

Implementation of Classroom Management To Improve Students Academic Achievement In The Subject of Islamic Religious Education

(A Case Study at SD Al Kenzie Bandung)

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ABSTRACT

Management is the specialized skill possessed by an individual to carry out activities independently, collectively, or through others to achieve organizational goals in a productive, effective, and efficient manner. The objectives of this research are (1) to plan a learning system to improve students' academic achievement at Al Kenzie Elementary School, (2) to design a learning system to enhance students' academic achievement at Al Kenzie Elementary School, and (3) to implement classroom management to improve students' learning achievement at Al Kenzie Elementary School. This research uses a qualitative descriptive method, and the research population consists of three respondents: the school principal, class teachers, and students. Data collection techniques include observation, interviews, and documentation. Based on the research results, (1) the classroom design plan implemented by teachers at Al Kenzie Elementary School in the subject of Islamic religious education involves designing the classroom as a learning environment, providing and organizing facilities and learning support media, and developing and teaching according to the social, economic, cultural needs, and characteristics of different students. (2) The implementation of classroom arrangement at Al Kenzie Elementary School includes spatial arrangement, seating arrangement, effective teaching methods, and the use of supportive media. (3) The implementation of classroom management at Al Kenzie Elementary School involves creating a harmonious and communicative interaction atmosphere in the subject of Islamic religious education.

Keywords: Classroom Management, Academic Achievement, Students, Islamic Religious Education

A. INTRODUCTION

To achieve the Vision And Mission of the PGMI study program, the learning provided to students is designed to uphold the concepts of *wahdatul ulum* and transdisciplinarity. (Nasution et al., 2023; Ritonga, 2022). As a manifestation of this concept, every lecturer teaching courses in PGMI is obligated to integrate the content of their courses with other disciplines. Based on the researcher's observations, data revealed that in the mathematics course during the fifth semester, the subject matter was linked to the Quran. As a form of integration, lecturers teaching mathematics in the program must be able to read, understand, and establish connections between the Quran and mathematics. (Kurniati, 2018) Similarly, this phenomenon is occurring throughout Indonesia, with a notable increase in the integration of mathematics with other disciplines. According to the data, starting from the year 2019 and experiencing a peak on November 28, 2020, there has been a significant rise in the integration of mathematics with other fields such as the Quran, informatics, physics, and social sciences.

However, at PGMI FITK UIN North Sumatra Medan, the integration has not been fully implemented. This is due to the fact that some lecturers have incorporated it into their teaching while others have not, despite the mathematics curriculum already including materials that address the integration of mathematics and the Quran. This situation arises from the varied backgrounds of PGMI lecturers, with some having roots in elementary education mathematics and pure mathematics.

(Muderawan et al., 2019) Several factors contributing to the low mathematics learning outcomes among students include those mentioned by Widodo, such as the initial mindset or perception that mathematics is difficult due to its association with numbers and formulas. Additionally, the factor of Indonesian mathematics textbooks presenting problems in contextual forms makes mathematics appear abstract and challenging to learn. About 11.35% of mathematics teachers in Indonesia lack proficiency, leading to difficulties when students pose critical questions. Lastly, the factor of the students themselves is noteworthy, as parents may instill the belief that learning mathematics is difficult. However, there are now several solutions proposed by mathematics enthusiasts to address these factors. This is evident from data spanning from 2018 to the present, showing an increased frequency of students or mathematics users searching for applications that facilitate problem-solving. According to the researcher's data from 2020 to 2022, there has been a peak in the number of users of mathematics problem-solving applications during this period.

