# Class Management in Islamic Cultural History Subject at Madrasah Tsanawiyah

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**Abstract**

Class management is a determinant of creating a comfortable, conducive, and efficient learning atmosphere and learning objectives can be achieved. The aim of this research is to look at forms of classroom management that are conducive to history of Islam subjects at madrasah tsanawiyah muhammadiyah Padang Panjang. This research uses qualitative descriptive methods and the technique of purposive sampling. To obtain data, researchers used observation, interviews, and documentation. The data processing techniques are data reduction, data presentation, conclusions, or verification. Researchers use these data processing techniques to obtain accurate research results. The research results obtained are; i) class management requires a warm and enthusiastic teacher attitude, creating challenges in the learning process so that students become enthusiastic, having the ability to vary and be flexible in teaching so that students are active and try to focus during the learning process, emphasizing positive things and cultivating self-discipline so that the learning process is not disturbed and students have a sense of responsibility. ii) skills in preventive classroom management in the form of: a). being responsive and paying attention can prevent disturbances from students, b). providing clear instructions can help students stay focused in the learning process. Then classroom management skills are repressive in the form of a) modifying behavior, which can make students quickly and easily understand the material because they do not commit deviant actions during the learning process, b) finding and solving problematic behavior, which can make the learning process comfortable, effective, conducive and efficient. iii) supporting factors for classroom management such as curriculum, buildings, and teachers. Inhibiting factors such as facilities and infrastructure, as well as students and families in classroom management, can be a reference in improving or reducing the atmosphere of the learning process. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

## INTRODUCTION

Learning is a complex process and happens to everyone throughout their life. The learning process occurs because of the interaction between a person and his environment. Therefore learning can occur anytime and anywhere. In simple terms, learning can be interpreted as a process that occurs due to efforts to make changes to the person and his environment. Therefore learning can occur anytime and anywhere. In simple terms, learning can be interpreted as a process that occurs due to efforts to make changes to the person who is doing it, with the aim of obtaining changes in themselves at the level of knowledge, skills, attitudes and there is always effort in the form of training (Domínguez et al., 2013). Studying and learning are two things that are closely related and cannot be separated in educational activities. Studying and learning are said to be a form of education that involves interaction between teachers and students. The teaching and learning activities carried out in this case are directed to achieve certain goals that have been formulated before the teaching is carried out. Teachers consciously plan their teaching activities systematically by utilizing everything for the benefit of teaching.

Learning is interpreted as a process of changing behavior as a result of individual interactions with their environment. Changes in behavior towards learning outcomes are continuous, functional, positive, active, and directed (Ullsperger et al., 2014). The process of changing behavior can occur in various conditions based on explanations from education and psychology experts (Hayes et al., 2012; Koedinger et al., 2012). Learning is the process of interaction between students and educators, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. Then, success in the learning and learning process can be seen through the level of success in achieving educational goals. By achieving the learning objectives, it can be said that the teacher has been successful in teaching. Thus, the effectiveness of a learning and learning process is determined by the interaction between these components (Coman et al., 2020). In line with law number 20 of 2003 Cchapter XI article 39 educators and education personnel, namely.

> *"Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, especially for educators in higher education."*

In response to this, teachers strive to have skills in carrying out their profession, especially those related to classroom management. In implementing classroom management, teachers also need to position themselves as a learning resource for students who can be used as role models for them in the process of achieving educational goals optimally. With this classroom management, students will be motivated to learn, especially in managing the classroom atmosphere, which in particular is an important asset for a clear mind in following lessons (Shernoff et al., 2017). Students success in learning is largely determined by the learning strategies implemented by the teacher. Teachers are required to understand the basic components of carrying out learning activities in the classroom. Teachers are required to understand the philosophy of teaching and learning itself. Teaching is not just about transferring knowledge, but also a number of behaviors that students will own (Manstead, 2018).

Behavior as a process of learning outcomes is influenced by several factors, both internal and external. The internal factors are the abilities possessed by students, namely their interests and attention, business habits and motivation as well as several other factors. Meanwhile, external factors in education and teaching can be divided into three environments, namely family, school, and community environments. All of this greatly influences learning, especially in the school environment, namely regarding classroom management which will influence the student learning process in increasing optimal learning effectiveness (L. N. Smith, 2017).The development of science and technology is increasingly encouraging reform efforts in the world of

education. Various efforts to achieve Indonesia's educational goals today are also ongoing. One of the priority efforts to achieve this is improving the quality of education (England et al., 2012). To improve the quality of education, all educational components also need to be improved.

