

Classroom Management: Islamic Religious Education Learning In Bandar Lampung City

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Abstract:

This study aims to determine planning, analyze organizing, identify implementation, and supervise supervision in learning Islamic religious education in public elementary school 1 Surabaya and public elementary school 2 Sawah Brebes, Bandar Lampung, Indonesia. Qualitative descriptive research method approach, two data components namely primary data and secondary data, data collection techniques with observation, interview and documentation techniques. The validity test uses data triangulation and method triangulation. The subjects of this research are the Principal and Islamic Religious Education Teacher. both schools have good efforts in classroom management in Islamic religious education. However, there are differences in the focus and approach used in the aspects of planning, organizing, implementing, and supervising the class.

Keywords: Education Islam; Implementation; Organizing; Planning; Supervision.

Introduction

The world of education is required to be more effective and enjoyable, where in increasing the progress of a nation, it can be done by efforts to improve the quality of education, so that in education requires a basis of ideal values that can be a source of truth and strength of what is being aspired to (Anhusadar, 2020; Anwar & Muhayati, 2021). The basis must also be a standard of value to evaluate the educational activities organized (T. Hidayat & Asyafah, 2019). Conceptually, it can be said that the purpose of Islamic education is to make people pious, that is, humans can achieve success in life in this world and the hereafter (Afnan & Nihwan, 2020; Handayani et al., 2021).

Classroom management is an important aspect in the learning process at school (Nasution & Neviyarni, 2022; Umar & Hendra, 2020). This also applies to the learning of Islamic Religious Education at Surabaya 1 State Elementary School and 2 Sawah Brebes State Elementary School. In this introduction, we will discuss the importance of effective classroom management in the context of learning Islamic Religious Education in these two schools (Aseri, 2022; J. U. M. Wati et al., 2021).

Classroom management aims to create conditions in the classroom group in the form of a good classroom environment, which can allow students to act according to their abilities (W. Hidayat et al., 2020; Salmiah & Abidin, 2022). In classroom management, of course, it will never be separated from the important role of an educator in learning (Lutfiana, 2020; Mukarromah & Andriana, 2022), one of which is the teacher's ability to manage the classroom, which aims to achieve goals for changes in several aspects, especially in its implementation in the field in the learning process, from students being told to students finding out, while in the assessment process from focusing on knowledge through output assessment to ability-based through process assessment, portofolio and output assessment as a whole and as a whole (Arifin et al., 2021; Rahayu, 2020).

Good classroom management is a determining factor in the success of the learning process at school (Marsen et al., 2021; Mutiaramses et al., 2021). Through effective classroom management, teachers can create a conducive learning environment, increase student interest and understanding of learning materials, and optimize the learning potential of Islamic Religious Education (Andhika, 2020; Mawardi et al., 2020; Saifulloh & Darwis, 2020).

Islamic Religious Education has an important role in shaping student character and providing an understanding of Islamic values (Efendy & Irmwaddah, 2022; Imamah et al., 2021). Therefore, good classroom management is needed so that the learning process runs smoothly and effectively (Suleha et al., 2021; Sutisna & Indraswati, 2020).

Talking about educators or teachers, of course, cannot be separated from the figure of a person who is knowledgeable, broad-minded in certain fields, meritorious in leading others to goodness and preventing them from badness, because only people who are knowledgeable, broad-minded and want others to be good are able to carry out these tasks (WULANDARI & RIDWAN, 2023). As a noble religion, Islam strongly encourages its followers to become educators who are knowledgeable, enjoining goodness and preventing evil (Pujiharti, 2022).

Establishing a conducive learning environment is also an important factor in classroom management (Salmiah & Abidin, 2022; A. R. Z. Wati & Trihantoyo, 2020). Teachers need to create a positive atmosphere, provide positive reinforcement, and apply good discipline in the classroom so that students feel comfortable and motivated to learn Islamic Religious Education (Rohmah et al., 2021).

In this study, classroom management will be discussed in two schools, namely State Elementary School 1 Surabaya and State Elementary School 2 Sawah Brebes. It is hoped that by studying effective classroom management in these two schools, it can provide insight and inspiration for Islamic Religious Education teachers in improving the quality of learning in other schools (Nahu et al., 2020).

At State Elementary School 1 Surabaya and State Elementary School 2 Sawah Brebes, classroom management in learning Islamic Religious Education needs to pay attention to several important aspects. First, understanding the learning objectives to be achieved. Teachers need to have a clear understanding of the learning objectives of Islamic Religious Education which include understanding concepts, morality, and religious skills that students want to achieve (Jafri, 2021).

In addition, appropriate learning methods and strategies also need to be applied. Teachers need to choose learning methods that are in accordance with the Islamic Religious Education material being taught and the characteristics of the students. Interactive and participatory methods can increase students' interest and understanding of learning materials (Fakhriyana & Riayah, 2021).

