


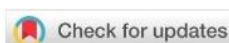


Effective Classroom Management Strategies to Improve Student Discipline and Engagement in Islamic Education Lessons at SDN 32 Rejang Lebong

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Abstract

Classroom management is an effort made by the teacher, including planning, organizing the class so that optimal conditions are created and maintained for the teaching and learning process in the classroom, which includes structuring students and existing facilities. This research intends to explore and assess effective classroom management practices that can increase student discipline and involvement in Islamic Religious Education (PAI) courses at State Elementary School (SDN) 32 Rejang Lebong. Using techniques from observation, interviews, and document analysis, the research methodology is qualitative. SDN 32 Rejang Lebong students and PAI teachers made up the research respondents. The research results show that implementing effective classroom management strategies, including interactive-based learning, use of technology, and providing positive feedback, has a positive impact on improving student discipline. Apart from that, this strategy also increases student involvement in PAI learning, creating a positive and dynamic learning environment. The implications of this study include recommendations for PAI teachers to pay more attention to aspects of classroom management that create a positive atmosphere and encourage student involvement in learning.

A. Introduction

The definition of learning is the long-lasting impact that experience has on one's knowledge, reasoning abilities, and behavior (Santrock, 2016). Apart from that, it can also be understood that learning is a system consisting of a number of organized components including learning objectives, learning materials, strategies, methods, media/visual aids, class organization, learning evaluation and learning follow-up (enrichment remedial). Learning can also be seen of as a process, in which case it consists of a sequence of actions taken by teachers to improve their pupils' moral character (Latuconsina, 2013).

Nowadays, education issues often become a topic of discussion among the public. Of course, this discussion was caused by nothing other than the teacher's failure in the learning process. As we know, the majority of people think that teachers occupy a central position in education. Society's perception of teachers will forever remain the same, namely that teachers are the determinants of the fate of education. Therefore, when teachers get better day by day then education is good, but when teachers get worse day by day then education is destroyed. Therefore, teachers as facilitators should implement learning as fully as possible, especially in the religious aspect. Learning Islamic Religious Education (PAI) is a mandatory subject in schools, madrasas and Islamic boarding schools. The presence of PAI subjects is expected to be able to carry out its role in forming Muslim individuals (students) who are capable and responsible in both behavioral, moral and technological aspects. (Tang, 2018)

Islamic religious education, according to Tayar Yusuf, is a deliberate attempt by an older person or older generation—someone who knows more or has more experience—to impart experience, knowledge, and skills to a younger person or younger generation so that the younger generation becomes a Muslim and is obedient to God Allah SWT (Dahwadin & Sifa, 2019). have noble character, a personality who understands, appreciates and practices the teachings of Islam in his life. Islamic education has the following functions: 1) As a development, that is, to raise pupils' adoration and faith in Allah SWT, 2) Instilling moral principles that serve as a road map for pursuing happiness both here on Earth and in the hereafter, 3) Mental adjustment, which is adjusting to one's surroundings—both social and physical—and having the ability to modify those surroundings in order to conform to Islamic principles, 4) Improvement, specifically to address students' errors, inadequacies, and shortcomings in areas of belief, comprehension, and application of lessons in daily life, 5) Prevention, or the ability to fend off elements of the environment or culture that could jeopardize or impede the growth of an Indonesian person into a fully realized human being, 5) Instruction on general religious knowledge, including nature—both real and unreal—systems and their workings, 6) Distribution is the process of directing kids with unique abilities in the religious domain so they can grow to their full potential and eventually be used for both themselves and other people (Majid, 2014).

Class management consists of two words, namely management and class (Nikmatussaidah, 2021). The word "manage" has its roots in management. The word "management" is another word for management. The word "management," which has its roots in English, refers to leadership, management, and management. Classroom management is a benchmark for achieving what is the learning objective effectively and efficiently in the educational process, in general, educational goals are said to have been achieved if classroom management is well implemented in the school itself (Asmara & Nindianti, 2019). Here are some professional viewpoints on what classroom management actually means: Arikunto Suharsimi The person in charge of teaching and learning activities, or someone who assists, manages the class by working to provide the best possible environment so that learning activities can proceed as planned (Arikunto, 1992). According to (Hidayat et al., 2020), classroom management is an effort to manage students in the classroom which is carried out to create and maintain classroom atmosphere/conditions that support learning programs by creating and maintaining student motivation to always be involved and participate in the educational process at school.