(Sulistiawati et al., 2021) The use of mathematics problem-solving applications facilitates students in finding solutions or answers to the questions posed. Some of these

applications include "Qanda," a mathematics problem solver, "Ruang guru," "Gauthmath," "Colearn," "Photomath," "Mathway," "Triik Matematika," "Camera math," "Widya edu," "Geogebra," and several similar applications, all of which are oriented towards solving mathematical problems. (Zainudin & Pambudi, 2019) With the availability of easily downloadable applications on the Play Store for Android, students' ability to solve mathematical problems has become somewhat more convenient. (Krisna & Mery Marlinda, 2020)

The ability to solve mathematical problems in samples using the discovery learning model assisted by Geogebra Cabri is better than those not using the application. The error rates in drawing conclusions are lower in the sample using the application. Meanwhile, the samples without the application experience difficulties in reading, inference errors, and skill errors in operating the obtained problems. (Noperta, 2023) Mathematics is also an intriguing discipline for unraveling the mysteries of Allah found in the Quran. The branch of mathematics related to Islamic religion is referred to as Islamic mathematics. This Islamic mathematics considers the Quran and the teachings of the Prophet as postulates.

Although the learning process of mathematical content has been facilitated for students in PGMI FITK UIN North Sumatra Medan through mathematics problem-solving applications, many students are still unaware of the connection between mathematics and the Quran. This lack of awareness is attributed to insufficient reading and understanding abilities of Quranic translations, making it challenging for them to integrate mathematics with the Quran. This insight is derived from the results of a questionnaire distributed by the researcher, revealing an imbalance in students' reasoning when reading, understanding, and connecting Quranic verses with mathematics. In addition to students, the researcher also found that out of the 6 lecturers teaching mathematics in the PGMI program, only 1 lecturer integrates mathematics with the Quran. This is attributed to the background of the lecturer, who comes from a pure mathematics and elementary education mathematics background.

Furthermore, the lack of knowledge among students and lecturers regarding Quranic verses related to mathematics is also due to the absence of a specific application that classifies the Quran with mathematics or a search application for Quranic verses related to mathematics. Additionally, in the PGMI program at UIN Sumatera Medan, there has been no research specifically addressing this issue, requiring patience and precision in exploring the Quran, whether using the Quran itself or searching for it on Google. Hence, this research is conducted. The focus of this research is on developing an application for classifying Quranic verses related to mathematical topics or a search application for Quranic verses related to mathematics that

will be tested for its feasibility, practicality, and effectiveness among PGMI students at FITK UIN North Sumatra.

B. LITERATURE REVIEW

Definition of Classroom Management

The term "Classroom Management" originates from two words, namely "management" and "class." "Management" is derived from the English word "management," translated into Indonesian as "pengelolaan," which means the process of effectively utilizing resources to achieve predetermined goals efficiently and effectively. On the other hand, "class" generally refers to a group of people engaging in learning activities together and receiving instruction from a teacher. Some observers interpret "class" in two senses: Firstly, in a narrow sense, as a specific room where a group of students gathers for the teaching and learning process. In this context, a class has static characteristics, merely indicating the grouping of students based on their chronological age boundaries. Secondly, in a broader sense, as a small community that dynamically organizes creative teaching and learning activities to achieve goals.

Based on the above explanations, classroom management encompasses all efforts directed towards creating an effective and enjoyable learning atmosphere that can effectively motivate learners in the learning process.

- a. Classroom management is the art or practice (practical and strategic) of work, where educators work individually or through others (such as collaborating with peers or students themselves) to optimize classroom resources for the creation of an effective and efficient learning process. In this explanation, classroom resources are instruments in classroom management, with the learning process as the core, and the expected learning outcomes as intended.
- b. Classroom management is the administration of the class, meaning the teacher's skills in creating and maintaining optimal learning conditions and restoring them in case of disruptions in the teaching and learning process.
- c. Classroom management is the art and practical work performed by teachers, either individually or through others (such as team-teaching with peers or students themselves) to optimize the learning process. Referring to the management process, classroom management also involves planning, implementation, and supervision (evaluation).
- d. Planning refers to lesson planning and its supporting elements, including annual programs, semester programs, syllabi, lesson implementation plans, evaluation instruments, and assessment rubrics. Implementation means the learning process carried

out by teachers and students in the class. Evaluation, in the form of learning evaluation, consists of two types: process evaluation and outcome evaluation.

