Classroom Management in Enhancing the Effectiveness of Islamic Religious Education Learning

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ABSTRACT
This study aims to investigate the implementation of classroom management in enhancing the effectiveness of Islamic Religious Education (PAI) instruction at SMK Muhammadiyah 3 Makassar. It seeks to identify the facilitating and inhibiting factors of classroom management in improving PAI instruction at the aforementioned institution, as well as the approaches employed by teachers to enhance the effectiveness of PAI instruction. This research employs a qualitative approach, utilizing data collection methods such as observation, interviews, and documentation. Data analysis is conducted through descriptive analytics, involving the description and analysis of all field data to draw conclusions. The findings indicate that classroom management in enhancing the effectiveness of PAI instruction is effective but not yet optimal. Factors influencing the effectiveness of PAI instruction predominantly stem from the students themselves, the teachers, and the school's resources and facilities. Teachers employ various approaches, including power and threat, to enhance the effectiveness of PAI instruction, although not all aspects of classroom management can be fully implemented by teachers.

Keywords: Learning Effectiveness, Classroom Management Approaches, Islamic Religious Education Learning

INTRODUCTION
Education is one of the efforts to enhance and create quality individuals and a dignified nation respected by other nations (Solissa, 2022; Suyatno, Jumintono, et al., 2019; Suyatno, Pambudi, et al., 2019; Tadege et al., 2022; Yaman & Anilan, 2021). The benchmark for a quality nation can be seen in how successful education is carried out. This aligns with the function and goals of National Education as stated in Law No. 20 of 2003, Chapter II, Article 3, which states: "National Education functions to develop the abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation and aims
to develop the potential of learners to become individuals who are faithful and devout to the One Almighty God, noble in character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.” (Sisdiknas, 2003). Society is increasingly aware of the importance of education, but what's more important is how education is implemented. If teaching or delivering material is done correctly, the goals of education will be achieved effectively. Conversely, if there are errors in teaching a subject, both students and teachers will feel the loss.

The role of a teacher is crucial in delivering or teaching material to learners, especially in the classroom learning process. Without a teacher, there is no education, without education, there is no enlightenment process, and without meaningful enlightenment, human civilization will not progress. This statement means that the process of civilization and human development will be stagnant without the presence of teachers in transforming the learning process of the nation's children (Biesta, 2017; Dobber et al., 2017; Gui et al., 2020; Gumennykova et al., 2021; Marschall, 2022; Sari et al., 2021; Xhemajli, 2016).

The success of learners in their learning is heavily influenced by the teaching strategies employed by teachers (Kahu & Nelson, 2018; Smith, 2021). Teachers are expected to understand the fundamental components of classroom instruction. Therefore, teachers are required to comprehend the philosophy of education. Teaching is not only about transferring knowledge but also about fostering behaviors that become the possession of students. The success of education can be seen in how the learning process unfolds, how a teacher can build effective classroom management, and how they can realize the goals of education. The role of the teacher is crucial in education. The quality of education, whether good or bad, is influenced by how a teacher can deliver knowledge and life values that enable learners to achieve their aspirations, both for themselves, their families, society, and their nation (Brika et al., 2021; Garira, 2020; Ho et al., 2021; Jamoliddinovich, 2022; Qutni et al., 2021; Rodríguez et al., 2022). Specifically, the role referred to here relates to the teacher’s role in the learning process. A teacher is the dominant determining factor in education in general because they play a pivotal role in the learning process, where the learning process is the core of education as a whole.

SMK Muhammadiyah 3 Makassar is a school located in the urban area, situated in the Melayu Village, Wajo District, Makassar City, South Sulawesi Province, consisting of twelve classes. SMK Muhammadiyah 3 Makassar is a hope for the surrounding community because it is a vocational high school based on Islamic principles. This school offers new hope for the local community, most of whom come from the middle to lower economic strata, and they seek an affordable school, especially considering that SMK Muhammadiyah 3 Makassar is a vocational
high school with a strong emphasis on religious subjects. SMK Muhammadiyah 3 Makassar differs from other vocational schools because it offers a considerable number of Islamic subjects, including Quranic Studies (BTQ) and Muhammadiyah Studies.

From the above description, the author is interested and motivated to conduct research at SMK Muhammadiyah 3 Makassar. The purpose of this research is to understand how "Classroom Management Enhances the Effectiveness of Islamic Education Learning at SMK Muhammadiyah 3 Makassar."

