

Improving the Islamic Education Learning Quality through Classroom Management in Madrasah Ibtidaiyah

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Abstract

This research aims to describe classroom management practices and teachers' efforts to improve the quality of Islamic religious education learning in Madrasah Ibtidaiyah. A qualitative approach with a case study method was employed, utilizing observation, interviews, and document studies for data collection. Data analysis involved reduction, presentation, validation, and conclusion drawing. The findings reveal that classroom management by teachers includes preparation of essential teaching skills. Teachers enhance classroom management through various approaches: discipline, reward and punishment, teaching, attitude, and group process. This research contributes to the academic understanding of classroom management implementation in Islamic religious education at the Madrasah Ibtidaiyah level. In Islamic education, classroom management is a crucial skill for educators, aligning with the Prophet Muhammad's SAW emphasis on purposeful, precise, and thorough efforts in teaching.

Keywords: classroom management; islamic religious education; madrasah ibtidaiyah

INTRODUCTION

Improving the quality of graduates is the primary goal of any educational institution. Alongside meeting ever-increasing graduation standards, it is essential to enhance the institution's learning processes. Teachers, as educators, are a crucial factor in the success of education (Yusri et al., 2021).

Thus, they are central to discussions on curriculum innovation, learning resources, human resource standards, and other educational activities, underscoring their vital role in education (Zainuddin, 2019). Teachers are expected to possess four core competencies: personal, pedagogical, professional, and social (Susanti & Retnasari, 2021).

They are the most significant factor in ensuring quality educational processes and outcomes (Susanti & Retnasari, 2021). Efforts to improve education quality cannot succeed without the support of professional and qualified teachers (Marcella et al., 2021), making teacher development a primary focus (Komalasari et al., 2020). In Islamic education, teachers hold a revered status. They are seen as knowledgeable, pious, exemplary individuals who embody their teachings through righteous actions, serving as role models for their students (Madani, 2019).

Student learning success largely depends on teachers' teaching strategies (Sappetau et al., 2021). Teachers must understand the fundamental principles of implementing classroom learning activities (Hasan & Siregar, 2022), including the philosophy of teaching and learning. Beyond imparting knowledge, teachers are responsible for

organizing lessons to foster a positive learning atmosphere (Azizatunnisa et al., 2022).

Effective classroom management involves planning methods, strategies, and promoting inclusivity. It directly influences student development (Mao, 2019) and enhances learning intensity, contributing to the achievement of educational goals (Rifa'i & Mawaddah, 2020).

A well-managed physical environment, combined with effective student management, positively impacts learning outcomes (Yurtçu & Doğan, 2022). Professional teachers prioritize classroom management, recognizing its role in creating an effective learning environment. This involves utilizing classroom potential for creative, purposeful activities, ensuring time and resources are efficiently used for curricular goals and student growth (Mireles-Rios et al., 2019).

Creating a comfortable classroom is a key aspect of effective classroom management, which involves teacher actions aimed at establishing and maintaining optimal conditions for student learning (Rizal & Risnawati, 2020).

Successful classroom management requires attention to all elements of the learning process: teachers' skills, students' diverse backgrounds, curriculum components, and the use of methods, media, and resources. Everyone needs to connect and interact in the classroom (Kim et al., 2019). Efficient integration of these elements, along with strong teacher-student relationships, fosters an effective learning environment (Robinson et al., 2016).

Classroom management reflects the teacher's ability to harness classroom potential for creative, purposeful activities, optimizing time and resources for curriculum goals and student growth. It is essential for achieving and sustaining an environment conducive to effective learning outcomes.

Previous research highlights its importance. Mostofi and Mohseni (2018) found that authoritative, democratic, and fair management significantly impact teachers' professional development. Li et al. identified challenges in classroom management, including students' disinterest in their majors (39.2%), weak collective consciousness (31.5%), and limited involvement by part-time principals in management (90%) (Li et al., 2018). Nuryasintia and Wibowo demonstrated that instructional media and effective classroom management positively influence student learning activities (Nuryasintia & Wibowo, 2019).

In Pamekasan, a Madrasah Ibtidaiyah has implemented classroom management practices—planning, organizing, implementing, and evaluating—that foster students' ecological awareness (Asy'ari, 2023) and reduce anxiety levels (Dacholfany et al., 2023). This unique approach warrants a discussion from a different perspective.

