class, besides that the teacher must be an example with discipline or obey school rules. Schools need to pay attention to teachers' work motivation, both external and internal (Asmarani, Widdah, Putra, & Fadhil, 2022). This is a strategic step to encourage teachers to work more productively. Teachers need to be given appreciation to fulfill needs that align with teacher expectations (Asmarani et al., 2022).

Today there are still many problems related to education and learning activities in the classroom, especially at Madrasah Aliyah (MA) Ihyaul Ulum, Gresik, where there is student dissatisfaction with the teacher's performance in their learning activities. The emergence of complaints or criticism from students, parents, or teachers. These complaints do not need to happen or can be minimized if all parties can play a role, especially a teacher as a class manager in the proper function.

This phenomenon is caused by the teacher's wrong understanding of classroom management in carrying out his mandate. Classroom management needs to be more understood by them. This concept is understood as a classroom arrangement related to facilities such as seats, bookcases, and teaching tools. Even though the arrangement of teaching and learning facilities in the classroom is only a small part, what is primarily classroom conditioning, means how the teacher plans, organizes and carries out various activities in the classroom so that the teaching and learning process can run and work well.

Classroom management, in this case, is understood as an effort made by the teacher to create and maintain and develop learning motivation to achieve the goals that have been set (Salma, 2020). Effective classroom management is an absolute prerequisite for an effective teaching and learning process to occur (Sumar, 2020). Management is seen as one aspect of implementing an entire learning system among the various teacher assignments in the classroom.

Many studies on classroom management have been carried out by previous researchers, including Sumar (2020), who said that classroom

management in schools includes; designing classes, organizing classes, monitoring classes, and evaluating classes. Furthermore, Isnanto et al. (2020) said that classroom management strategies in schools are carried out in order to utilize class potential through the role of the teacher as a guide, motivator, facilitator, demonstrator, and evaluator so that the teacher can analyze every problem of class management, both concerning students, teachers as well as the physical environment and socio-emotional environment.

Classroom management is integral to the teacher's duties and roles in carrying out educational and learning activities in the classroom. Implementing learning management in the classroom includes time management, media management, and classroom management (Budiya, 2021). It is the teacher's job to manage time well. Moreover, according to Eliningsih (2021), to increase teacher understanding and competence in managing classes to meet expectations, clinical supervision activities are needed to find out about all of their classroom management activities.

Subject teachers in the Islamic Religious Education family at MA Ihyaul Ulum as research subjects, in this case, should be good at managing classes so that learning activities run effectively and optimally. Teachers as professionals are required to be able to manage to learn and manage the classroom, namely creating and maintaining optimal learning conditions for achieving teaching objectives.

Class management in learning Islamic Religious Education aims to make classes conducive. What will happen if students walk back and forth in class without a clear purpose, make noise, disturb other students studying, and so on? This condition should not need to happen; the teacher must be able to control the class so that teaching and learning activities run effectively. Students want to refrain from negative behavior, be orderly, be able to follow school rules and have high concentration so that learning objectives can be achieved.

In class management or management in learning Islamic Religious Education at MA Ihyaul Ulum, two subjects play a role: teachers and students. As a manager and leader, the teacher has a more dominant role than the students. The teacher's work motivation and leadership style will also determine the extent of the teacher's success in managing the classroom.

In addition, high learning motivation is one of the determining factors for student success in achieving the best learning outcomes at MA Ihyaul Ulum. Motivation affects learning outcomes and the learning process (Warsah et al., 2021; Engin, 2020). Students with high motivation will be actively involved, diligent, and enthusiastic in learning, so learning will become more active and meaningful and achieve quality learning outcomes (Bester & Brand, 2013).

Therefore, if class management in learning Islamic Religious Education can run well, then learning activities can run more regularly, orderly, and effectively as well as fun. Providing an effective learning environment includes teachers' strategies to create positive and productive classroom experiences,

often referred to as classroom management. These are strategies for providing an effective learning environment that prevents and responds to bad behavior and uses time. Class well creates an atmosphere conducive to interest and research and allows activities that engage students' minds and imagination (Serow & Clark, 2019).