METHOD

This research is a qualitative field study. Qualitative research is a systematic method used to examine or investigate an object in its natural context without manipulation and without testing hypotheses. It employs natural methods when the expected research outcome is not generalizations based on quantitative measures but rather an understanding of the qualitative aspects of the observed phenomenon.

With this method, the researcher will systematically present materials from various sources, which will then be carefully analyzed to draw conclusions about Classroom Management Enhancing the Effectiveness of Islamic Education Learning at SMK Muhammadiyah 3 Makassar.

The research location is SMK Muhammadiyah 3 Makassar, and the subjects of this research are teachers and students.

RESULT AND DISCUSSION

As an educational institution, SMK Muhammadiyah 3 Makassar operates within the context of Indonesia's national education system and upholds an Islamic ethos. The school's vision and mission serve as guiding principles that align with its legal and regulatory framework, as set forth in education laws and government regulations. These principles are formulated collaboratively, involving key stakeholders such as the school's leadership (headmaster), teaching staff, and the school committee. It is imperative for all members of the school community, including committee officials, to possess a comprehensive understanding of the school's vision and mission.

**Vision:** "To establish SMK Muhammadiyah 3 Makassar as a beacon of excellence, driven by the quality of Islamic values, practical skills, and entrepreneurship."

**Mission:**
1. Enhancing Academic Proficiency: The school aims to foster a culture of academic excellence, empowering students to excel in their studies.
2. Cultivating an Islamic School Environment: SMK Muhammadiyah 3 Makassar is committed to nurturing an educational atmosphere steeped in Islamic values.
3. Elevating Language Proficiency: The school seeks to enhance students' language skills, enabling them to communicate effectively.

4. Strengthening Computer Proficiency: A core objective is to equip students with advanced computer skills, enabling them to excel in a technology-driven world.

5. Fostering Entrepreneurial Awareness: The school endeavors to inculcate entrepreneurial awareness among students, preparing them for future business endeavors.

6. Developing Competence in Human Resources: The goal is to facilitate the growth of students' competencies in their respective fields, setting them on a path to professional success.

SMK Muhammadiyah 3 Makassar has embraced a local-content-based approach informed by religious principles. Additionally, the school follows a competency-based management model, which aims to produce skilled and virtuous professionals. The institution currently offers four majors: office administration, accounting, computer network engineering, and nursing.

Effective learning transpires when there is a productive interaction between teachers and students, with the goal of achieving specific educational objectives. Teachers are responsible for facilitating students' acquisition of knowledge and skills through activities that enhance their learning experiences. To create a conducive and communicative learning environment, teachers must focus on enhancing students' academic performance and provide continuous guidance.

Successful classroom management is contingent upon various factors. The first factor is students' engagement and interest in the subjects taught by their respective teachers. Equally significant is the role played by teachers in fostering effective classroom management. The third factor entails the availability of supportive facilities and infrastructure in each classroom.

Notably, the first inhibiting factor can also be attributed to students themselves. Students' engagement in playful behavior during lessons can obstruct the classroom management process. In conclusion, the inhibiting factor is intertwined with student behavior. Instances of students indulging in disruptive behavior during lessons and neglecting classroom facilities have been observed. Furthermore, disparities in the distribution of facilities across classrooms pose challenges to classroom management at SMK Muhammadiyah 3 Makassar.

The role of teachers in classroom management is pivotal, particularly in creating an engaging learning environment. Essentially, teachers shoulder two fundamental responsibilities: teaching and classroom management. The teaching role encompasses efforts to support students in achieving educational objectives, while the management role involves the creation and maintenance of conditions that promote effective and efficient learning processes, ultimately leading to the attainment of educational objectives. A teacher's success in achieving educational
objectives is directly correlated with their ability to manage the classroom. Indicators of this success include high student academic achievement that aligns with established standards. Various classroom management approaches, methods, and considerations can provide teachers with the tools to effectively manage the classroom. These strategies encompass a wide array of pedagogical techniques and principles, ranging from classroom organization to behavior management and student engagement. Exploring the depth of classroom management and its significance in the educational context.