Unlike previous studies, this research focuses on classroom management's role in improving the quality of Islamic education at Madrasah Ibtidaiyah in Pamekasan. The objectives are to describe how classroom management enhances learning quality, examine its implementation, and explore teachers' efforts to improve Islamic education.

This study addresses common classroom issues, such as unachieved learning objectives due to an uncondusive atmosphere, difficulty in material comprehension caused by overly theoretical teaching—particularly in religious subjects with many foreign terms—and one-directional teacher-to-student communication.

METHOD

This qualitative research employs a case study approach, providing an in-depth analysis of specific conditions or events. The study focuses on exploring classroom management models to improve the quality of Islamic Religious Education at a Madrasah Ibtidaiyah in Pamekasan Regency, East Java. Participants include the head of the madrasah, teachers, and students. The research was conducted from October to December 2023 using observation, interviews, and document analysis. Observations examined the teaching processes in classrooms, while interviews gathered detailed insights from madrasah leaders, teachers, and students. Document analysis supported additional data collection. Data analysis involved reduction, presentation, and conclusion drawing. Relevant data were contextually selected, presented narratively, and reviewed to derive conclusions. Validation was achieved through cross-verification of data from interviews with all participants.

DISCUSSION

Basic Skills in Classroom Management

Interviews with the madrasah head revealed that effective classroom management is challenging and requires teachers to create a comfortable learning environment through specific skills. Teachers must possess the following skills:

Personal Approach: Building healthy relationships between educators and learners, as well as among learners, fosters a supportive environment essential for effective teaching.

Organizational Skills: Teachers must organize and oversee group or individual activities from start to finish, ensuring smooth execution.

Teaching and Facilitation Skills: These skills enable teachers to guide student progress effectively while addressing potential challenges.

Planning and Implementation Skills: Teachers must design and execute teaching strategies tailored to individual or group needs. Mastering these skills allows educators to manage classrooms effectively, resulting in improved learning outcomes and high-quality students (Hanushek et al., 2019).

Classroom Management Practice

In this study, the head of the madrasah outlined several key components of classroom management implementation.

First, Management of Personal Activities is emphasized, as successful learning begins with organized activities that foster interaction between teachers and students. At the first meeting or the start of face-to-face classes,

teachers ensure that students understand the skills they are expected to acquire by the end of the course. The activities carried out during the study in this madrasah include: recognizing the characteristics of the students, providing an overview of the subject program (including lesson plans and textbooks), communicating general learning objectives, teaching learning strategies to deepen content understanding, and explaining the evaluation system. Teachers are responsible for explaining evaluation techniques, including students' rights and responsibilities in assessment tasks.

The types of evaluations used in the madrasah include written and oral assessments covering cognitive, affective, and psychomotor aspects. These evaluations are part of the instructional plans created by teachers, which include both process evaluations (assessing student performance during the learning process) and learning outcome evaluations (tests or assignments given to students).

Reference books and learning resources are essential for expanding the knowledge of both teachers and students. According to survey results, at the first meeting, no reference books were mentioned as supplementary teaching materials or as alternatives to textbooks. While reference information is included in educational materials, it is often limited to the madrasah textbooks.

Second, Organization of Learning Material Delivery Activities. Planning the delivery of learning materials is a daily task for all teachers during the learning phase. Islamic education teachers believe that this organizing activity consists of several key components: organizing activities

at the beginning of learning, central learning activities, closing activities, the teacher's attitude during the learning process, the use of learning methods and media, and the classroom atmosphere during the learning process.

Introduction Activities: The initial participation in class includes several activities such as greeting students, gaining their attention, communicating specific learning objectives, and student recognition. **Main Activities:** During core learning activities, the teacher follows the steps of the learning method used. **Closing Activities:** The final activities include providing feedback, distributing assignments/tests, and summarizing the learning (resume).

Not all subjects provide feedback activities to students. However, observations show that feedback is provided in the Islamic Education subject. In subjects with psychomotor aspects, such as prayer lessons for second-grade students, some students are asked to demonstrate the correct movements and prayer readings in front of the class. If the students perform well, the teacher provides feedback and assessment. Conversely, if the students have not performed well, the teacher gives feedback and teaches the correct movements and readings. Similarly, in third grade, the Quran and Hadith teacher provides feedback during Quranic studies. The teacher begins by randomly asking students to take turns reciting Quranic verses (Interview with Quran and Hadith Teacher, November 2023).