- e. Based on the various definitions above, we can understand that achieving effective classroom management cannot be separated from the activities of classroom management, which includes planning, implementation, and evaluation of learning, while utilizing resources optimally.
- f. Classroom management is translated into "pengelolaan," meaning the process of effectively utilizing resources to achieve goals. Meanwhile, "pengelolaan" is the process that oversees everything involved in the implementation and achievement of goals. The purpose of classroom management refers to creating an atmosphere or condition in the classroom that allows students to learn effectively.

Learning Achievement

Academic Achievement can be defined as the level of accomplishment or success of an individual in the process of teaching and learning. This encompasses a student's ability to comprehend, recall, and apply the knowledge and skills acquired during the learning period. Academic achievement is often measured through various forms of assessment, such as exams, assignments, projects, and other evaluations.

Factors influencing academic achievement include teaching methods, learning environments, student motivation, family support, and individual factors such as cognitive abilities and learning styles. The evaluation of academic achievement provides an overview of the extent to which students have achieved the set learning objectives.

Academic achievement is not limited to academic aspects but can also involve the development of social skills, creativity, and a positive attitude toward learning. A holistic evaluation of academic achievement helps gain a more comprehensive understanding of students' progress in their learning.

Islamic Religious Education

Islamic Religious Education (IRE) is an integral part of the education system in many countries with a majority Muslim population. It is a subject dedicated to equipping students with knowledge, understanding, and religious practices within the context of Islam. Here are some essential aspects related to Islamic Religious Education:

1. Objectives and Religious Values: Islamic Religious Education aims to guide students in understanding and applying Islamic teachings in their daily lives. This includes an understanding of moral teachings, ethics, and religious values in Islam.

2. **Theological and Philosophical Lessons:** IRE also provides a theological and philosophical foundation in Islam, covering the understanding of fundamental concepts in Islam such as Allah (God), His Messenger (Prophet Muhammad), the Qur'an, and Hadith. Students are taught to understand the essence of faith and worship practices.
3. **Study of the Qur'an and Hadith:** Students are taught to read, understand, and interpret the Qur'an, the holy book of Islam. Islamic Religious Education also involves the study of Hadith, the words and actions of Prophet Muhammad, which serve as a source of Islamic law.
4. **Worship and Religious Practices:** In addition to theoretical learning, IRE encourages daily religious practices. This includes understanding the procedures of prayer, fasting, almsgiving (zakat), and pilgrimage (hajj). Students are encouraged to practice these teachings in their lives.
5. **Islamic Ethics and Morality:** Islamic Religious Education instills ethical and moral values in students, including integrity, honesty, compassion, and tolerance. The aim is to shape good character in accordance with Islamic teachings.
6. **Tolerance and Interfaith Understanding:** While primarily focused on Islam, this education also encompasses an understanding of tolerance and respect for religious diversity. Students are encouraged to understand and respect the beliefs of others.
7. **Social and Cultural Context:** Islamic Religious Education is often tailored to the social and cultural context in which students live. This aims to make learning more relevant and meaningful in their daily lives.
8. **Role in Character Formation:** Besides providing religious understanding, IRE also plays a role in shaping the character of students. Through this education, it is expected that students become responsible, fair, and beneficial individuals to society.

Islamic Religious Education plays a crucial role in shaping the identity and morality of individual Muslims, contributing to the cultural and social development of the broader Islamic community.

C. METHOD

Qualitative research is an investigative approach aimed at understanding and describing the meaning inherent in a phenomenon or context. This type of research is more focused on the interpretation and in-depth understanding of specific events or phenomena, taking into account the context and situation in which they occur. The research population consists of three respondents: the school principal, classroom teachers, and students. Data collection techniques

involve observation, interviews, and documentation. The data analysis technique in qualitative research methods involves a careful and systematic series of processes to identify, organize, and comprehend patterns or findings within qualitative data.

D. RESULT AND DISCUSSIONS

Class Management at SD Al Kenzie Bandung

Classroom Management consists of two words: "management" and "class." Management means "to manage," originating from the word "manage," which means to organize, lead, or direct. As for the class itself, the word class comes from the Greek word *scorea*, meaning a place for playing and having fun.

Management is the specific ability and capability of an individual to carry out activities individually or collectively or through others to achieve the goals of an organization in a productive, effective, and efficient manner.