With class management implemented by teachers at MA Ihyaul Ulum, students will be motivated to learn so that learning activities run effectively and efficiently. With the effectiveness and efficiency of Islamic Religious Education learning, it is hoped that it will improve student learning achievement so that the output of this learning is by all expectations. Departing from this, this research focuses on efforts to analyze the meaning of classroom management in Islamic Religious Education learning activities at Madrasah Aliyah (MA) Ihyaul Ulum, Gresik, East Java.

## RESEARCH METHODS

This study uses a qualitative case study approach in which the researcher seeks to uncover the deep meaning associated with classroom management carried out by teachers in Islamic Religious Education learning activities at Madrasah Aliyah (MA) Ihyaul Ulum, Gresik, East Java (Lexy J. Moloeng, 2005). To obtain valid and accountable data, the researcher interviewed several people with information related to the research theme. In addition, researchers also made observations of various activities in the madrasa and carried out documentation activities on various research-supporting data.

The data analysis technique was carried out through interactive data analysis from Milles & Huberman (2014), which included the presentation of data found in the field, both from the results of interviews, observations and documentation. Data reduction is made to sort and select data according to the research theme. The final step is concluding the final findings of the study.

## RESULTS AND DISCUSSION

The results of the study show that the meaning of classroom management in Islamic Religious Education learning activities for teachers at Madrasah Aliyah Ihyaul Ulum is as follows; First, class management is understood as a form of the leading roles and tasks of Islamic religious teachers. The existence of a straightforward implementation of the main tasks and functions of the teacher is the reason for Islamic Religious Education teachers to carry out classroom management in Islamic Religious Education lessons at Madrasah Aliyah Ihyaul Ulum, Gresik. Teachers have various tasks that are implemented in the form of dedication. These tasks cover the professional, humanitarian, and social fields. Tasks include educating teachers as a profession, teaching, and training. Educating means continuing and developing the values of life and life. Teaching means continuing and developing science

and technology. While training means developing skills in students.

This is as stated by Mr. XY, who said that; The teacher's task is not only to teach in class, but the teacher must also be able to develop the various potentials that exist in students so that they have competencies and skills that are ready to use after learning. Therefore, in any learning that is carried out, the teacher must always pay attention to students' affective, cognitive and psychomotor aspects. When these three things can be realized, it means that the teacher has been successful in carrying out education and learning.

In his duties as the teacher of Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, Gresik helps students who are developing to learn something they do not know yet, form competencies, and understand the standard material being studied. The teacher, as a teacher, must keep abreast of technological developments so that what is conveyed to students is up-to-date and not outdated.

Technological developments have changed the teacher's role from a teacher in charge of delivering learning material to a facilitator facilitating learning. This is possible because technological developments have given rise to many books at relatively low prices. Students can learn via the internet with no time and space restrictions and through television, social media, and newspapers that are present before us.

The teacher is in a strategic position for empowerment and learning that any element in life cannot replace. The more significant the existence of the teacher carrying out his role and duties, the more guaranteed the creation of reliability and the fostering of one's readiness to face life in the future. Moreover, teachers are also required to shape the character of students who have good morals.

As an educator who is a figures, role model, and identification for students and Madrasah Aliyah Ihyaul Ulum, Gresik, Islamic Religious Education teachers must have specific personal quality standards, which include responsibility, authority, independence, and discipline. Teachers must understand values and moral and social norms and try to behave and act by these values and norms so that they will serve as *uswah* or role models for students in everyday behavior.

Second, the implementation of class management in Islamic Religious Education learning is motivated by the teacher's desire to achieve his learning goals at Madrasah Aliyah Ihyaul Ulum, Gresik. Learning objectives should be placed and used as a starting point for the teacher's thinking in compiling a Lesson Plan, which will color the other planning components.

Learning objectives for teachers occupy a critical position. Teachers must have clear goals as a direction in their teaching activities. Therefore, the objectives must be clear, measurable, and logical to create a planned and systematic learning atmosphere. In carrying out classroom management, learning objectives are a critical starting point in learning activities. Hence,

every educator and prospective educator needs to understand both the meaning and types. The learning objectives are the main components formulated by the teachers of Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, Gresik, in learning activities because they are the objectives of the learning process.

According to Process Standards in Permendiknas Number 41 of 2007, learning objectives describe the process and learning outcomes expected to be achieved by students by essential competencies. This means that the abilities formulated in the learning objectives include the abilities students will achieve during the learning process and the final learning outcomes in a KD.

