

Class Management in the Application of Islamic Education Learning Strategies

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ABSTRACT

This study aims to describe classroom management planning, implementation of classroom management, supporting factors and inhibiting factors for classroom management in improving the learning process, and strategies to improve the learning process. This research method is descriptive carried out by preparing and compiling learning tools and instruments. The research results found that the implementation of classroom management in the learning process was carried out by applying several classroom management principles and several approaches. Supporting factors and inhibiting factors for classroom management are the physical, social, emotional conditions and school organization. The strategy used is to condition students to be ready to study in class, learn to concentrate, use appropriate and varied methods, interact educatively and communicatively, and use media according to the material presented.

Keywords: *Classroom Management, Strategy, Learning*

INTRODUCTION

Basically, human abilities are limited (knowledge, physique, time and attention) while their needs are unlimited. Efforts to fulfill and limited ability to do work encourage people to divide work, tasks and responsibilities. With the division of labor, duties and responsibilities, cooperation and formal engagement are formed within an organization. In this organization, hard and difficult work will be completed properly and the desired goals will be achieved. In order for an organization to be organized, management is needed. With good management, the development of cooperation will be harmonious and harmonious, mutual respect and love, so that optimal goals will be achieved. The importance of the role of management in human life requires us to study, appreciate and apply it for a better tomorrow.

From the explanation above, it can be concluded that management determines the reference, namely process, utilization, and all organizational

resources that have been determined. Management is said to be a process because in the implementation of activities carried out by the steps of planning, organizing, supervising, and delegating.

Teacher activities in the classroom include two main things, namely teaching activities and managerial activities. Teaching activities are intended to directly activate students to achieve the objectives of the lesson. Teaching activities include examining student needs, preparing lesson plans, presenting material, asking questions, assessing student progress. Class managerial activities intend to create and maintain a classroom atmosphere so that teaching activities can take place effectively and efficiently. Managerial activities include developing good relations between teachers and students, giving immediate rewards, developing game rules in group activities, stopping student behavior that deviates or is not in accordance with the rules.

Teaching and management can be distinguished, but in the implementation of learning the two are difficult to separate. Management intends to enforce and maintain student behavior towards effective and efficient learning facilitating achievement of managerial objectives. Teaching and management both aim to prepare or process, namely to process or prepare teacher behaviors that are expected to facilitate the achievement of certain goals.

Classroom management consists of two words, namely management and class. Management comes from the English language " management ", which is also translated into management, meaning the process of using resources effectively to achieve goals. Meanwhile, management is a process that provides oversight of all matters involved in implementing policies and achieving goals. While what is meant by class (in the general sense) refers to the understanding of a group of students who are at the same time receiving the same lesson from the same teacher.¹

From the description above, it can be concluded that classroom management is all efforts aimed at creating an effective and enjoyable teaching and learning atmosphere and can motivate students to study well according to their abilities. Thus, the effectiveness of classroom management is possible to support the success of teachers in the teaching and learning process.²

Strategy is synonymous with techniques, tactics or tips, but when combined with the word learning (learning strategy) it can be understood as a method or a set of methods or techniques used by a teacher or student in trying to bring about a change in behavior or attitude. Therefore, the learning strategy

¹Rasmi Djabba, *Implementation of Classroom Management in Elementary Schools* (South Sulawesi: AGMA, 2019), 15-16.

²*Ibid.*, 29

is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently.

Learning strategies cover all components of learning materials and procedures or stages of learning activities that are used by teachers in order to help students achieve certain learning objectives. Therefore, learning strategies are not only limited to procedures or stages of learning activities, but also include setting material or learning program packages that will be delivered to students.³

RESEARCH METHODS

This study used a qualitative approach with a descriptive research type. This is done by taking steps to gather information or classification data collection, and data analysis, interpretation, making conclusions and reports. This is done with the main objective to create description of a situation objectively in a description of the situation. In this study the researcher acts as the main instrument, namely as executor, observer, and at the same time as a data collector.

This research was conducted from April 2, 2023 to May 1, 2023. The type of data used by the author in this study is primary data by obtaining data directly, observing and recording events or events through observation, and secondary data, namely data obtained from journals, reference books, and the internet.