The purpose of giving formative tests is not to assign good or bad grades but to assess the learning process and determine whether specific learning objectives have been achieved. According to interview results,

formative tests, often in the form of worksheets, are regularly provided by the teachers.

Follow-up activities are conducted based on the evaluation results of the exercises presented to students. If students' learning outcomes do not meet the expected learning goals, corrective action must be taken. Additionally, enrichment materials are provided for students who meet the learning objectives.

Teachers' Efforts to Improve the Quality of Islamic Education through Classroom Management

Researcher observations suggest that teachers use various approaches to implement optimal classroom management. Disciplinary Approach: Classroom management is seen as the process of controlling student behavior, with the teacher's role being to create and maintain discipline. Discipline here is a force that requires students to obey rules and expectations.

Reward-Punishment Approach: Teachers reward obedient and disciplined students while imposing punishments on those who violate rules and regulations. This approach aims to reinforce desirable behaviors and deter negative ones. It encourages teachers to take actions within the classroom to prevent and stop undesirable student behaviors.

Attitudinal Approach: Classroom management is viewed as a process of changing students' attitudes. The teacher's role is to foster good behavior and prevent bad behavior. This approach is rooted in a psychological perspective, focusing on behavior modification. Group Work

Approach: In this approach, classroom management is understood as the process of creating a social system within the class, where group work plays a central role. Teachers are responsible for optimizing the development and implementation of group activities to enhance learning (Interview with Fiqih Teacher, December 2023).

When managing a classroom, teachers must first understand the classroom situation. With a clear understanding of the classroom context, the approach to classroom management depends on the teacher's knowledge and attitude toward the learning process, while also considering the unique dynamics of the classroom. In class, teachers impart knowledge to students, and students learn from what the teacher teaches. The results of interviews with Islamic education teachers indicate different types of educational conditions.

In some classrooms, teachers face noisy environments, where they constantly struggle to maintain control. In these situations, punishments and threats are frequently enforced, and punishments seem to be more effective in maintaining order.

Other classrooms, while still noisy, have a more positive atmosphere. In these cases, teachers try to make the madrasah a comfortable place for students by incorporating games, recreational activities, and story reading. Despite these efforts, challenges remain, as many students are inattentive during lessons and do not complete their assignments successfully.

In another type of classroom, teachers set many rules or insist on strict adherence to rules, which results in a calmer and more disciplined

environment. Students who violate these rules are immediately registered, reprimanded, and given penalties if necessary (Interview with Quran and Hadith Teacher, November 2023).

This condition is present in nearly all madrasahs and schools, where some teachers do not change their teaching methods from year to year. In these situations, educators must understand and apply specific classroom management strategies.

The lessons should be enjoyable for both teachers and students, with a high level of cooperation among students reflected in their interactions. Creating optimal interaction in the classroom depends on how educators approach classroom management. Therefore, the director of the madrasah must immerse himself in the subject at hand, actively participating and engaging his senses and imagination as much as possible. This approach is essential for achieving the best results.

In addition to striving for optimal classroom management, the Akidah Akhlaq teacher emphasizes that educators must also possess basic communication skills. The following are the fundamental communication skills required in classroom management:

First, Opening and Closing Lesson Skills. This skill involves preparing mentally, capturing students' attention, and performing activities to assess students' achievement of goals and understanding of the learning content. It also includes the organization of learning activities at the beginning and end of the lesson (Beane, 2019).

Second, Explanation Skills. Explanation skills refer to the ability to present information orally in an organized manner, demonstrating the relationships between different parts, such as cause and effect, definitions with examples, or connections to unknown concepts (Wulandari & Kurniah, 2018).

Third, Mastery of Teaching Media Skills. This skill is closely related to the teaching media used in the classroom. It emphasizes aspects such as clarifying the message presentation to avoid excessive verbalism, overcoming limitations of space, time, and sensory perception, generating enthusiasm for learning, providing opportunities for students to interact directly with the environment, and allowing students to learn independently according to their abilities and interests (Wiana et al., 2018).

Fourth, Mastery of Teaching Methods and Models Skills. This skill refers to a teacher's knowledge of various teaching methods and models. A teacher must be able to determine the appropriate methods and models based on students' characteristics and the conditions of the learning environment (Solikhah, 2018).