Islamic Religious Education teachers can use the formulation of clear objectives at Madrasah Aliyah Ihyaul Ulum to evaluate the effectiveness of the success of the learning process. A learning process is successful when students can optimally achieve goals. Achieving goals is an indicator of the success of educators in designing and processing learning.

Learning objectives for teachers of Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, Gresik, can be used as guidelines and guides in student learning activities. Clear and precise goals can guide students in carrying out learning activities. In this regard, educators can also plan and prepare what actions to be taken to help students learn. In addition, the learning objectives of Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, Gresik, can assist in designing learning systems. This means that clear objectives can assist educators in determining the subject matter, learning methods or strategies, tools, media, and learning resources, as well as in determining and designing evaluation tools to see student learning success.

Against the background of achieving these learning objectives, teachers of Islamic Religious Education material at Madrasah Aliyah Ihyaul Ulum try to manage their classes well, hoping that predetermined learning targets can be realized optimally.

Third, the application of class management to learning Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum aims to improve the quality of learning. The quality of learning can be seen in terms of process and terms of results. In terms of process, the learning of Islamic Religious Education is said to be successful and of good quality if all or at least most of the students are actively involved, both physically, mentally, and socially, in the learning process, in addition to showing high learning enthusiasm, great enthusiasm for learning, and self-confidence.

The teacher is said to be successful in his teaching and learning activities in the classroom when he can liven up the classroom atmosphere so that all components of the class become active in learning activities. There are no passive students, they do not concentrate on what is conveyed by the teacher, but students focus on what is conveyed by the teacher in front of the class; in fact, it contributes to creating a lively atmosphere.

Meanwhile, in terms of results, the learning process of Islamic Religious Education is said to be successful if there is a positive change in behavior in all or at least most of the students. Furthermore, the learning process is said to be successful and of high quality, if the input is evenly distributed and produces high-quality output for the needs and development of society and development.

The demand for the importance of improving the learning quality of Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, which leads to improving student learning achievement, is sought by teachers through the use of learning approaches and methods that can arouse student learning motivation.

In addition, to improve the quality of Islamic Religious Education learning at Madrasah Aliyah Ihyaul Ulum, the teacher is not alone in delivering the material, meaning that the teacher uses the media to help convey material to students in class. Learning media, in this case, is a vehicle for conveying messages or learning information to condition a person to learn or various types of resources that can be used in the learning process.

The use of approaches, various methods, and learning media as a vehicle for conveying teacher messages to students to increase student learning motivation leads to increased student achievement in Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, Gresik.

Fourth, the creation of a comfortable learning atmosphere for learning Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum, Gresik, is the reason why teachers manage their classes well. The learning atmosphere is a determining factor for success in achieving learning goals. The principle of learning for adults and children is essentially the same through exploration and fun.

The role of the Islamic Religious Education teacher at Madrasah Aliyah Ihyaul Ulum, Gresik, in class management is vital, especially in creating a comfortable and exciting learning atmosphere. That is because, in principle, the teacher holds two main issues: teaching and classroom management. Classroom management problems are related to efforts to create and maintain conditions so that the learning process can take place effectively and efficiently to achieve learning objectives.

Classroom management carried out by Islamic Religious Education teachers at Madrasah Aliyah Ihyaul Ulum, Gresik, is all the efforts and actions of teachers in fostering, mobilizing, and using class resources optimally, selectively, and effectively to create conditions or solve class problems so that the teaching and learning process can fair, comfortable and fun.

## CONCLUSION

In learning activities in class, it turns out that class management in

learning Islamic Religious Education at Madrasah Aliyah Ihyaul Ulum has quite a deep meaning for teachers. This meaning can be understood as a deep impression felt by the teacher, which requires him to hold high commitment and professionalism in carrying out his duties and responsibilities. The meaning appears; First, class management is understood as a form of Islamic religious teachers' main roles and duties, which must be carried out thoughtfully and responsibly. Second, the implementation of class management in Islamic Religious Education learning is motivated by the teacher's desire to achieve his learning goals in Madrasahs. Third, implementing class management in learning Islamic Religious Education aims to improve the quality of learning. Fourth, the creation of a comfortable learning atmosphere for learning Islamic Religious Education

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