RESULTS AND DISCUSSION

a. Definition of Classroom Management and Learning Strategies

1. Class Management

Classroom management comes from two words, namely management and class. Management comes from the English word management, which is also translated into management, meaning the process of using resources effectively to achieve goals. ⁴While what is meant by class is generally defined as a group of students who are at the same time receiving the same learning from the same educator. ⁵Some other observers interpret class into two meanings, namely: First, class in a narrow sense, namely in the form of a special room, where a number of students gather to participate in the teaching and learning process. Classes in this case contain static characteristics, because they simply refer to the grouping of students based on their respective chronological age limits.

³Bambang Warsita, *Learning Strategies and Their Implications for Increasing Learning Effectiveness*, Journal of Technodik Vol. XIII No. 1 June 2009, p. 66

⁴Mulyadi, *Classroom Management* (Malang: UIN-Malang Pres, 2009), 2

⁵Badruddin, *Student Management* (Jakarta: Index, 2014), 14

Second, class in a broad sense, namely a small community that dynamically organizes teaching and learning activities creatively to achieve goals.⁶

Classroom management is the provision of facilities for various student learning activities that take place in the social, emotional, and intellectual environment of children in the classroom to become a learning environment that teaches. The facilities provided allow students to learn and work, a class atmosphere that provides satisfaction, a disciplined atmosphere, comfortable and full of enthusiasm so that intellectual, emotional and attitude development and appreciation for students occur.

Danin stated that:

Class management can be defined as follows;

- a. Classroom management is the art or practice (practice and strategy) of work, namely the teacher works individually, with or through other people (eg working with colleagues or students themselves) to optimize class resources for the creation of an effective and efficient learning process. Class resources are instruments, the learning process is the core, and learning outcomes are the bottom line.
- b. Classroom management is a process of planning, implementing, and evaluating carried out by teachers, both individually and with or through other people (eg with colleagues or students themselves) to optimize the learning process. The word planning refers to learning planning and or its supporting elements. Implementation means learning process, while evaluation means learning evaluation. Evaluation here consists of two types, namely process evaluation and learning outcome evaluation.
- c. Classroom management is the process of planning, organizing and supervising carried out by teachers, both individually and with or through other people to achieve effective and efficient learning objectives, by utilizing existing resources.

The scope of classroom management demands the definition given by Winkel (1988), classroom management is the teacher's effort to create and maintain a classroom atmosphere that helps students to concentrate on their learning and obtain maximum learning results. The definition put forward by Lembech (in Wijaya & Rusyan, 1991) states that classroom management is the teacher's effort to organize the class, starting from planning the curriculum, structuring procedures and learning resources,

⁶Salman Rusydie, *Principles of Classroom Management* (Cet. I; Jogjakarta: Diva Press, 2011), 25

setting up the environment to maximize efficiency, monitoring student progress, and anticipating problems. which arise.

A teacher will be able to carry out classroom management well if he is able to control the class, manage time, and master the use of media. In addition, the most important thing is the teacher's attitude and voice which is quite clear to be heard by students in the class. The occurrence of good relations between teachers and students is the result of classroom management, so it can be said that teachers who carry out classroom management well will be in an advantageous position to be more liked by students. Effectiveness within the framework of the management concept can be interpreted as part of a success, both in terms of technical and non-technical in carrying out various work skills.⁷

2. Learning strategies

The word strategy has a meaning as a general structure of activities which is used as a plan for the implementation of an activity, which involves many elements that must be regulated. According to Sanjaya "strategy is defined as planning which contains a series of activities designed to create certain educational goals". "In a good strategy there is coordination of work teams, having themes, identifying supporting factors that are in accordance with the principles of implementing ideas rationally, being efficient in funding, and having tactics to achieve goals effectively".

While Trianto's learning that "learning is a two-way interaction of educators and students, between the two of them there is directed communication towards a predetermined target". "The learning process is marked by the existence of educational interactions that occur, namely interactions that are aware of the goals and are rooted in educators (teachers or lecturers) and pedagogical learning activities occur in students, process systematically through the stages of design, implementation, and evaluation".