Schools can divide students into different learning spaces with the hope that the educational process will be successful in line with the established educational and teaching goals and lead to the achievement of those goals. The learning space for a group of students is commonly referred to as a class. A cohort is a group of students who receive the same lessons from the same teacher at the same time. And what is meant by "class" is not just a room, which is a walled place where students gather to learn the teacher's lecture; it refers to a small group with various unique characteristics in the ownership of each learner.

The class is one of the factors that influence the learning process for both students receiving lessons and teachers delivering lessons. A good classroom is a space where a child can learn anything comfortably. Various adjustments to the classroom environment are needed to create a comfortable classroom.

Meanwhile, Sulistyorini in her book "Islamic Education Management" states that all efforts aimed at creating an effective and enjoyable learning atmosphere are considered classroom management. Considering classroom management, where students are taught well according to their abilities, is stated to motivate them to learn. Alternatively, we can say that classroom management is a conscious effort to organize the teaching and learning process systematically. This conscious effort focuses on preparing learning materials, preparing equipment and teaching materials, arranging the learning environment, and creating a systematic atmosphere and conditions for the teaching and learning process. These conscious efforts include preparing learning materials, preparing teaching materials, arranging the learning environment, awareness of the context and conditions of the teaching and learning

process, and time management to ensure smooth learning and the achievement of curriculum goals.

Based on the above discussion, we can conclude that classroom management is a systematic process or effort made by teachers to create and achieve dynamic and beneficial class conditions, allowing effective and efficient learning to take place. The main goal of classroom management is to reduce the likelihood of confusion, boredom, and disruptions, thus increasing opportunities for academic participation and learning.

As a class leader, a teacher or class teacher is responsible for managing the class as a learning environment for students. Although the organization is part of the school environment, the main task of the teacher is to create a class atmosphere with good and serious learning interactions. Therefore, teachers and class teachers are required to have innovative skills in managing their classes.

The goal of classroom management is to organize student activities so that these activities support the learning process in the school education institution so that the learning process at school can run smoothly, orderly, and systematically, thus contributing to the achievement of school goals and educational goals as a whole.

- a. To ensure that teaching can be conducted maximally, allowing teaching goals to be achieved effectively and efficiently.
- b. To provide ease in monitoring students' progress in their learning. With classroom management, teachers can easily observe and track the progress/development of each student, especially those classified as slow learners.
- c. To facilitate addressing important issues for discussion in class for the improvement of teaching in the future.

Classroom planning is crucial for teachers because it serves to:

1. Specify the objectives to be achieved in the class.
2. Establish rules to be followed for the effective attainment of class goals.
3. Assign individual responsibilities to the students in the class.
4. Maintain and monitor various activities in the class to align with the set goals.

Classroom management planning includes a series of tasks: explaining and determining objectives, establishing business policies, determining specific methods and procedures, and planning activities based on daily plans. In addition, in classroom management, fulfilling the educator's tasks is essential to meet students' learning needs and to adjust the class as a closed unit in the learning process.

Implementation is the realization of activities that have been planned or prepared in advance. Therefore, the teacher's role in implementation has a very dominant influence on students' learning activities. Implementation is the most important part of management because all designed and planned features will not function if they are not implemented and remain as mere concepts. This aligns with the principles of leadership, which is a very complex task aimed at influencing others in a particular situation through directed communication to achieve a goal.

Academic Achievement in Islamic Religious Education at SD Al Kenzie Bandung

Learning achievement is a combination of two words, achievement and learning, each of which has its own meaning. In the Indonesian Dictionary, achievement is defined as a result achieved (from something done, something that has been done, and so on). Learning can be interpreted as the result achieved as a result of learning activities.

The word "prestasi" (achievement) originated from the Dutch word "prestatie," and in Indonesian, it means "effort." The term achievement differs from learning outcomes. Although learning outcomes generally relate to the aspect of knowledge, learning outcomes encompass the development of students' character.

According to Muhibbin Syah, learning success is interpreted as the degree of students' success in achieving the goals set in the curriculum. Indicators of learning success represent the expression of learning outcomes that cover the entire psychological domain, which varies based on students' experiences and learning processes. Areas of concern include creativity, feelings, and intentions.