Fifth, Questioning Skills. This skill refers to a teacher's ability to use questions effectively to engage students and ensure their optimal involvement in learning, as well as to check students' understanding of the material being discussed (Erdoğan, 2019).

Sixth, Reinforcement Giving Skills. Reinforcement giving is an effective educational tool, such as praise, rewards, and tokens of appreciation, aimed at strengthening positive student behaviors. This skill

involves providing reinforcement in the form of positive responses from teachers to students who have demonstrated good conduct or achievement (Hidayati, 2018).

Seventh, Variation Management Skills. The skill of using variations is essential for maintaining an engaging learning environment. It helps to avoid monotony, ensuring that students remain enthusiastic, persistent, and actively engaged in every stage of the learning process (Masnunah, 2019).

Eighth, Discussion Guidance Skills. Group discussions are organizational processes in which a group of people engages in face-to-face interaction to draw conclusions and solve problems. Effective discussion guidance involves focusing students' attention on the goals and topics of the discussion, expanding on issues or opinions, analyzing students' viewpoints, increasing participation, providing opportunities for all students to contribute, and effectively closing the discussion (Swanson et al., 2019).

Ninth, Teaching Small Group and Individual Skills. Small group instruction refers to the teacher's ability to engage groups of approximately three to five students, or up to eight students, in focused learning activities. One-on-one teaching skills involve the teacher's ability to design goals, materials, procedures, and time allocation while considering the unique needs and differences of each student (Sundari et al., 2020).

Tenth, Classroom Management Skills. Classroom management is the teacher's ability to create and maintain optimal learning conditions, ensuring that the teaching and learning process proceeds smoothly. This skill also involves restoring the learning environment when disruptions

occur. Additionally, classroom management involves teacher actions aimed at fostering a conducive learning atmosphere that supports students academically and socio-emotionally (Stahnke & Blömeke, 2021).

These skills are crucial for professional educators in producing high-quality students. To enhance education quality, authentic, reliable, and valid data are needed. At the madrasah, activities are documented systematically using computerized data recording systems to facilitate the analysis and monitoring of student progress.

This data informs the community, especially parents, and serves as a basis for evaluating the success of both administrators and teachers. Regularly communicating student progress to parents provides essential feedback, enabling them to participate actively in their child's education and guide at-home learning.

Research highlights that effective classroom management includes mastering essential teaching skills such as communication, student organization, leadership, and lesson planning. Student characteristics also significantly influence learning management (Bradley, 2021) and outcomes (Septianti & Afiani, 2020). Clearly conveying learning objectives at the beginning of lessons ensures their effective achievement (Hidayah, 2020).

Teacher strategies for optimizing classroom management include disciplinary, reward and punishment, instructional, behavior change, and group process approaches. These strategies aim to build positive teacher-student interactions, which directly impact the effectiveness of the learning process (Robinson et al., 2016). Strong teacher-student interactions

enhance classroom management efficiency. Additionally, student-centered management fosters holistic development in cognitive, emotional, and psychomotor domains (Mao, 2019).

The difference between this research and previous studies lies in the classroom management practices implemented by teachers at Madrasah Ibtidaiyah, which create a conducive and enjoyable learning environment. This approach ensures that students not only understand Islamic education material theoretically but also internalize and practice religious values and good morals in alignment with the content taught.

In Islamic education, classroom management is an essential skill for educators, involving activities such as observing and identifying class needs, managing learning processes based on student requirements, and designing effective learning plans. This aligns with the principle of *Itqan*—precision, clarity, and completeness—as emphasized in a hadith of the Prophet Muhammad SAW, narrated by Imam Thabrani No. 897: "Indeed, Allah loves those who perform tasks with *Itqan*."

CONCLUSION

Based on the research findings, it can be concluded that effective classroom management by teachers involves managing face-to-face activities and demonstrating fundamental communication skills, such as opening and closing lessons, explaining, mastering instructional media, applying teaching methods and models, questioning, providing reinforcement, creating variations, guiding discussions, teaching small groups and

individuals, and overall classroom management. Teachers maximize classroom management through disciplinary, reward-punishment, instructional, attitudinal, and group process approaches, fostering positive interactions with students. In Islamic education, classroom management is an essential skill for educators, aimed at ensuring precise, purposeful, and thorough work, as emphasized in the hadith of Prophet Muhammad SAW.

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