Based on the opinions above, it can be concluded that the Learning Strategy is a learning activity that is carried out with student teachers with certain procedures and organizes the components of implementing learning properly, for the effectiveness and efficiency of learning objectives.⁸

⁷Ahmad Susanto, *Learning Theory and Learning in Elementary Schools*, (Jakarta: Kencana, 2013), 18-20.

⁸Suvriadi Panggabean, *et al*, *Learning Concepts and Strategies*, (Medan: Our Writing Foundation, 2021), 3-5

b. Classroom Management Objectives in Learning Strategies

The success of an activity can be seen from the results it achieves. In the classroom management process, success can be seen from what goals it wants to achieve, therefore the teacher must determine what goals he wants to achieve with the management or classroom management activities he does.

Classroom management generally aims to increase effectiveness and efficiency in learning objectives. There are also physical management activities and socio-emotional management which are part of achieving student learning and learning objectives.

According to Arikunto, the objectives of class management are:

1. Realizing classroom situations and conditions both as a learning environment and as a study group, which allows students to develop their abilities to the fullest extent possible.
2. Eliminate various obstacles that can hinder the realization of learning interactions.
3. Provide and organize learning facilities and furniture that support and enable students to learn according to the social, emotional, and intellectual environment of students in learning.
4. Fostering and guiding students according to their social, economic, cultural background, and individual characteristics.

Based on the description above, it can be concluded that classroom management aims to increase effectiveness and maximize study time for the achievement of conducive learning objectives. The success of an activity can be seen from the results it achieves. In the classroom management process, its success can be seen from what goals it wants to achieve with the management or classroom management activities it does. As explained by Rusdinal and Elizar that class management aims to create a pleasant classroom atmosphere for children in carrying out a number of activities designed for the benefit of learning through a playful approach. So that from the purpose of class management there is a goal in the learning strategy that is optimizing learning on the effective aspect and activating students in the learning process.⁹

c. Various Kinds of Learning Strategies

The use of learning strategies in the teaching and learning process is needed to facilitate the process so that the data achieves optimal results. Without a clear strategy, the teaching and learning process is not directed, so that the learning objectives that have been set are difficult to achieve optimally. For teachers,

⁹Rasmi Djabba, *Op.Cit* , 4-5

strategies can be used as systematic guidelines and references in the implementation of learning. For students, it can simplify the learning process.¹⁰

According to Abdul Majid, there are five kinds of learning strategies namely Direct Learning Strategies, Indirect Learning, Interactive Learning, Learning through experience, independent learning.

1. Direct Learning Strategy (Direct Instruction)

Direct learning strategies are generally designed specifically to develop student learning activities related to aspects of procedural knowledge (knowledge about how to do something) and declarative knowledge (knowledge about something that can be in the form of facts, concepts, principles, or generalizations) that are well structured and can be learned step by step. The main focus of this study is training that is applied from simple real situations to more complex ones.

The direct learning strategy is learning that is mostly directed by the teacher. This strategy is effective for determining information or building skills step by step. Direct learning is usually deductive in nature. The advantage of this strategy is that it is easy to plan and implement, while the main weakness is to build and develop the abilities, processes and attitudes needed for critical thinking and interpersonal relationships and group learning.

2. Indirect Learning Strategy (Indirect Instruction)

Indirect learning shows a high form of student involvement in observing, investigating, drawing inferences based on data. In indirect learning, the teacher's role shifts from lecturer to facilitator, supporter, and resource person. In addition, the teacher provides opportunities for students to be involved and provide feedback. The teacher designs the learning environment, giving students opportunities to engage. Indirect learning uses printed, non-printed materials or other sources.

In indirect learning the teacher facilitates students to think, including through the following activities: 1) asking questions that are not leading, and then generating ideas in students; 2) capturing the content of students' conversations or answers that can be used to help them see the problem more thoroughly; 3) draw conclusions from class discussions that include various questions that develop; 4) using waiting time to give students the opportunity to think and give explanations.

3. Interactive learning strategies (interactive instruction)

Interactive learning strategies are more in the form of discussion and sharing. Discussions will provide opportunities for students to react to ideas,

¹⁰Isriani Hardini, *et al*, *Integrated Learning Strategies*, (Yogyakarta: Familia, 2012), Cet I, 212

experiences, views, and knowledge, teachers or groups. In this strategy developed interactive methods. In it there are small groups and work together in pairs.