Class management, as defined by Hadari Nawawi in Zulfadrial, is the capacity of the instructor or homeroom teacher to make the most of the class's potential by giving each student the greatest opportunity to engage in directed and creative activities in order to make the most efficient use of the time and resources available. to carry out curriculum-related and student-developmental activities in class (Zulfadrial, 2012). Ametembun stated as follows: Class management is the teacher's leadership or management in the practice of conducting classes. Class management, in the words of Saiful Bahri Djamarah, is the ability of the instructor to establish, uphold, and restore ideal learning environments in the event that disruptions arise (Widiasworo, 2018). From these various definitions, it can be inferred that classroom management refers to the effort made by the teacher to plan and organize the class in order to establish and preserve the best possible conditions for the teaching and learning process. This includes setting up the students and the facilities already in place.

Judging from the teacher, the success of learning activities is not only determined by his ability to master the teaching material, but is also influenced by his ability to manage the class. The role of a class manager in classroom management plays an important role in the teaching and learning process. A class manager must know about how the class falls into the type of class that can be observed by the manager (Hidayatullah, 2021). Generally speaking, the goal of classroom management is to establish a secure environment in which instruction and learning can occur. In this way, these activities will be achieved in order to form quality human resources. (Fitrah & Hendra, 2019)

Meanwhile, according to Djamarah and Azwan Zein in Faisal Djabidi, the objectives of classroom management are specifically divided into two, namely Goals for students include: a) Helping them understand that the teacher's reprimand is a warning rather than an act of anger; b) Encouraging them to take personal responsibility for their behavior and the need to control themselves; and c) Arousing a sense of responsibility to participate in the tasks and activities being held. 2) Teachers' goals are as follows: a) To increase comprehension by delivering courses at a suitable tempo and with a seamless beginning. b) The capacity to provide students precise instructions and to be conscious of their requirements. c) To get knowledge on how to successfully handle disruptive student conduct (Djabidi, 2016).

Discipline is compliance to respect and a system that removes people to submit to decisions, orders or regulations that apply (Darman, 2018). One element that might help establish a favorable and ideal learning environment is student learning discipline. Student disciplinary policies are designed to facilitate the execution of learning activities and the establishment of a supportive classroom and school environment, all of which have an impact on learning objectives (Yantoro, 2020). The learning process can be hampered and disrupted by student learning discipline issues including talking during instruction and learning activities, dozing off in class when the teacher is lecturing, and other things (Yudi Firmansyah et al., 2020). The instructor's responsibility for maintaining order in the classroom and helping pupils become more morally intelligent (Faiz & Purwati, 2022)

Student involvement is also the most important thing in learning (Nurrindar & Wahjudi, 2021). In particular, student involvement in education is a psychological process that demonstrates the focus, interest, effort, and involvement of students who are committed to their academic work (Dharmayana et al., 2012). According to (Arfani & Sugiyono, 2014) The ability of the teacher to create a supportive learning environment that encourages student engagement and participation in order to attain the best possible learning results is known as effective classroom management.

Based on the results of a study (Karnia et al., 2023) entitled "Classroom Management Strategies Through the Application of the Role Playing Method in Increasing Student Participation in Class 3 MI Nihayatul Amal 2 Purwasari" that the use of the role playing method has an effect in increasing student participation when the teaching and learning process takes place. This can be seen with the enthusiasm of students who ventured to come forward and as a result many other students volunteered to come forward. In line with this, (Farhan, 2022) research shows that classroom and learning management implemented by SMPIT Kaifa school has been good overall with improvements in facility development and classroom governance, all of which aim for better student quality results in achieving their achievements. While (Pancawati et al., 2021) research shows that innovative approaches to classroom management can have a significant positive impact on Islamic education, especially in the context of local communities.