Apart from that, with the existence of regional autonomy, a new decision has emerged in the education sector related to efforts to improve the quality of education, namely school-based management. In implementing school-based management effectively and efficiently, teachers must be creative in improving classroom management appropriately so that learning takes place optimally, efficiently, and effectively (Bandur, 2012). Students' success in learning is largely determined by the learning strategies implemented by the teacher. Teachers are required to understand the basic components of carrying out learning activities in the classroom. Teachers are required to understand the philosophy of teaching and learning itself. Teaching is not just about transferring knowledge, but also a number of behaviors that students will own (Perkins & Salomon, 2012). This includes increasing cooperation with the community environment around the school where the teaching and learning process takes place (Lewallen et al., 2015).

So that the ongoing teaching and learning process is not disturbed by surrounding environmental conditions. Collaboration can improve communication at work gather talent, and share tasks and responsibilities to achieve common goals. Collaboration is more effective than working individually. Group collaboration leads to better efficiency and effectiveness. This is very different from the work carried out by individuals whether at home, at school, or in the community (Waizenegger et al., 2020). Ramayulis said that the essence of management is *"al-tadbir"* which means to arrange. This word is *"derivation"* from the word *"animal"* (arranging) which is found in the Al-Qur'an such as the words of Allah SWT in surah As-Sajadah verse 5:

يُدَبِّرُ ٱلْأَمْرَ مِنَ ٱلسَّمَآءِ إِلَى ٱلْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِّمَّا

It means: *He arranges matters from the heavens to the earth, then it (matters) ascends to him in one day whose rate is a thousand years according to your reckoni.*

Because a good teacher's perspective is not only focused on something that attracts his attention but must cover the entire class, not be partial, be calm, and not be nervous. Don't be stiff, take a good position so that students can see and hear.Based on phenomena that occur in the field, in the Islamic cultural history subject, especially class VIII at Madrasah Tsanawiyah Muhammadiyah Padang Panjang, the quality has reached the desired target, the learning atmosphere is conducive so that the objectives of learning the history of Islamic culture are realized, teachers can also look for solutions to make students understand the material, even though there is an opinion that studying history is less interesting and boring. Indicators of teacher success are good student achievement, students have an interest in learning, it is not difficult for students to master learning material, students are not sleepy in learning, and are not often allowed to leave the classroom, and students are rarely noisy in class (Adnot et al., 2017).

This success is certainly not only the teacher's success in teaching his duties, such as mastering the subject matter when delivering it, but also the teacher's ability to manage class (König et al., 2020). This has an impact on the effectiveness of learning, especially in the subject of the history of Islamic culture and the conduciveness of learning so that the quality of students increases (Zalnur et al., 2022). Learning that takes place becomes efficient and the final learning objectives can be achieved optimally. In improving the learning process teachers should be able to know and understand how to manage classes in such a way that there is an interesting and enjoyable learning process for students and of course, the final goal

of all this is to obtain good learning outcomes. Based on the above phenomenon, research was conducted with the title "Class management in Islamic cultural history subjects at Madrasah Tsanawiyah Muhammadiyah Padang Panjang". Classroom management is one effort that can be used as a solution to learning problems, especially in Islamic cultural history subjects. What is the use of appropriate classroom management to improve the learning process, especially class VIII at Madrasah Tsanawiyah Muhammadiyah Padang Panjang. In essence, if classroom management is good, then the atmosphere of the teaching and learning process will be conducive, and of course, the learning objectives will be achieved (Gage et al., 2018).

## METHODS

This research is qualitative research with a descriptive approach (Bradshaw et al., 2017; Kim et al., 2017). Qualitative research is research used to examine the state of natural objects, namely something that is as it is, not conditioned by circumstances and conditions (Aprilia & Aminatun, 2022; Bernadtua et al., 2021). It is also called qualitative descriptive information that describes existing phenomena (Sousa, 2014; Willis et al., 2016). Data collection techniques used in this research include observation, interviews, and documentation. Meanwhile, data analysis in this research refers to the opinions of Milles and Huberman. There are three methods of descriptive data analysis, namely: data reduction, data presentation, conclusion determination, and verification (Colorafi & Evans, 2016).