Success in learning in the field of education is the result of measuring students that includes cognitive, affective, and psychomotor factors after undergoing the learning process measured using relevant tests and instruments. Learning achievement is an educational assessment of students' progress in everything they learn in school related to knowledge or skills identified by survey results.

Implementation of Classroom Management in Enhancing Students' Academic Achievement

According to the Indonesian Dictionary, implementation means to carry out or execute. Meanwhile, Muhammad Joko Sushila defines implementation as a practical action that produces a consequence, whether in the form of change, an idea, concept, policy, or innovation in knowledge, skills, attitudes, or values.

Sorichin, Abdul Wahab, in his book titled "Policy Analysis of National Policy Implementation among Wahab," expresses his opinion on implementation as follows: It provides direction to the goals set by political decisions. From the above understanding, implementation can be described as actions taken by stakeholders with power, both governmental and private, with the aim of achieving set aspirations and goals. Implementation refers to various actions taken to carry out and execute programs formulated to achieve planned program goals because every formulated plan essentially has specific objectives.

The ability to manage learning, plan, and have a comprehensive understanding of the classroom is one way educators can apply effective and efficient classroom management. Furthermore, teachers must foster humanity to create a conducive working atmosphere.

Successful teaching starts with the ability to manage the teaching and learning process successfully, creating conditions where students can effectively learn. According to Syaikhul Bari Jamala from Alfian Erwian Magazine, the duties and roles of teachers in implementing the management of the teaching and learning process include:

a. Planning: the process of applying what will be done, setting targets, determining work implementation, and developing alternative actions. b. Organizing: providing facilities, grouping students, establishing authority, and efficient coordination mechanisms in implementing the work plan. c. Directing: outlining the timeframe and costs and presenting the implementation plan to produce specific construction. d. Controlling: evaluating and reporting deviations, formulating standards, and corrective actions.

Student management is a central service provided by educational institutions and schools, and therefore, student management plays a crucial role. All elements of school management activities ensure that students receive quality services. Ely Kurnia Wati concludes that student affairs management plays a role in improving students' performance in their interests, talents, and skills.

Student management is a set of regulations governing student activities from entry to exit. In addition, student management also records and includes operational aspects to support student development in school. Mr. Knezevic defines student management or student personnel management as the organization, care, and maintenance of students outside and inside the classroom, including induction, registration, general skill development, interests, needs, and individual services such as attention to school.

Academic achievement is a compound word consisting of the words "prestasi" (achievement) and "belajar" (learning). Academic achievement is a measure of the success of teaching and learning activities attended by students at school. In this way, students achieve a

minimum level of learning success within certain rank limits. It is often said that these students are successful. In the Indonesian Dictionary, the word "prestasi" is defined as results achieved or carried out by an individual/group.

E. CONCLUSION

Planning and Classroom Management: The conclusion drawn from the planning of classroom management to be implemented by the teachers at SD Al Kenzie indicates that the classroom arrangement in enhancing students' academic achievement, as seen from both the planning and its implementation, can be considered effective. Effective learning activities will demonstrate improvement when the classroom management, handled by the teacher, is well-planned and executed.

Implementation of Classroom Arrangement at SD Al Kenzie: It is concluded that the seating arrangement of students in the classroom does indeed impact the learning activities in the class. This can be observed through the controlled classroom atmosphere, facilitated by the teacher's management of students who are not overly disruptive. Furthermore, a well-organized seating arrangement, along with effective teaching methods and media usage, enables students to be motivated to enhance their learning achievements during classroom sessions.

Implementation of Classroom Management in Improving Students' Academic Achievement at SD Al Kenzie: Skillful actions by teachers in observing and addressing the differences or issues among students are crucial in classroom management. Providing warnings or consequences for disruptive behavior is an effective solution to make students realize the need for self-motivation. When students are motivated, it positively influences their awareness of behaving well in the classroom and the school, ultimately impacting the effectiveness of classroom learning. Students can then achieve the intended learning goals.

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