State Elementary School (SDN) 32 Rejang Lebong as a basic education institution has a crucial role in forming student character, discipline and involvement. Discipline and student engagement are key elements in a successful learning process. Increasing discipline can create a conducive learning environment, while student involvement strengthens their motivation to learn actively and participate in learning activities (Cahyani et al., 2021).

Rejang Lebong, as one of the districts in Indonesia, faces various challenges in the world of education, including SDN 32 as an integral part of the education system in the area. In facing the current dynamics of educational development, effective classroom management has become an urgent need. Teachers at SDN 32 Rejang Lebong need to develop effective strategies to improve student discipline and build their involvement in the learning process.

Factors such as technological developments, variations in student learning styles, and differences in students' social and cultural backgrounds are challenges in creating a balanced learning environment. Therefore, research on effective classroom management strategies at SDN 32 Rejang Lebong is relevant to address this need and improve the quality of education at the elementary level in the area. Through this research, it is hoped that practical and measurable solutions can be found to overcome these challenges and advance the quality of education at SDN 32 Rejang Lebong.

B. Research Methods

This research is a qualitative research. This research seeks effective classroom management strategies that can increase student discipline and involvement in Islamic Religious Education (PAI) subjects at SDN 32 Rejang Lebong. Field data gathering is a research methodology known as qualitative research (Nurazizah et al., 2022). In this instance, SDN 32 Rejang Lebong is the research location. In-depth interviews are used in this study (Depth Interview). Based on hypotheses pertaining to the research topic, interview questions are designed. Four questions are asked during the interview. Qualitative data analysis, which includes data collection and reduction, was used to examine the interview results. Data analysis is the act of methodically looking through and gathering the information that has been gathered (Moleong, 2008).

C. Result and Discussion

Research Results: Effective Class Management Strategies at SDN 32 Rejang Lebong

This research aims to investigate effective classroom management strategies that can improve student discipline and engagement at State Elementary School (SDN) 32 Rejang Lebong. The focus of the research involved analysis of the classroom management practices implemented by teachers and their impact on the level of discipline and student engagement in the school.

This study combines a case study methodology with a qualitative approach. Teacher interviews, student surveys, and classroom observations were used to gather data. Research respondents involved teachers at SDN 32 and class students representing various levels.

Effective Classroom Management Strategies

The research results show that there are several effective classroom management strategies at SDN 32 Rejang Lebong: a) Consistent Application of Classroom Rules:** Teachers implement class rules consistently, creating a reliable and safe environment for students, b) Use of Technology in Learning:** The use of technology in learning increases student engagement and provides variety in teaching methods, c) Student Engagement through Interactive Learning:** Teachers apply interactive learning methods, including group discussions, simulations, and educational games to increase student engagement

Impact on Student Discipline and Engagement

The research results show that there are several Impact on Student Discipline and Engagement at SDN 32 Rejang Lebong: a) Increased Discipline Levels: Consistent implementation of classroom rules contributes to increasing student discipline levels at SDN 32, b) More Active Student Engagement: Interactive learning practices and the use of technology have a positive impact on student engagement, with increased participation in classroom activities.

Implications and Recommendations

This research contributes to the understanding of effective classroom management practices at SDN 32 Rejang Lebong. Recommendations involve strengthening teacher training in implementing effective strategies, developing supportive school policies, and involving active parent participation in supporting the establishment of a positive learning environment for students.

D. Conclusion

The research results show that implementing effective classroom management strategies, including interactive-based learning, use of technology, and providing positive feedback, has a positive impact on improving student discipline. Apart from that, this strategy also increases student involvement in PAI learning, creating a positive and dynamic learning environment. The implications of this research include recommendations for PAI teachers to pay more attention to aspects of classroom management that create a positive atmosphere and encourage student involvement in learning. The results of this research can serve as a guide for developing effective classroom management practices at the elementary school level, especially in PAI subjects at SDN 32 Rejang Lebong.

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