Finally, periodic evaluation of learning is an important part of classroom management (Darma & Rani, 2020; Darmono, 2022). Teachers need to conduct evaluations to evaluate students' understanding of the Islamic Religious Education material taught. This evaluation can be done through assignments, exams, or group discussions (Pratiwi & Maharani, 2020).

By studying effective classroom management in Islamic Religious Education learning (Tarihoran & Cendana, 2020) at Surabaya 1 State Elementary School and 2 Sawah Brebes State Elementary School, it is hoped that it can provide insight and inspiration for Islamic Religious Education teachers in improving the quality of learning in other schools. In this article, we will further discuss the practice of effective classroom management in the two schools as well as the challenges and benefits associated with classroom management in learning Islamic Religious Education at the elementary school level (Fauzi & Fahmi, 2020).

From the above conclusions, the author feels compelled to study and research further on classroom management with a focus on Islamic Education learning, because in accordance with the times, classroom management in non-academic achievements no longer takes precedence but classroom management in Islamic Education learning is also needed (Amin & Nurhadi, 2020).

Methods

This research uses a qualitative descriptive approach that intends to describe how the implementation of School Operational Assistance funds. data collection methods in this study include observation, observation, interviews and documentation. This research can be said to

be valid / valid if every data that has been obtained from research applies triangulation validation techniques.

Results and Discussion

This discussion starts from State Elementary School 1 Surabaya, Bandar Lampung, Indonesia. in planning (a) Classroom Planning in Islamic Religious Education is a program of learning activities, especially learning in Islamic religious education (PAI), closely related to what the teacher will do in the classroom. The planning of the learning activity program in question is the preparation of learning tools, such as syllabus and lesson plans (RPP). With careful planning, teacher activities in the classroom can be directed and controlled. Planning for the formulation of goals carried out by SDN 1 Surabaya by inviting pai teachers to independently develop lesson plans in accordance with the rules of the national standard of education through meetings by the school community itself, because the main lesson plan is the basis for implementing the learning process, especially pai when in class.

Program selection planning where the school oversees learning planning with teachers doing it independently and based on important signs carried out by the principal in the learning implementation process by referring to the syllabus from the National Professional Certification Agency (BSNP).

Identification and direction planning is carried out by SDN 1 Surabaya by providing identification in the form of directions to teachers regarding the operation of facilities and infrastructure related to pai learning in the classroom and by making semester programs, lesson plan programs referring to the education calendar.

The explanation above is also in accordance with the theory, where in every planning there are always three activities, namely (1) formulation of goals, which are to be achieved, (2) selection of programs to achieve goals, (3) identification and direction of resources which are always limited in number. The purpose of each organization in the planning process is important because this goal is the guide in further activities.

(b) Classroom Organization in Islamic Religious Education: Related to the activities of organizing curriculum learning in class at SDN 1 Surabaya, where in this organizing activity focuses on the division of tasks for learning activities, the accuracy of learning methods and media. Organizing students in the classroom is done through arriving first in the classroom and in student seating arrangements.

Organizing learning facilities in SDN 1 Surabaya classrooms, where adjustments to the material to be taught by Islamic religious education teachers, where the media facilities carried out are worship facilities, and internet media to link with educational videos during Islamic religious education learning.

The explanation above is in accordance with the theory that states that in the process of organizing, humans interact between individuals in accordance with their roles and functions, the following is an explanation of the process of organizing classroom activities in PAI, namely: Organizing Curriculum Learning Activities; Organizing Students in the Classroom and Organization of Learning Facilities.

(c) Classroom Implementation in Islamic Religious Education: The implementation of classes in Islamic religious education with the implementation of encouraging human resources or teachers who focus on the design of administrative arrangements for Islamic religious

education learning activities, in accordance with the direction of the principal. Where in the classroom the teacher applies apperception steps, learning approaches learning methods and Islamic learning media during the implementation of class learning.

The implementation of methods or techniques carried out by SDN 1 Surabaya is the creativity of the students themselves, by providing ideas and examples of learning in their lives. The implementation of Islamic religious education methods used by schools directs by reminding teachers to understand the characteristics of students, develop the potential of students, provide the widest possible opportunity for students to provide stimulation to active, rective, creative and fun students.

The above conclusion is also in accordance with the theory that implementation can also be called driving, which is the whole effort, techniques and methods to encourage members of the organization to be willing and sincere to work as well as possible for the achievement of organizational goals effectively and efficiently, with the central position of humans in the organization, managers must not not have to pay main attention to the ways, techniques and methods of driving members of the organization so that they are willing and sincere to work as well as possible for the achievement of organizational goals and objectives.

(d) Classroom Supervision in Islamic Religious Education: Class supervision in Islamic religious education on the basis of government regulations, namely the implementation of supervision of midterm and final semester exams, daily tests and pre-test questions.