Classroom Management

Effective classroom management is the linchpin of productive teaching and learning. It goes beyond discipline and involves creating a positive, structured environment that enables students to focus on their studies. Here are some critical elements:

1. Classroom Layout: The physical arrangement of the classroom can impact students’ behavior and engagement. An organized, student-centered layout can help maximize learning opportunities.
2. Rules and Expectations: Establishing clear rules and expectations helps create a sense of structure and consistency. When students know what is expected of them, it can lead to a more harmonious learning environment.
3. Positive Reinforcement: Encouraging positive behavior through praise and rewards can motivate students to stay on task and behave appropriately.
4. Effective Discipline: While positive reinforcement is valuable, there will be times when discipline is necessary. Fair and consistent consequences can help maintain a respectful learning atmosphere.
5. Communication: Open and respectful communication between teacher and students is vital. When students feel heard and valued, they are more likely to cooperate.

Student Engagement

Engaging students in the learning process is a fundamental aspect of effective education. Engaged students tend to retain information better and are more motivated to participate actively. To foster student engagement, educators can:

1. Use Varied Teaching Strategies: Incorporate a mix of teaching methods to cater to different learning styles. This keeps lessons dynamic and engaging.
2. Incorporate Technology: Leverage technology to make lessons more interactive and relevant. Educational apps, online resources, and multimedia can enhance engagement.
3. Real-World Connections: Demonstrating how classroom lessons relate to real-life situations can make subjects more compelling and meaningful to students.
4. Encourage Active Learning: Encourage students to participate in class discussions, group projects, and hands-on activities to promote active learning.
5. Personalized Learning: Tailoring lessons to individual students' interests and abilities can boost engagement.

Teacher's Role in Classroom Management and Student Engagement

Teachers play a pivotal role in both classroom management and student engagement:
1. Model Behavior: Teachers should model the behavior they expect from students. Being respectful, attentive, and prepared sets a positive example.
2. Effective Instruction: Delivering well-structured and engaging lessons is crucial. Teachers should be well-prepared and enthusiastic about the subject matter.
3. Responsive Teaching: Teachers should be attentive to students' needs and adapt their teaching methods when necessary.
4. Building Relationships: Developing positive relationships with students can encourage their active participation and cooperation.
5. Continuous Professional Development: Teachers should continually seek opportunities for professional growth and improvement in classroom management and pedagogical strategies.

In summary, classroom management and student engagement are interdependent components of effective education. Creating a well-managed classroom environment is essential for maximizing instructional time and maintaining a conducive atmosphere for learning. When students are engaged in the learning process, they are more likely to grasp and retain information, leading to better educational outcomes. Teachers' skills in classroom management and their ability to engage students significantly influence the success of the teaching and learning experience.

CONCLUSION

Based on the issues and research findings regarding the implementation of classroom management in enhancing the effectiveness of Islamic Education (PAI) as it currently exists, the following conclusions can be drawn from the conducted research:

1. The implementation of classroom management by teachers to enhance the effectiveness of PAI instruction is effective but has not yet reached its maximum potential. This can be observed in how teachers prepare everything needed for instructional activities, such as lesson plans (RPP), teaching equipment, and instructional media. Additionally, the way teachers commence lessons by providing motivation that inspires students' learning enthusiasm is noteworthy.
2. Supporting factors in the implementation of classroom management come from the students themselves, as indicated by their enthusiasm for the PAI subject. Teachers also play a significant role in supporting classroom management. Apart from students and teachers, the availability of resources and facilities in the classroom is a determining factor. Adequate classroom facilities make classroom management more manageable. On the other hand, hindering factors in classroom management implementation can also be traced back to students themselves, characterized by some students engaging in distractions during lessons. Furthermore, the uneven distribution of air conditioning (AC) and liquid crystal displays (LCDs) in classrooms poses challenges. Students’ lack of attention to maintaining classroom facilities is another issue.

3. Teachers employ various approaches to enhance the effectiveness of PAI instruction, including authoritative, coercive, permissive, prescriptive, instructive, socio-emotional, group work, and eclectic or pluralistic approaches. However, in practice, PAI teachers condition these approaches according to their specific context.

These conclusions shed light on the complex dynamics involved in classroom management and the pursuit of effective PAI instruction. They highlight the importance of both teachers and students’ active roles in the learning process, as well as the significance of appropriate classroom facilities and teacher-student interactions in achieving optimal instructional outcomes in the context of Islamic Education.

REFERENCES