An interactive learning strategy is a method or learning technique used by the teacher when presenting lesson material. Where the teacher becomes the main actor in creating an educative interactive atmosphere, namely the interaction between teachers and students, students with students, and with learning resources as a support for achieving learning goals.

4. Learning strategy through experience (experiential learning)

This experiential learning strategy is student-centered and activity-oriented. The emphasis on experiential learning strategies is on the learning process, and not the learning outcomes. Teachers can use this strategy both inside and outside the classroom. For example, using simulation methods and observation methods.

The purpose of learning is not solely oriented towards mastery of the material by memorizing facts presented in the form of information or subject matter. The true orientation of the learning process is to provide long-term experiences. With this concept, learning outcomes are expected to be more meaningful for students.

5. Self-learning strategy

Independent learning is a learning strategy that aims to build individual initiative, independence, and self-improvement. The focus is on planning lessons made by students and assisted by teachers. Independent study can also be done with friends or small groups.

The independent learning process provides an opportunity for students to digest teaching material with a little help from the teacher. They participate in learning activities with materials that have been specifically designed, so that problems and difficulties have been overcome beforehand. Independent learning strategies are very useful because they are considered easy, not binding, and train students' independence and do not depend on the teacher.¹¹

In addition, according to Wina Sanjaya, learning strategies are divided into several groups, namely:

1. Learning Strategy Submission (Exposition)

The delivery learning strategy is carried out by conveying the subject matter verbally, which means speaking orally or is called a lecture. 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. The delivery learning strategy is a form of a teacher-

¹¹Abdul Majid, *Learning Strategies*, (Bandung: Youth Rosda Karya, 2013), Cet I, p.10-12

oriented learning approach (teacher centered approach). It is said so, because in this strategy the teacher plays a very dominant role.¹²

Through this strategy the teacher conveys learning material in a structured manner with the hope that the subject matter can be conveyed to students properly. Meanwhile, students are required to manage and master the material. The student's obligation is to master it in full. The purpose of this study is for students to understand the material optimally.

2. Discovery Learning Strategy (Discovery)

In this Discovery Learning learning materials are searched for and found by students themselves through various activities, so that the teacher's task is more to be a facilitator and guide for their students. Because of its nature, this strategy is often also called an indirect learning strategy.

3. Individual Learning Strategy (Individual)

Individual learning strategies are carried out by students independently. The speed, slowness, and success of student learning is largely determined by the ability of the individual student concerned. The course materials and how to study them are designed for self-study.

4. Group Learning Strategy (Groups)

Group study strategies are carried out in teams. A group of students is taught by one or several teachers. This form of group learning can be in large group learning or classical learning, or students can also work in small groups. Group strategy does not pay attention to individual learning speed. Every individual is considered the same. Therefore, learning in groups can occur when students who have high abilities will be hampered by students who have less abilities who will feel displaced by students who have high abilities.¹³

CONCLUSION

Classroom management is the provision of facilities for various student learning activities that take place in the social, emotional, and intellectual environment of children in the classroom to become a learning environment that teaches. The facilities provided allow students to learn and work, a class atmosphere that provides satisfaction, a disciplined atmosphere, comfortable and full of enthusiasm so that intellectual, emotional and attitude development and appreciation for students occur. Learning Strategy is a learning activity that is carried out with student teachers with certain procedures and organizes the

¹²Directorate of Education Personnel, *Learning Strategies and Selection* , (Jakarta: Dipdiknas, 2008), 32

¹³Wina Sanjaya, *Learning Strategies: Standard-Oriented Educational Process* , (Jakarta: Kencana, 2006), 128-129

components of implementing learning properly, for the effectiveness and efficiency of learning objectives.

Classroom management aims to increase effectiveness and maximize study time in order to achieve conducive learning objectives. The success of an activity can be seen from the results it achieves. In the classroom management process, its success can be seen from what goals it wants to achieve with the management or classroom management activities it does. So that from the purpose of class management there is a goal in the learning strategy that is optimizing learning on the effective aspect and activating students in the learning process.

According to Abdul Majid, there are five kinds of learning strategies namely Direct Learning Strategies, Indirect Learning, Interactive Learning, Learning through experience, independent learning.

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