In terms of supervising student behavior, schools carry out the burden on homeroom teachers by knowing and understanding students, knowing their development. The above is in accordance with the theory which says that the supervision that must be considered by the teacher in managing the class, among others: Supervising Student Work

The purpose of supervising student work is so that the teacher knows to what extent his students absorb the knowledge given and Supervising Student Behavior which is very important to supervise is student involvement in learning activities and student adherence to classroom rules and procedures. student involvement in learning can be seen whether they pay attention to the teacher or students who are explaining the material and how maximal they are in doing the assignments given by the teacher.

Furthermore, the research was conducted at Sekolah Dasar Negeri 2 Sawah Brebes Bandar Lampung, Indonesia. (a) Classroom Planning in Islamic Religious Education goals in Islamic religious education are through meetings where attention is paid to the vision and mission and goals of the school with the involvement of all human resources in the school.

Program selection planning where SDN 2 Sawah Brebes makes pai learning tools on the basis of the existing syllabus and main lesson plan and reads ualang to look back at the syllabus and main lesson plan that will be applied in the classroom.

Identification planning and direction, where the school conducts planning after the completion of the new school year on the basis of the evaluation results in the previous year. This planning also gives teachers full rights to optimize their learning planning, in the form of classroom learning tools and infrastructure.

The explanation above is also in accordance with the theory, where in every planning there are always three activities, namely (1) formulation of goals, which are to be achieved, (2) selection of programs to achieve goals, (3) identification and direction of resources which are always

limited in number. The purpose of each organization in the planning process is important because this goal is the guide in further activities.

(b) Classroom Organization in Islamic Religious Education: Organizing curriculum learning activities in Islamic religious education in the classroom is by directly reviewing the implementation in the classroom related to the planning that has been made previously and placing teachers according to their respective scientific qualifications by linking learning resource materials and learning media. Organizing students in the classroom by adjusting the number of students and the existing learning space, placing active and inactive students according to the condition of other students.

Organizing classroom learning facilities by conducting meetings related to the needs of students in the classroom in terms of facilities and infrastructure available at school. The explanation above is in accordance with the theory which states that in the process of organizing, humans interact between individuals in accordance with their roles and functions, the following is an explanation of the process of classroom organizing activities in PAI, namely: Organizing Curriculum Learning Activities; Organizing Students in the Classroom and Organization of Learning Facilities.

(c) Classroom Implementation in Islamic Religious Education: In the planning of learning activity programs, especially learning in Islamic religious education (PAI), is closely related to what teachers will do in the classroom. The planning of the learning activity program in question is the preparation of learning tools, such as the syllabus and Learning Implementation Plan (RPP). With careful planning, teacher activities in the classroom can be directed and controlled.

Implementation of efforts made to encourage human resources or in this case Islamic religious education teachers by reviewing existing lesson plans and how to implement them in the classroom, teachers also prepare the implementation of teaching materials and experience students through role-playing demonstrations and others where in this case in the form of apperception, learning approaches, learning methods and learning media.

SDN 2 Sawah Brebes also gives full rights to teachers by referring to the suitability of the main lesson plan, vision, mission and school goals with the teacher confident that students are ready in the learning process that will be carried out in class. The implementation of the method used is the implementation of the lecture method, question and answer method, writing method, discussion method, problem solving method, story method, parable method, commandment method to do good and advise each other, exemplary method, wisdom method, warning method and giving motivation, practical method, field trip method, method of giving forgiveness and guidance, cooperation method, and tadrij method (phasing).

The above conclusion is also in accordance with the theory that implementation can also be called mobilization, which is the whole effort, techniques and methods to encourage members of the organization to be willing and sincere to work as well as possible for the achievement of organizational goals effectively and efficiently, with the central position of humans in the organization, managers cannot but have to pay main attention to the ways, techniques and methods of mobilizing organizational members so that they are willing and sincere to work as well as possible for the achievement of organizational goals and objectives.

(d) Classroom Supervision in Islamic Religious Education: In supervising student work, SDN 2 Sawah Brebes communicates with the homeroom teacher, according to the basic lesson plan or

lesson plan through pre tests, and daily tests. SDN 2 Sawah Brebes also supervises student behavior, namely where the adjustment of existing rules, in the form of the objectives of the main lesson plan, how to behave in class, respect teachers, and respect friends around.

Conclusion and suggestion

From the results of the study, it can be concluded that after conducting research related to the methods used during the implementation of classroom learning is a method that adjusts the development of students with the provisions or basis of an existing rule (Al-Quran or Hadith) which will bring the climate or atmosphere of the class to be more comfortable and enjoyable. Increase practice rather than theory, because elementary schools are basic level educational institutions where the aim is to lay basic intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. However, there are differences in the focus and approach used in the aspects of planning, organizing, implementing, and supervising the class.

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