## RESULT AND DISCUSSION

Classroom management principles in the learning Process

Teachers have an important role in conveying lesson material to students. The delivery of lesson material is closely related to the communication carried out by teachers with their students (Gage et al., 2018). Effective communication certainly requires the right media, because one component of communication is media other than the communicator, the communicant, the message and the feedback (Suhatman et al., 2020). Learning process in Islamic cultural history subjects. In the 3rd and 4th hours in local A and the 4th and 5th hours in local B. The Islamic cultural history teacher as the implementer of the learning process in class VIII local A and local B Madrasah Tsanawiyah Muhammadiyah Padang Panjang, has the expertise and ability to present learning material to students in class, both individually and in groups. In the learning process in class VIII A and local B, the Islamic culture history teacher carries out class management in accordance with class management principles such as: warm enthusiastic, there are challenges, variety, flexibility, emphasis on positive things, and instilling self-discipline.

According to the lesson material. That it can provide understanding and experience for students, and the learning process runs in a conducive, comfortable, and effective manner (Ladson-Billings, 2014). It's just that there are still a few obstacles to its implementation. The teacher's learning process seeks to implement the principles of classroom management in an effort to improve the learning process and make the learning process improved, conducive, comfortable, and effective. By using lecture methods, question and answer, and assignment methods. So that the desired learning objectives can be achieved. This is confirmed by the results of observations made by the author at Madrasah Tsanawiyah Muhammadiyah Padang Panjang. In the 3rd and 4th hours in local A, and the 5th and 6th hours in local B. The Islamic cultural history teacher tries to apply classroom management skills that are preventive and repressive so that the atmosphere of the learning process remains conducive and efficient.

In carrying out preventive classroom management skills, Islamic culture history teachers use responsiveness skills and pay attention so that potential disturbances do not arise from students (Shanahan & Shanahan, 2012). Then use the skill of showing clear instructions at the beginning of learning so that students remain concentrated and focused during the learning process. Meanwhile, in carrying out repressive classroom management skills. Islamic cultural history teachers use behavior modification skills with students who have problems with slow understanding of the material. Teachers carry out skills to find and solve problematic behavior so that no students cause deviant behavior during the learning process. In accordance with the author's statement and observation, the Islamic cultural history teacher tries to apply preventive and efficient classroom management skills so that deviant behavior does not occur from students (Sumani et al., 2020). So that the atmosphere of the learning process remains conducive and efficient.

Supporting and Inhibiting Factors for Classroom Management

Factors in classroom management such as curriculum factors, building factors, and the teacher factor, the history of Islamic culture itself, are supporting factors for teachers of the history of Islamic culture when carrying out the learning process. So that the learning process atmosphere is conducive, effective, and efficient. This is in accordance with the results of the author's interviews with Islamic cultural history teachers, several other subject teachers, and school principals (Arifin et al., 2018). It was found that curriculum factors, building factors, and Islamic cultural history teacher factors were supporting factors for Islamic cultural history teachers and supported the atmosphere of the learning process (Burhanuddin et al., 2022). It's just that student factors and facilities are obstacles for Islamic cultural history teachers. Because students' personalities like to seek attention by causing deviant behavior there are no facilities that support the learning process in Islamic cultural history subjects.

Researchers can conclude that, in a learning process atmosphere, the ability to manage the class is needed well in order to create a conducive and efficient learning process atmosphere. If not, students will appear who can create noise and problems in the learning process which will make the atmosphere of the learning process no longer conducive and efficient. For this reason, it is necessary to master classroom management in the learning process (Holzberger et al., 2013). So that the learning process can run smoothly, safely, comfortably, conductively, and efficiently. Students understand the lesson material provided more quickly and easily. So that the learning objectives can be achieved and the teacher does not experience difficulties in the learning process. In accordance with the aim of the Madrasah Tsanawiyah Muhammadiyah school/madrasah, namely a school that prepares students as future nation builders who have a strong character in religion and can balance learning in the world and the hereafter so that they become useful people for the family, school, nation, and religion (B. H. Smith, 2013). As well as creating individuals who are noble have good character and are active in every progress.

## CONCLUSION

Classroom management requires a warm and enthusiastic teacher attitude, creating challenges in the learning process so that students become enthusiastic, having the ability to vary and be flexible in teaching so that students are active and try to focus during the learning process, emphasizing positive things and cultivating self-discipline so that in the learning process is not disturbed and students have a sense of responsibility. Skills in classroom management are preventive in the form of: i). Being responsive and paying attention can prevent disturbances from students, ii). Providing clear instructions can help students stay focused in the learning process. Then class management skills are repressive in the form of: i). Behavior modification

can make students quickly and easily understand the material because they do not commit deviant actions during the learning process, ii). Finding and solving problematic behavior can make the learning process comfortable, effective, conducive and efficient.

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